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Submitting a Paper to the Journal of the National Collegiate Karate Association

We welcome your submissions. Please follow our guidelines to facilitate review. Papers may be submitted for publication in the Journal of the National Collegiate Karate Association in any of the following categories as they apply to karate and martial arts:

- ✓ Research - i.e., Arts, Culture, Biomechanics, History, Nutrition, Pedagogy, International Studies, Philosophy, Physiology of Exercise, Psychology
- ✓ Reviews - Normally only by invitation from the editors
- ✓ Teaching Principles
- ✓ New Methods and Theoretical Perspectives

Regardless of the category of submission, papers must be carefully researched, proof-read and annotated. Articles will be peer-reviewed by at least two reviewers with expertise in the topic. Write in plain English. Avoid the passive voice.

The entire Publishing Format for the Journal of the National Collegiate Karate Association begins on page 28 and can also be found on the website www.iskf.com *Collegiate Karate*

Submitting the Manuscript

Manuscripts should be submitted to the Editor-in-Chief (psmith@wcupa.edu) by e-mail as an attachment, preferably as an MS Word document (.doc).

Papers must be submitted to Dr. Paul Smith by June 1, 2010 in order to be published in the November 2010 Journal. Further discussion will be at Master Camp the second week of June.

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November 2009

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Greetings NCKA Members:

We are happy to see the ISKF is thriving with our new independence from the JKA and functioning in a much more responsive manner. This has been possible largely through the efforts of Lois Luzi, Shihan Okazaki's Executive Assistant, and her tenacious attention to organization and detail. Our NCKA website has been updated to allow for direct access through at <http://www.iskf.com/collegiate%20karate.html> website managed by Mr. Hiroshi Okazaki. He has been most responsive to the needs of the NCKA and ISKF by almost immediate turn-around times with our requests for modifications. Those who would like to have their university websites added to the list of links should contact Mr. H. Okazaki. Further updates will be forthcoming and we are happy to have such capable support. Shihan Okazaki's enlightened leadership and support provides us with autonomy and freedom that is rarely found within any organization. I am also especially grateful for the particular contributions of Anthony Nakazawa, Sally Grimes, James Sim, and Bruce Green to our organization. Their commitment, along with that of the ISKF, is critical to our operation.

Modifications to our JNCKA review process to allow open review of refereed articles will make direct communications between reviewers and authors more direct and collegial. With direct interaction between reviewers and authors, we can offer direct support to remedy issues and get our articles ready for publication in a more timely and personal manner. It is our belief that this less formal process than is normally used will serve to build mutually more beneficial relationships among the principals involved in the publication of our JNCKA. In addition to publication of refereed articles, we will also be including general articles of common interest to the ISKF community. These articles, such as "Balance and Techniques for Breaking Balance" by Paul Willoughby will not have to go through the more rigorous process of academic review and will allow input from our readers from a more casual perspective. Paul is an ISKF Instructor and has several articles on karate technique in various publications. The JNCKA publishing format is published as a supplement with this issue.

Work on our "NCKA Handbook" is progressing and the first edition is published as a supplement with this issue. We are appreciative of Mr. Patrick Vora's efforts in getting this started. Mr. Vora is a doctoral candidate in Physics at the University of Pennsylvania and, with the help of some other contributors, has provided the initial text for the document. Mr. Steve Majors has graciously provided some artistic enhancements that will add some visual zest to the handbook. This is to be considered a "living document" and revisions will be made as necessary.

We are interested in publishing academic articles, public information articles, book reviews and short commentaries and encourage you to submit your work (Chicago or APA styles) for publication. If you are interested in submitting an article for publication in the JNCKA or serving as a reviewer, please contact me at psmith@wcupa.edu or (610) 436-2764.

Best regards,



Paul K. Smith

Paul K. Smith, Ph.D.,
NCKA Chairman of the Board
JNCKA Academic Editor



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November 2009

It is with great pleasure that I extend my warmest greeting to all of our National Collegiate Karate Association. I have great admiration for all of the Karate-ka as well as their instructors and administrators of our collegiate family because training in Shotokan karate takes a lot of time and discipline in itself. However, to do that along with the pressures of your academic studies and jobs is not an easy venture.

As you all know, our founder, Master Gichin Funakoshi also had a deep respect for the students of the colleges and universities. That is why it was so important to him to do many of the first Shotokan karate demonstrations in that venue. He knew that the future began with the students and he also understood that they would be the people who would work very hard to be the best karate-ka they could along with contributing to the growth of what has now become our world-wide organization, the International Shotokan Karate Federation. Please remember in addition to your studies, and training in karate-do, you should also be diligent in practicing every day your Dojo Kun and Niju Kun. In that way, you will become a true martial artist.

I'd like to take this opportunity to thank Dr. Paul Smith, the Director of the National Collegiate Karate Association for all of his efforts to promote the NCKA along with the assistance of Dr. Anthony Nakazawa and Mr. James Sim. They have spent many years dedicated to this very important division of the ISKF.

Best of luck to all of you now and in the future, and to all of the students — I'd like to tell you that I truly hope after your college education is completed you remain a karate-ka and train throughout your life.



Sincerely,

Teruyuki Okazaki
Chairman & Chief Instructor
International Shotokan Karate Federation

BALANCE AND TECHNIQUES FOR BREAKING BALANCE

By

Paul Willoughby, Yondan, ISKF Instructor

Abstract: This article examines balance along with physical and mental strategies for breaking balance in an opponent. Both physiological and psychological balances are discussed along with sweeping and other balance breaking techniques and strategies.

Bio: Paul began his training in 1982 at the age of 14 in Okinawan Shorin-ryu Matsumura Orthodox Karate. In 1983 he began studying Shotokan Karate under Irv Smoot at the Southern Maryland Karate Club. Paul also trained for a number of years at the Shotokan Karate Club of Maryland under Najib and Farid Amin and is a graduate of the ISKF's Instructor Training Institute under Okazaki Sensei. Paul is ranked as a yondan, is a certified instructor and tournament judge and has been running the Southern Maryland Shotokan Karate Club since 1998. I have an article being published in issue 101 of Shotokan Karate Magazine. It comes out in September.

Understanding balance, how to maintain it, and how to break it are important concepts for the student to understand because it allows the student to understand how to stabilize his own body to support his own karate techniques and it also helps him to understand how to take balance from an opponent. Breaking balance is an important strategy in self defense as well as kumite. There are three principle areas associated with balance in the human body. There is the physical, the physiological and the psychological. The physical area is primarily concerned with how to orient the body and center of gravity in order to maintain balance. Of course, the physical area assumes that the physiological portion of the body's balance system, primarily the organs of the inner ear, is functioning properly. Finally, the psychological component of balance should be considered since breaking one's concentration or startling a person can cause them to become un-balanced. The physical and psychological components of balance and center of gravity can be trained while the physiological portion is innate.

The physical portion of this topic is covered very well in Okazaki Sensei's Textbook of Modern Karate. In general, balance correlates with the height of the center of gravity and its location with respect to the stance projection. Therefore, if the center of gravity is low and placed near the center of the stance projection, balance and stability are maximized. The opposites are also true – the higher the center of gravity and the farther its placement from the center of the stance project, the less balanced the individual will be. From these ideas, it is easy to see that a large, low stance is naturally more balanced than a higher stance where the feet are closer together. It is also easily understood that the body posture is essential to keeping the center of gravity near the center of the stance projection and thus is key to balance. Leaning in any direction causes the center of gravity to move outside of the stance projection area which leads to a less balanced position. For the physical level, the balance and center of gravity are all controlled by the stance and the body posture. The stance is the key element in controlling the height of the center of gravity through the placement of the feet and the degree of knee flexion. The posture is the key element in keeping the center of gravity near the center of the stance projection. At this point, it should be pointed out that only a body at rest can be fully balanced in a stable way since the body must become un-balanced in order for any movement to occur. The key here is that the karate-ka trains movement to be as balanced as possible during the "unbalanced" situation. That is why stance training, posture and body shifting are all basic foundational aspects of all karate training from the very beginning and re-visited often as the student progresses from novice to expert.

The physiological part of balance is the so-called "balance system." "This system is under the control of the inner ear, but it also involves vision, the body sensors, the eye muscles and the muscles for maintaining upright posture"¹ Part of the balance system is the visual cues from the eyes that give the person a perspective of the body's orientation with respect to the world. Additionally, the semi circular canals and the otolith organs provide the brain with stimuli with respect to body movement and orientation. The semi circular canals are fluid filled tubes in the inner ear that are

¹ Epley, John M., M.D. The Balance System 101: How It Functions. Portland: The Ear Info Site: <http://www.earinfosite.org/101.htm> 2009 pp 1

designed to send messages to the brain regarding rotational movement. The otolith organs of the inner ear are designed to send messages to the brain about linear acceleration (like that of gravity) and which way is up and down. The third component on the balance system is the body's sensory nerves in the muscles and extremities that provide the brain with feedback about pressures such as gravity.

The third aspect of balance to consider beyond the physical is the psychological aspect. It is common sense that a person who is more relaxed will have an easier time maintaining balance than someone who is nervous and overly tense. A pre-occupied person will also tend to be less balanced since they are less able to cope and respond to the stimuli provided by the sensory balance system. Okazaki sensei points out that: "Anyone can walk a straight line on a sidewalk. If the line were 100 feet in the air, the fear of falling would make walking difficult and not too many people could follow the line."² It would thus stand to reason that mind concentration has an effect on balance since the fear of falling makes it much more difficult for a person to concentrate on remaining balanced. Therefore, other things that break one's concentration would also have an effect on maintaining balance, such as being startled by a loud noise such as a kiai or having someone feint a sweep on your leg, drawing your mind to your lower leg. Yaguchi sensei once pointed out that a leg sweeping technique that is not done with much penetration is as much to distract the opponent into losing balance as it is to actually throw him.³

Ashi-barai (leg-sweeping techniques), are physical methods of breaking the opponent's balance. The Textbook of Modern karate lists four basic types of leg sweeps, the sole leg sweep (teisoku ashi-barai), the sword foot leg sweep (sokuto ashi-barai), the back-heel leg sweep (ushiro kakato ashi-barai), and the side-heel leg sweep (soto kakato ashi-barai). The sole leg sweep is performed by moving your leg in a circular motion from outside of your body towards the inside such that you contact the opponent's heel or ankle. During the last part of the technique, just prior to contact, the foot is snapped back toward the supporting leg using the knee as a pivot point. This sweeping technique is best used on an opponent directly in front of you. The sword foot leg sweep uses the sword-edge of the foot to contact the opponent's foot. Whereas the sole leg sweep has the leg moving in an arc out and away from the body, the sword foot sweep moves in the opposite direction such that you must first move the leg out to the front and then bring it back to the side in a circular motion. This sweep is useful when the opponent is in close and to the side. The back-heel leg sweep uses the back of the heel and moves in a backward direction in a straight line rather than circularly. The target is the back of the opponent's heel and this sweep is useful for sweeping someone who is directly to the side. Finally, the side-heel foot sweep is executed pretty much the same as the back-heel leg sweep only the target of the attack is the side of the opponent's foot rather than the heel of the opponent's foot.

A leg-sweeping technique can completely throw the opponent, cause his motion to be re-directed, or simply upset his balance by drawing his attention to the leg that is being swept even if the sweep does not penetrate enough to knock him off balance. In order for a leg sweep to physically break the opponent's balance, the technique must move the opponent's center of gravity outside of his stance projection area. Usually, this means destroying his stance by taking one of the legs with a sweeping technique. If done quickly and with enough penetration and leverage, then the sweep can throw the opponent whereas a sweep done with less vigor may only cause him to change the direction of his movement or adjust his stance. Obviously, the more stable a stance the opponent is in, the more difficult it is to perform a successful sweep. Therefore, before tactically applying a sweep, one should consider what stance the opponent is in. A higher, less stable stance will be easier to sweep than a low, stable stance. It is also advantageous to try to sweep the opponent while he is moving from one stance to another since this also leaves him in a less stable position. "In order to perform a sweeping technique correctly, it is essential to catch to opponent before he has completed his movement"⁴ Therefore, it is essential to practice with a partner in order to develop the proper timing. A good drill to work on ashi-barai timing is to work with a partner. Have him perform a stepping punch while you shift to the outside, block and attempt to sweep his foot

² Okazaki, Teruyuki and Stricevic, Milorad, V.. The Textbook of Modern Karate. New York: Kodansha America. 1984 pp 57.

³ Yaguchi, Yutaka; June 2007 Instructor Training at Master Camp

⁴ Okazaki, Teruyuki and Stricevic, Milorad, V. The Textbook of Modern Karate. New York: Kodansha America. 1984. pp. 309

before he can complete his step. Start slowly and then build up speed taking turns being the attacker and defender.

Although it is much easier to sweep the opponent when he is moving, it is also possible to sweep him from a stable stance if you perform the sweep with your center of gravity close enough to his to allow for enough leverage and if you sweep at the correct angle to give you enough mechanical advantage to destroy his stance. For instance, when someone is standing in a solid front stance, a sweep aimed at the side of the foot is most likely to fail since the opponent has 60 percent of his weight on that foot and the structure of the stance is such that a right angle to the standing foot is structurally sound. This is especially true if you are standing in front of the person because your COG is too far away and you most likely won't be able to generate enough leverage with a sole-foot sweep. See figure 1. It might work if you attack from the side using a side-heel sweep but, again, you would be attacking the stance where it is structurally the strongest. A much better method would be to use a back-heel sweep such that the attacking angle comes from behind the opponent front leg and sweeps it out and forward because his stance is structurally weaker in that direction and because your COG would be close to his, you can generate much more leverage. See figure 2.

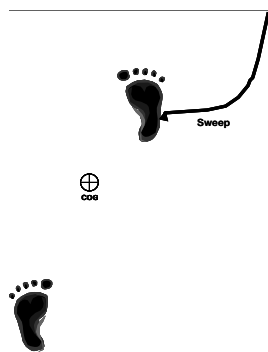


Figure 1 - Incorrect Way to Sweep a Stable Stance

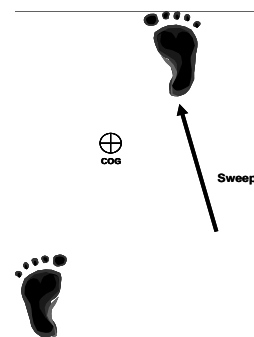


Figure 2- Better Angle to Sweep a Stable Stance

Another method to physically break your opponent's balance is to pull on their upper body. For instance, if they are attacking with oi-zuki (stepping punch), just after you engage their attacking limb with your block, you can grab and change the blocking hand to a pulling hand and pull them off balance by pulling their upper body beyond where they wanted to land their stance. Shuto-uke (knife-hand block) is especially suited to becoming the pulling hand since it is an open hand technique. This can also be done by grabbing some part of their upper body, clothing or hair. It should be remembered that the best way to break the balance is to pull the head towards the most structurally weak and unstable part of the stance. The rule of thumb is to always pull the head towards the tip of the imaginary triangle in which the base of the triangle is formed by the line between the two feet in the stance. See figure 3. Where the head goes, the COG will follow.

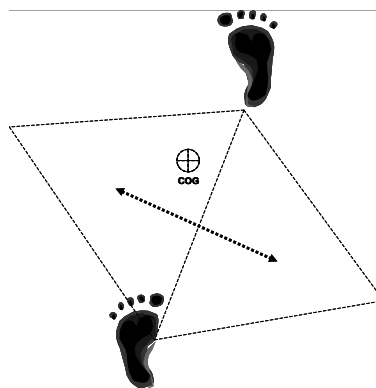


Figure 3 - Pull the Head to the Tip of Triangle

In addition to physical methods of breaking balance, there are psychological methods of breaking balance that can be used as a tactic. We already mentioned that a physical method of breaking balance is not strong enough or fails for some other reason, it may be enough to cause your opponent to lose concentration long enough to create an opening. Likewise, doing the unexpected can help to break your opponent's balance. For instance, Okazaki Sensei continually reminds us not to fight our opponent's strength directly. So, if someone were to grab you and begin to pull you in a direction you didn't want to go, the natural reaction is to try and pull away. If your opponent is much stronger than you, you will lose that battle every time. Instead, move toward and with the opponent and do not offer resistance. This is the exact opposite response than the opponent would expect and can put him off balance enough to allow an opening for you to counter-attack sharply and get away. This same principle holds true for someone punching at you. The natural response is to move away, put your hands up, and flinch. However, the Heian katas, with the first movement always blocking by moving towards the opponent, teach us that there is advantage in moving towards the opponent to block rather than away from the opponent. It's exactly opposite what the opponent would expect an untrained person to do. Lastly, emitting a loud, strong kiai could be enough to startle the opponent and leave an opening for you to exploit.

Techniques for breaking balance are an effective part of self defense as well as a tactic to be used during dojo kumite (sparring) and shiai kumite (match competition sparring). It is important to understand where your COG is in relation to your opponent's COG and in which direction his stance is unstable and structurally weak. Timing is also a key to successful sweeping so practicing sweeping techniques with a partner is indispensable. Never forget that the tactic of surprise can be used to throw your opponent off balance.

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ZEN AND THE ART OF KARATE INSTRUCTION STUDENT-CENTERED PRINCIPLES OF KARATE TRAINING

By

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Abstract: This article relates the principles and procedures of the Motorcycle Safety Foundation Basic Rider Course to the teaching of classical Shotokan karate. Specific topics discussed are the applicability of student-centered learning vs. content-centered learning and practical application procedures for creating effective lessons in karate based on established scientific principles.

Bio: Dr. Smith began training in 1967 at Lackland AFB, San Antonio, Texas. He graduated from the Instructor Training Program under Mr. Shigeru Takashina in 1980 and has been active with the ISKF Instructor Training Institute since 1985. He has been a certified MSF RiderCoach since 2003. Dr. Smith is also an associate professor of Kinesiology at West Chester University of PA and chair of the National Collegiate Karate Assn., Director of the East Coast Collegiate Karate Union, and has been actively involved in collegiate karate since 1972."

Karate is a lifetime activity, a way of living, not just punching and kicking. We learn through our relations with others and how we relate to others (our "BEING," as in Human Beings) determines the effectiveness of our learning. Everyone and everything we experience reflects on our teaching-learning process and there are several ways to approach this process. The purpose of this article is to suggest the use of student-centered learning as an alternative or supplement to the traditional content-centered approach used in traditional karate instruction. As karate instructors in the International Shotokan Karate Federation (ISKF), we have the ISKF Instructor Training Institute and extensive incidental learning experiences to prepare us for our tasks. This excellent program requires a relatively high level of skill, 2nd degree black belt, for admittance, and roughly three years of training sessions and over 40 individual research papers on specific topics, as well as practical examinations for completion (www.iskf.com). Similarly, the Motorcycle Safety Foundation (MSF) RiderCoach (RC) preparation requires a skill component for admittance and about 60 hours of instruction and practice, as well as certification examinations for their completion and certification (www.msf-usa.org). The ISKF program is primarily oriented toward mastering the content of the curriculum and teaching that content to the student. The MSF program, while having definite content to be mastered and transmitted to the student, is oriented toward delivering a specific curriculum in a student-centered manner; with emphasis on the student. Content-centered learning is oriented mainly toward the outcome of the instruction, the ability to demonstrate mastery of the skills as directed by the instructor. Student-centered learning, while achieving the same objectives, allows for the acknowledgment and respect for the integrity, dignity, feelings, and emotions of the student in the teaching-learning routine from one's own experiences and perspective (Leadership, 2008; DEMSP, 2003). In ways of life that can possibly have extreme and severe safety consequences, such as karate or riding a motorcycle, how we learn can have a substantial bearing on how the student perceives the activity and how long he/she will be involved with that activity. The principles and procedures are logical and progressive in their application. The "Zen" relates to balance and continuity in how the principles are experienced by the teacher and student – there is no "right answer," only what is.

Learning objectives can be classified according to Bloom's Taxonomy of Educational Objectives as affective (emotional, character, feelings), cognitive (intellectual), and psychomotor (physical – both organic and performance based) domain elements. These domains are used to focus objectives on specific aspects of learning and are highly relevant to learning in those specific areas. Although in karate and in motorcycling, being able to understand and perform the physical skills is the goal, learning in the cognitive and affective domains should also be addressed, as each contributes to the totality of what the student will be learning and experiencing.

Traditionally, karate instruction, particularly in the early phases of instruction, is given in a rather rigid, martial, military, manner with the emphasis being on learning the skills from a mechanical,

content-centered perspective as directed by the instructor. We learn to make a fist in a certain way, move our arms over a particular pathway, stand, step, and breathe according to a particular natural pattern. When, in the instructor's judgment, a level of attainment is achieved and practiced, the student is given instruction and demonstration leading to the next level in the progression of skills to be learned. Little attention is given to what the student is experiencing, with the main emphasis being on whether the skill is performed correctly. This is a very effective and efficient way to teach a large number of students in a short amount of time and there is nothing wrong with this procedure – the teacher instructs and demonstrates and the student learns by imitating the teacher. The student, however, usually coming from a naïve perspective, is often left with a lack of relevance and identification with the skills and how they are used. Consequently, many students only experience that the teacher has accepted what they are doing without a reflective understanding of what they are actually learning. Student-centered learning is designed to address how the learning relates to him/her as a human individual, rather than just as a performer (DEMSP, 2003; Lawther, 1977). Another key concept associated with student-centered learning is that the student assumes ownership by taking responsibility for his/her learning. In this way, the learner can adopt a more genuine relationship with the training and have a very real identification with his/her actions. The instructor or RC must do his/her part AND the student must do his part in this two-way process.

The Motorcycle Safety Foundation (MSF) uses a highly refined curriculum based on student-centered principles for learning how to safely ride a motorcycle. These principles, due to the similarity of the nature and purpose of the skill learning process, can be readily adapted and applied to karate training. Some basic student-centered learning principles¹ are (DEMSP, 2003):

- Learning is voluntary; students cannot be forced to learn material that is not relevant or meaningful to them.
- Mutual respect is demanded, not by the expertise of the teacher, but by the empathy and sincere interest in student learning.
- There must be a high degree of reciprocal trust and respect, and there is a balance between caring and challenging.
- Teachers and students share a mutual goal of safe, responsible training.
- Past experiences form the basis of new learning.
- The instructional environment should be "high challenge/low threat."
- Teachers must be able to adapt to a variety of circumstances and be creative in facilitating instruction.
- Students should attribute success to their own effort and ability, rather than the instruction/coaching of the teacher.

For some instructors, the use of these principles is intuitive and inherent with their personality; for others, these principles may not be obviously manifested in how their relationships with students unfold and we must work at it. It is likely that the instructor may not be applying all of these in each lesson. Therefore, it is recommended that he/she review them on a regular basis to have them as a resource when formulating lessons. It is very easy to get so "into" the lesson that we lose continuity with the mindset of the student. As instructors who are highly trained and skilled in the techniques and martial art of karate, it would be an excellent practice to keep in mind that the student does not have our background of training and experience, and what may be totally obvious to us may not even be comprehensible to the student.

One of the distinguishing characteristics of the MSF Basic and Experienced Rider Course programs is that instructional procedures have been distilled into a few logical, easy to remember steps for the RiderCoach or instructor to follow. The simple sequential order of the instructional format¹ is as follows:

1. Set up lesson by stating the objective and making the content meaningful.
2. Generate learner-centered activities using small groups, study questions, and creative activities.
3. Reinforce content with the use of training aids (demonstrations or devices to support principle or technique being taught).

¹ *Principles and procedures adapted from Motorcycle Safety Foundation RiderCourse Guide, Motorcycle Safety Foundation, 2 Jenner St., Suite 150, Irvine, CA 92618-3806, Rev. 3/0*

This routine is particularly elegant in that it communicates and accomplishes a great deal with minimal amount of cognitive information and steps to be performed. It also allows the ideas to be kept readily accessible and present in the RC's awareness. As the lesson is presented and the student begins to respond to the instruction, feedback or knowledge of results (KR) (Lawther, 1977) is given to the student through a similarly elegant coaching process involving the following steps¹:

1. Observe - watch all riders and focus on weak points of individual riders.
2. Analyze - focus on primary exercise evaluation points and look for skills that would improve the skill of student.
3. Coach - provide timely and helpful tips without interfering with natural learning and improvement processes.
4. Reinforce - acknowledge effort and success, and to provide encouragement toward movement excellence.

Coaching can be thought of as providing thoughtful and timely guidance for the student by providing appropriate cues, encouragement, and asking timely questions of individuals and groups. Notice that the information provided is for the student to use, rather than telling him/her what to do. The ability to utilize questions well is an important tool for the instructor to empower the student to master the skills involved. Instructors should demonstrate their competence by having a good knowledge of the basics of karate, having an understanding of the curriculum and content of the subject, having the ability to provide learner-centered instruction, management of group dynamics, and having the technical skills to demonstrate and present the key elements of all content being taught (DEMSP, 2003). The order of the presentation¹ would be to:

1. State the objective of the exercise.
2. Provide a demonstration of the exercise.
3. Coach students through the exercise.
4. De-brief students on the exercise.

During the coaching and de-briefing phases of the lesson is where student-centered questions would be most applicable. Some examples of content-centered questions about karate would be:

1. What are the 5 points of the Dojo Kun?
2. Why do you keep your wrist straight?
3. What is the difference between a striking block and a re-directing block?

Some examples of student-centered questions would be (DEMSP, 2008):

1. What did you learn?
2. Is there anything that you did not understand?
3. What did you like or dislike about this exercise?
4. Does this make sense to you?
5. Is this consistent with your experience?
6. Is there anything you would like clarified?
7. Did anything about this surprise you?

You will probably notice that the student-centered questions lead the student to relate events of the lesson back to their personal situation, whereas the content-centered questions address only the material learned, as if there were no human being involved. Content-centered questions relate to the material content, excluding the learner's relationship with the subject, and not the student. The identification with the topic by the learner gives him/her the power to take responsibility for learning as part of his/her development, rather than putting the responsibility on the teacher or some external factor, thus allowing the learner to be more in control of what is learned and how it is used. The specific content knowledge and procedures presented then have a link to the person and are not just some factual information to be memorized (Schmidt & Wrisberg, 2000; Lawther, 1977).

Motor or physical skills are also best taught according to specific principles that can make learning more effective by focusing on how the student processes information as it is presented. Considering individual differences among learners, these principles provide a global framework for the instructor when structuring lessons to more directly allow the movement objectives to be internalized by the student. An awareness and understanding of motor learning/development principles are invaluable to the karate instructor. Some common principles¹ (Lawther, 1977; Schmidt & Wrisberg, 2000; Singer,) for learning motor skills are:

- Motor skills are best developed when taught in a whole-to-part manner. It is best to learn whole skills first, later to refine those skills with practice and coaching (Schmidt & Wrisberg, 2000).

- Motor skills are best developed if initial learning occurs with an emphasis on control instead of speed.
- A primary way to learn a motor skill is to practice in a safe environment. Practice provides feedback which can be enhanced by appropriate coaching.
- Gross motor skills, those utilizing major muscles, should be practiced before fine motor skills are developed.
- Mental practice has value in motor skill learning, but only after experience and familiarity with the actual motor skill.
- Too much information, or over-coaching, can inhibit the development of motor skills.
- Extensive preliminary verbal instruction inhibits motor skills learning
- Technical verbal instruction before actual practice usually does not improve motor skill development.
- Motor skills are best learned if acquired naturally as opposed to being forced to acquire.
- Motor skills are retained better if a learner practices in a safe environment without distractions which can intrude on the perceptual motor process.
- Coaching is most effective in an environment of minimal stress and tension.
- Novices learn best if first given a gross motor skill outline instead of details of the movement.

Again, these principles seem to be applications of the very rare quality of common sense. Key concepts associated with these principles involve keeping a challenging, non-threatening environment, keeping stress to a minimum, presenting an overall picture for the student to see what his target behavior should be, introducing only the key specific tasks to be accomplished at any given time, and providing appropriate coaching feedback (Lawther, 1977). Most people tend to respond less consistently when under stress and when threatened; most of us take appropriate actions when we are clear about what we are supposed to be doing, and when there are fewer choices available. Too much initial information and “things to remember” only serves to confuse and frustrate the learner (Schmidt & Wrisberg, 2000; Singer, 1980). Once the student has a clear idea of what he is trying to do and successful approximations of general assigned tasks are effectively practiced, then we can more successfully work toward refining and adding power and speed to the target skills with a greater degree of confidence and comfortability. Repetitious practice of the correct movement skills leads to effective learning of motor skills; repetitious practice of poorly executed skills just make us better at doing the undesired skills (Schmidt & Wrisberg, 2000). Those well-learned poorly executed skills then have to be unlearned and re-learned correctly, resulting in triple the amount of effort expended. Does it not make better “common sense” and economy to learn the skills correctly the first time?

The demonstration, or modeling, provides a visual representation of what the student is expected to do and it is critical for the student to understand what he/she must do. The demonstration should be a clear, realistic presentation of the target skill with as few distracters as possible and highlight the key elements of the action (Schmidt & Wrisberg, 2000). Some tips¹ for successful demonstrations are:

- Be sure exercises are set up properly.
- Practice demonstrations before the class begins.
- Demonstrate at a speed that the learners can use to practice.
- Stress application and evaluation points during the demonstration.
- Repeat demonstrations if students do not understand movement pathways and sequences of the technique.

A poor demonstration will confuse and frustrate the learner. A target behavior should be as close to the desired behavior as possible and speed of movement is one of the main cues to be observed. If the student tries to copy a movement at a speed that is too fast for his/her ability, it will be difficult to do correctly, often with disastrous results. Demonstrations should be sufficiently practiced before given to the student; in music, there is a well-known maxim that one does not practice on the audience, and practice should be done before you get in front of your audience.

In summary, karate is a way of life that is important to us. Our experience of the teaching and learning process affects how well we execute our techniques. It also affects our overall attitude toward karate and teaching and learning in general. Effective student-centered instruction, as exhibited by the MSF Basic and Experienced Rider courses, allows the student to learn from his/her

perspective according to his/her world view, and provides a more positive, related outlook on the art itself. The application of appropriate principles of student-centered instruction and practice, as well as appropriate motor learning principles can enhance the student's experience of karate and lead to a more meaningful and rewarding lifetime experience.

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National Collegiate Karate Tournament

Team Kata Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	U. of New Orleans	U.C. Riverside	Temple University
1981	Sioux Falls	Temple University	Arizona State U.	U. of New Orleans
1982	Denver	Temple University	Ohio University	L.S.U.
1983	Miami	Temple University	Drexel University	P.J.C.
1984	Santa Monica	Temple University	U. of New Orleans	Arizona State U.
1985	Cleveland	Temple University	Georgian Court	University of Alaska
1986	New Orleans	Temple University	L.S.U.	U.C. Riverside
1987	Phoenix	Temple University	Georgian Court	University of Alaska
1988	Philadelphia	Temple University	Drexel University	U.C. Riverside
1989	Sioux Falls	Drexel University	U.C. Riverside	Temple University
1990	Denver	Drexel University	U. of Chicago	Temple University Drexel University
1991	Miami	Drexel University	University of Alaska	Temple University U of Illinois-Chicago
1992	Anchorage	University of Alaska	Temple University	Santa Rosa Jr. College
1993	Denver	Delta State University	Temple University	St. Cloud State Univ.
1994	Santa Monica	U. of South Florida	Temple University	University of Alaska
1995	Santa Rosa	U. of South Florida	Temple University	College of Wm. & Mary
1996	Indianapolis	Temple University	Drexel University	Ohio University
1997	New Orleans	U. of N. Colorado	Drexel University	Illinois
1998	Phoenix	Drexel University	Louisiana State Univ.	University of Alaska, Anchorage
1999	Denver	Louisiana State Univ.	Univ. of New Orleans	Drexel University
2000	Philadelphia	Louisiana State Univ.	Drexel University	Temple University
2001	Sioux Falls	Tulane University	Drexel University	Penn State University
2002	Orlando	Drexel University	University of Alaska	Penn State University
2003	Honolulu	Penn State University	U. of N. Colorado	Drexel University
2004	Columbus	Penn State University	Drexel University	University of North Colorado
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage, AK	University of Alaska	Drexel University	University of South Florida

(Continued on next page.)

National Collegiate Karate Tournament

Team Kata Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2007	San Francisco, CA	Penn State University	University of Central Arkansas	University of Alaska, Anchorage
2008	Los Angeles, CA	Drexel University	Penn State University	UCA Shotokan Karate
2009	Cherry Hill, NJ	Drexel University	Penn State University	Temple University
2010	Sioux Falls, SD			

National Collegiate Karate Tournament

Team Kumite Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	U. of New Orleans	Temple University	Cornell University
1981	Sioux Falls	Arizona State U.	U. of New Orleans	L.S.U.
1982	Denver	Temple University	U.C. Riverside	Ohio University
1983	Miami	Temple University	P.J.C.	Drexel University
1984	Santa Monica	U.C. Riverside	Temple University	U. of New Orleans
1985	Cleveland	Temple University	Ohio University	University of Alaska
1986	New Orleans	Temple University	Tulane	U.C. Riverside L.S.U.
1987	Phoenix	U.C. Riverside	Ohio University	University of Alaska
1988	Philadelphia	Drexel University	U.C. Riverside	U. of New Hampshire
1989	Sioux Falls	Ohio State	Drexel University	University of Alaska
1990	Denver	U. of Arizona	Mt. States	East Coast
1991	Miami	Manikato State	Temple University	U. of Illinois-Chicago Florida State
1992	Anchorage	U. of Illinois	Mankato State	Temple University
1993	Denver	Delta State University	St. Cloud State Univ.	Temple University
1994	Santa Monica	Temple University	UCLA	University of Alaska
1995	Santa Rosa	College of William & Mary	Temple University	Santa Rosa Jr. College
1996	Indianapolis	Temple University	Drexel University	Ohio University
1997	New Orleans	Drexel University	U. of Northern Colorado	U. of New Orleans U. of Illinois
1998	Phoenix Women's Men's	Drexel University Drexel University	Louisiana State Univ.	University of Alaska
1999	Denver Men's	(Brown & Black Belt) Louisiana State Univ.	Drexel University	University of Alaska
2000	Philadelphia Women's Men's	(Brown & Black Belt) Tulane University Louisiana State Univ.	Penn State Tulane	Temple University Drexel University
2001	Sioux Falls Women's Men's	(Brown & Black Belt) Penn State University Drexel University	Tulane University Tulane University	Penn State University
2002	Orlando Women's Men's	Tulane University Louisiana State Univ.	Penn State University Penn State University	University of Alaska
2003	Honolulu Women's Men's	Penn State University Tulane University	Drexel University	Louisiana State Univ.

(Continued on next page.)

National Collegiate Karate Tournament

Team Kumite Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2004	Columbus Women's Men's	Drexel University LSU	Penn State University Tulane University	LSU Drexel University
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage, AK Men's	University of Alaska	University of South Florida	Drexel University
2007	San Francisco, CA Men's	Penn State	University of Central Arkansas	University of Alaska, Anchorage
2008	Los Angeles, CA Men's Women's	Drexel University Drexel University	Penn State University Penn State University	OSU Shotokan UCA Shotokan
2009	Cherry Hill, NJ Men's Women's	Drexel University Drexel University	Ohio State Univ. Penn State Univ.	Penn State Univ. U of Central Arkansas
2010	Sioux Falls, SD Men's Women's			

National Collegiate Karate Tournament

Men's Kata Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	Tom Hyder Arizona State Univ.	Mike Urpschot Univ. of New Orleans	David Biggs Arizona State Univ.
1981	Sioux Falls	Hiroyoshi Okazaki Temple University	Ken Wang U.C.R.	David Biggs Arizona State Univ.
1982	Denver	Hiroyoshi Okazaki Temple University	Jerry Kattawar L.S.U.	Aaron Jacobs Temple University
1983	Miami	Hiroyoshi Okazaki Temple University	Mike Urpschot U. of New Orleans	John Caluda C.I.A.
1984	Santa Monica	Hiroyoshi Okazaki Temple University	Bob Shibasaki El Camino College	Stuart Smith Univ. of Arizona
1985	Cleveland	Hiroyoshi Okazaki Temple University	Jerry Kattawar Delta State Univ.	Greg DuBois A.C.C., Alaska
1986	New Orleans	Jerry Kattawar Delta State Univ.	Scott Johnson Metro State	P. Crapanzano L.S.U.
1987	Phoenix	Bob Shibasaki El Camino College	Tufic Akil Florida Int'l Univ.	Morris Lawrence Washtenau C.C.
1988	Philadelphia	Tufic Akil Florida Int'l Univ.	Morris Lawrence Washtenau C.C.	Paultz U.C. Riverside
1989	Sioux Falls	Hiroshi Yaguchi U. of Colorado	John Nunez Mankato State Univ.	Eric Renner S.S.U.
1990	Denver	Brian Treanor UCLA	Jamie Gisevius South	George Hernandez U. of Illinois-Chicago
1991	Miami	Kengo Inatu U. of S. Alabama	August Antenor Cruz U. of Illinois	Paul Lapansri U. of S. Alabama
1992	Anchorage	Tomoya Kawasaki Temple University	Charles Baerlin Santa Rosa Jr. College	Chad Drachenberg Mankato State
1993	Denver	Tomoya Kawasaki Temple University	Hiroshi Ando Temple University	Victor Sein Arizona State Univ.
1994	Santa Monica	Masahiro Hori Taishou University	Takahiro Kimura Taishou University	Kouji Motoyoshi Kokushikan University
1995	Santa Rosa	Justin Nepo West Chester Univ.	Takamichi Maeshima Temple University	Joshua Rau Univ. of N. Colorado
1996	Indianapolis	Justin Nepo West Chester Univ.	Errol Mahoney Univ. of S. Florida	Kallan Resnick Univ. of Pennsylvania
1997	New Orleans	Ricky Supnet Univ. of Hawaii	Toshihide Nakamura Univ. of Illinois	Jorge Miangos Santa Clara
1998	Phoenix	Toshihide Nakamura Univ. of Illinois	Gary Ho Santa Clara	Phuc Nguyen E.C.
1999	Denver	Tony Nakamura Univ. of Illinois	William Huffstetler Newport Univ.	Satoshi Kuwahara Univ. of CA-San Diego
2000	Philadelphia	Steven Kiefer Santa Monica	William Huffstetler Newport Univ.	Nathan Smith Penn State
2001	Sioux Falls	Steven Kiefer California State	Dimitri Papadopoulos Tulane University	Arthur Derbes L.S.U.

(Continued on next page.)

National Collegiate Karate Tournament

Men's Kata Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2002	Orlando	Jumbo Banaria UC Santa Cruz	Dimitri Papadopoulous Tulane University	Steven Kiefer Columbia College
2003	Honolulu	Dimitri Papadapoulous Tulane University	Jumbo Banaria UC Santa Cruz	Greg Hoplmazian Penn State University
2004	Columbus	Jumbo Banaria UC Santa Cruz	Dimitri Papadopoulous Tulane University	George Pappaas Penn State University
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage, AK	Jihone Du Arizona State	Alessandro Massaro Florida International U.	Andrew Tooyak University of Alaska
2007	San Francisco, CA	Ben Cheeseman University of Alaska	Pedram Rastegar George Mason Univ.	Marcus Fowler Penn State
2008	Los Angeles, CA	Ben Cheeseman University of Alaska	Pedram Rastegar George Mason Univ.	Aino Mercadoy
2009	Cherry Hill, NJ	Dan Elliott Art Inst. of Philadelphia	Stephen Burgio Drexel Univ.	Thomas Mellor Drexel Univ.
2010	Sioux Falls, SD			

National Collegiate Karate Tournament

Beginner and Intermediate Combined Kata

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2009	Cherry Hill, NJ Beginner	Dung Vu Drexel Univ.	Nene Ikpechukwu Penn State Univ	Victoria Tielebein Drexel Univ.
2009	Cherry Hill, NJ Intermediate	Abram Tooyak Univ. of Alaska	Daniel Zettler Drexel Univ.	Ben Lutz Penn State Univ.
2010	Sioux Falls, SD Beginner			
2010	Sioux Falls, SD Intermediate			

National Collegiate Karate Tournament

Men's Kumite Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	There was no Men's Kumite competition in 1980.	There was no Men's Kumite competition in 1980.	There was no Men's Kumite competition in 1980.
1981	Sioux Falls	John Caluda U. of New Orleans	Fahmi Hasish Arizona State Univ.	David Biggs Arizona State Univ.
1982	Denver	John Caluda C.I.A.	Bobby Miles U.C.R.	Hiroyoshi Okazaki Temple University
1983	Miami	John Caluda C.I.A.	Hiroyoshi Okazaki Temple University	S. Montgomery, Drexel University Patrick Geis, P.J.C.
1984	Santa Monica	Rene Vildosola Santa Monica Col.	Stuart Smith Univ. of Arizona	H. Morimoto Univ. of Arizona
1985	Cleveland	Jarra Kattawar Delta State U.	Hiroyoshi Okazaki Temple University	Greg DuBois A.C.C., Anchorage
1986	New Orleans	Jarra Kattawar Delta State U.	David Lukas Mesa Comm. Col.	Steven McDermott Temple University Robert Schorr L.S.U.
1987	Phoenix	James Butwin Univ. of Arizona	Tufic Akil Florida Int'l Univ.	Steven McDermott Temple University
1988	Philadelphia	Mike Tan U.C. Riverside	Tufic Akil Florida Int'l Univ.	Harvey Coon Drexel University
1989	Sioux Falls	Samer Atassi Univ. of Miami	Dean Mori Univ. of Alaska, Anchorage	Eddie Ribinson South Central Region
1990	Denver	Jamie Gisevius South	Eric Renner Mankato	Moris Kennedy, Temple Brian Treanor, SWUCLA
1991	Miami	Morris Kennedy Temple University	Pete Johnson Delta State	August Antenoracruz Univ. of Illinois
1992	Anchorage	George Hernandez Univ. of Illinois	Morris Kennedy Temple University	Francis Foo Santa Rosa Jr. College Tomoya Kawasaki Temple University
1993	Denver	Pedi Johnson Delta State Univ.	Tony Kelly Delta State Univ.	Steven Davenport Delta State Univ.
1994	Santa Monica	Takhiro Kimura Taishu University	Yasuhiro Minowa Kokushikan University	Norimitsu Yamamoto Komazawa University
1995	Santa Rosa	Tony Kelly Delta State Univ.	Norihito Kodama College of Wm. & Mary	Devin Fadaol Southern Region

(Continued on next page.)

National Collegiate Karate Tournament

Men's Kumite Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1996	Indianapolis	Devin Fadaol Tulane University	Justin Nepo West Chester Univ.	Zak Cook UCLA
1997	New Orleans	Dan Dalio Univ. of New Orleans	Isao Nakayama U. of Southern Miss.	Gary Ho, Santa Clara M. Orhoa, U.N. Orleans
1998	Phoenix	Ricky Pampo L.S.U.	Tony Kelly Delta State Univ.	T. Nakamura Univ. of Ill. B. Towels, Drexel
1999	Denver	Satoshi Kuwahara Univ. of CA - San Diego	Darryl Rappold L.S.U.	Frank Garcia Univ. of Texas
2000	Philadelphia	Steven Kiefer Santa Monica	David Armentor L.S.U.	William Huffstetler, Newport Univ. Alexi Faktoravich, Amhearst
2001	Sioux Falls	Dimitri Papadopoulos Tulane University	Steven Kiefer California State	Miquel Radillo Miami-Dade Comm. Col.
2002	Orlando	Dimitri Papadopoulos Tulane University	Jarno Vinsencius Columbia College	Jumbo Banaria University of CA Sean Oliver Univ. of Louisiana
2003	Honolulu	Dimitri Papadopoulos Tulane University	Jean Dejacé Tulane University	Jihone Du Arizona State University Lee Enibeam Louisiana State Univ.
2004	Columbus	Dimitri Papadopoulos Tulane University	Lee Guilbeau LSU	Korey Champayne LSU Barry Wise Penn State University
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage	Ben Cheeseman University of Alaska	Andrew Tooyak University of Alaska	Jihone Du Arizona State Diego Espinoza Univ. of S. Florida
2007	San Francisco	Pedram Rastegar George Mason Univ.	Garrett Quon Cal State Los Angeles	Jay Banaria City College of San Francisco Marcus Fowler <i>School Unknown</i>
2008	Los Angeles	Pedram Rastegar George Mason Univ.	Jay Banaria City College of San Francisco	Ben Cheeseman Univ of Alaska Stephen Burgio <i>School Unknown</i>

(Continued on next page.)

National Collegiate Karate Tournament

Men's Kumite Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2009	Cherry Hill, NJ	Martin Maquivar Ohio State Univ.	Dan Elliott Art Inst. of Philadelphia	Andrew Tooyak Univ. of Alaska Stephen Burgio Drexel Univ.
2010	Sioux Falls, SD			

National Collegiate Karate Tournament

Beginner and Intermediate Men's Kumite

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2009	Cherry Hill, NJ Beginner	Joe Acquaviva Penn State Univ.	Randall Iagnemma Penn State Univ.	Jose Mari Penn State Univ. Michael McKeon Temple
2009	Cherry Hill, NJ Intermediate	Daniel Zettler Drexel Univ.	Abram Tooyak Univ. of Alaska	Alex Devaux Penn State Univ. Adam Clouser Ohio State Univ.
2010	Sioux Falls, SD Beginner			
2010	Sioux Falls, SD Intermediate			

National Collegiate Karate Tournament

Women's Kata Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980	Philadelphia	Laurie Endo U.C.R.	Jacki Spiro Rutgers Univ.	Karen Antonatos U. of New Orleans
1981	Sioux Falls	Karen Antonatos L.S.U.	Carol See Tai Florida Atlantic U.	Kim Young S.D.S.U.
1982	Denver	Carol See Tai Florida Int'l Univ.	Terri Bettemak Phoenix Comm.	K. Kirchner Ohio University
1983	Miami	L. Muso-Ris Univ. of Miami	Terri Bettamak Arizona State Univ.	C. Greenburg U.M.
1984	Santa Monica	L. Muso-Ris Florida Int'l Univ.	Terri Bettamak Arizona State Univ.	Carol Lombard U. of New Orleans
1985	Cleveland	Cynthia Eldridgei Ohio University	Nancy Ding Arizona State Univ.	Cathy Lombard U. of New Orleans
1986	New Orleans	Sheila Red U.C.R.	Won Yee Cheng U.C.R.	Noel Haeglin U.C.R.
1987	Phoenix	Elizabeth Fanning Phil. College Pharm.	Rose Cooney Cal. State, L.A.	Shawn Sullivan Delta State Univ.
1988	Philadelphia	Dao Vuong Univ. of S. Florida	Amy Tompkins Georgian Court C.	Noel Haegelin U.C. Riverside
1989	Sioux Falls	Dao Vuong South Atlantic Region	Deanne Martinez Colorado Univ.	Christian Tupa Georgian Court C.
1990	Denver	Christina Blair Northwest	Maria Iwasu Drexel University	Michelle LaBlanc Univ. of Alaska
1991	Miami	Heidi Hegg Univ. of Alaska	Diane Bennett Univ. of New Mexico	Jennifer Sandvik Univ. of Alaska
1992	Anchorage	Heidi Hegg Univ. of Alaska	Diane Bennett Univ. of New Mexico	Michelle Lindstad Sacramento State
1993	Denver	Nicole Naylor Univ. of Alaska	Dona Rule-Petersen Western Region	Julie Petersen Western Region
1994	Santa Monica	Natalie Mladenov U. of South Florida	Patricia Mladenov U. of South Florida	Jennifer Kruszynski Santa Rosa Jr. College
1995	Santa Rosa	Natalie Mladenov U. of South Florida	Caryn Cravens Barry University	Patricia Mladenov U. of South Florida
1996	Indianapolis	Caryn Cravens Barry University	Jennifer Kurzynski Santa Rosa Jr. College	Ina Deasis Ohio State University
1997	New Orleans	Caryn Cravens Barry University	Tarra Kuusisto Univ. of N. Colorado	Rebecca Rako Harvard
1998	Phoenix	Josephine Valdes City College S.F.	Amelia Valero Drexel University	Raymunda Semana Univ. of New Orleans
1999	Denver	Amber Nakazawa Arizona State	Raymunda Semana Univ. of New Orleans	Amelia Valero Drexel University
2000	Philadelphia	Raymunda Semana Univ. of New Orleans	Abby Jefcoat Temple University	Edith Pike Tulane University
2001	Sioux Falls	Kristen Hoffman Temple University	Jennifer Baker Temple University	Dominique Langford Tulane University

(Continued on next page.)

National Collegiate Karate Tournament

Women's Kata Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2002	Orlando	Yvonne Clarabal Skyline College	Jennifer Baker Temple University	Elizabeth Randolph Franklin & Marshall
2003	Honolulu	Josaphine Valdez Skyline College	Elizabeth Randolph Franklin & Marshall	Kelly Doohen North Central
2004	Columbus	Kristen Hoffman Pittsburgh	Ashlie Junot Univ. of NW Louisiana	Kelly Doohen North Central
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage	Amber Nakazawa University of Alaska	Sarah Martin University of Alaska	Ashlie Junot Tulane University
2007	San Francisco	Jackie Hagan Univ of Washington	Phivan Ha Cal State Northridge	Tian Liang Penn State University
2008	Los Angeles, CA	Chelsie Smith AMA Sacramento	Abbe Kerrison <i>school unknown</i>	PhiVan Ha Cal State Northridge
2009	Cherry Hill, NJ	Chelsie Smith AMA Sacramento	Yoko Ishida Univ of Minnesota	Elizabeth Randolph Penn State University
2010	Sioux Falls, SD			

National Collegiate Karate Tournament

Women's Kumite Results

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1980 1981 1982	There was no Women's Kumite competition.	—	—	—
1983	Miami	Dian Dawson P.J.C.	Maylie Colon Georgian Court	Beatrix La Milia Georgian Court Carol Greenburg, U.M.
1984	Santa Monica	Debbie Aguime Mesa Comm. College	Rose Shutt N.E. Louisiana U.	Ramona Meyer L.S.U.
1985	Cleveland	Jackie Piper Georgian Court	Cathy Lombard U. of New Orleans	Rose Shutt N.E. Louisiana U.
1986	New Orleans	Sheila Reed U.C. Riverside	Won Yee Cheng U.C. Riverside	Myriam Perez Georgian Court Rose Mary Clooney Santa Monica College
1987	Phoenix	Shawn Sullivan Delta State U.	Elizabeth Fanning Phil. Coll. Pharm.	Rose Cooney Cal. State., L.A.
1988	Philadelphia	Shawn Sullivan Delta State U.	Beth Hyatt UCLA	Noel Haegelin U.C. Riverside
1989	Sioux Falls	Shawn Sullivan Southern Region	Deanne Martinez Colorado Univ.	Amy Knecht Mankato State
1990	Denver	Cindy Wilkins U. of N. Hampshire	Michelle LeBlanc Univ. of Alaska	Maria Iwasu Drexel University Christina Blair Santa Rose Jr. College
1991	Miami	Heidi Hegge Univ. of Alaska	Amy Knecht Mankato State	Carol Reiger Univ. of Alaska
1992	Anchorage	Christina Blair Santa Rosa Jr. College	Heidi Hegge Univ. of Alaska	Diane Bennett New Mexico Jennifer Sandvick Univ. of Alaska
1993	Denver	Nicole Naylor Univ. of Alaska	Laurel Corpin Univ. of Alaska	Heather Cresceco North Central Region
1994	Santa Monica	Wendy Williams Glendale Comm. College	Boby Lou Bottu Santa Rosa Jr. College	Jennifer Kruszynsky Santa Rosa Jr. College
1995	Santa Rosa	Natalie Mladenov U. of South Florida	Boby Lou Bottu UC Davis	Debra Farnsworth Mankato State
1996	Indianapolis	Caryn Cravens Barry University	Wendy Williams Arizona State	Shana Wilcox Univ. of Mississippi
1997	New Orleans	Caryn Cravens Barry University	Tarra Kuusisto U. of Northern Colorado	Rebecca Rakow Harvard Amber Minoque U. of Northern Colorado

(Continued on next page.)

National Collegiate Karate Tournament

Women's Kumite Results (continued)

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
1998	Phoenix	Rebecca Rakow Harvard	Leah Santos CCSF	Raymunda Semana U. of New Orleans Shana Wilcox Washington Univ.
1999	Denver	Amber Nakazawa Arizona State	Teresa Marzolph Adams State	Amelia Valero Drexel University
2000	Philadelphia	Raymunda Semana U. of New Orleans	Edith Pike Tulane University	Dominique Langford Tulane University Amber Nakazawa Arizona State
2001	Sioux Falls	Kristen Hoffman Temple University	Jennifer Baker Temple University	Dominique Langford Tulane University
2002	Orlando	Irina Sherbaty University of Science	Madina Papadopoulous Tulane University	Dominique Durand Univ. of Louisiana Jean Tsai University of Arizona
2003	Honolulu	Lidja Jorio N. Virginia Comm. Coll.	Josaphine Valdez Skyline College	Hannah Moore Univ. of N. Colorado Elizabeth Randolph Franklin & Marshall
2004	Columbus	Ashlie Junot Univ. of NW Louisiana	Hannah Moore North Colorado	Deb Hoffman Westchester Kristen Hoffman Pittsburgh
2005	New Orleans	<i>No tournament held.</i>	<i>No tournament held.</i>	<i>No tournament held.</i>
2006	Anchorage, AK	Ligia Jorio George Mason University	Amber Nakazawa University of Alaska	Kelly Doohen Saint Benedicts Naomi Nemoto University of Michigan
2007	San Francisco, CA	Jackie Hagan Univ. of Washington	Ailin Liu Penn State	Tian Liang Penn State
2008	Los Angeles, CA	Chelsie Smith <i>school unknown</i>	Abbe Kerrison <i>school unknown</i>	Jackie Hagan Univ. of Washington
2009	Cherry Hill, NJ	Yoko Ishida Univ of Minnesota	Alexandria Ruble Christopher Newport Univ.	Christina Makain Drexel University Ramona Stammermann Drexel University
2010	Sioux Falls, SD			

National Collegiate Karate Tournament

Beginner and Intermediate Women's Kumite

YEAR	LOCATION	1st PLACE	2nd PLACE	3rd PLACE
2009	Cherry Hill, NJ Beginner	Kayla Hill U of Central Arkansas	Dung Vu Drexel University	Elaine Aldana Ohio State Univ. Kathy Hill U of Central Arkansas
2009	Cherry Hill, NJ Intermediate	Silvia Fernandez Stanford University	Rebecca Gordan Univ. of Rochester	Melissa Schneider Thomas Jefferson U
2010	Sioux Falls, SD Beginner			
2010	Sioux Falls, SD Intermediate			

ISKF Camps for 2010

Camp	Date	Location	Information
Northwest Spring Camp	Late May	Washington	(425) 451-8722
ISKF Master Camp	Mid-June	Pennsylvania	(215) 222-9382
Mountain States Camp	Early August	Colorado	(303) 733-8326
Santa Monica Karate Camp	Early September	California	(310) 395-8545
Alaska Summer Camp	August	Alaska	(907) 460-0825

Directory of Karate Clubs and Classes in U.S. Colleges and Universities – 2009

College & Instructor	Mailing Address	Phone / E-mail
ALABAMA University of South Alabama <i>No current information</i>	<i>No current information</i>	<i>No current information</i>
ALASKA University of Alaska D. Rogers University of Alaska Anchorage C. Holness University of Alaska Southeast D. Stevens University of Alaska Fairbanks John Phillips & Joe Foltz	7280 Tree Top Circle Anchorage, AK 99507 P.O. Box 105024 Anchorage, AK 99501 P.O. Box 34404 Juneau, AK 99803 P.O. Box 750416 Fairbanks, AK 99775	(907) 244-7584 drogers@epsinc.com (907) 279-2410 Philh@umialik.com (907) 790-4199 hooligan@gci.net (907) 451-0038 chevytruckjoe@hotmail.com
CALIFORNIA Santa Rosa Jr. College Marty Callhan University of CA at Los Angeles Beth Hyatt	5299 Hall Road Santa Rosa, CA 95401 PO Box 2445 Culver City, CA 90233	(707) 575-1681 info@jksm.com (310) 287-2652 info@jksm.com
COLORADO Adam's State College Randy Newell University of Colorado Bruce Green University of Northern Colorado Kambiz Khalili	1 Bellwood Drive Alamosa, CO 81102 778 Linden Ave. Boulder, CO 80304 Greeley, CO	(719) 489-4509 (303) 442-3289 bruce_green@nrel.gov
GEORGIA Valdosta State University Karate Club Green T. Waggener, Ph.D, MPH Oxford College of Emory University Karate Club Guibao Yang	Dept of Kinesiology and Physical Education 1500 N. Patterson St. Valdosta, GA 31698 Division of Physical Education and Dance Oxford, GA 30054	(229) 249-4921 gtwagger@valdosta.edu (678) 342-2332 saka@iskfsaka.org
HAWAII University of Hawaii-Manoa Harry Tagomori	P.O. Box 61214 Honolulu, HI 96839	(808) 348-0295 tagomori@hawaii.edu
ILLINOIS Univ. of Illinois at Chicago Karate Club Tony Nakamura	901 W. Roosevelt Chicago, IL 60608	(312) 217-2400 tony@uickarate.com

Directory of Karate Clubs and Classes in U.S. Colleges and Universities – 2009

College & Instructor	Mailing Address	Phone / E-mail
IOWA Iowa State University David Halstead	314 Wilhelm Hall, ISU Ames, IA 50011	(515) 294-1943 halstead@ameslab.gov
KENTUCKY Transylvania University G. Rod Erfani	300 North Broadway Lexington, KY 40508	(859) 233-8196 SenseiN@aol.com http://homepages.transy.edu/~gerfani/TU%20Karate%20Club.HTM
MAINE Dexter Karate Club Charles Austin	15 Main Street Dexter, ME 04930	(207) 924-5697 austin2411@netzero.net
MARYLAND Frostburg State University Avalon Ledong Johns Hopkins University Janet Padgett	148 Depot St. P.O. Box 632 Frostburg, MD 21532 2315 East Cold Spring Ln Baltimore, MD 21214	(301) 687-4105 dzpcled@fra00.fsu.umd.edu (410) 444-6021 jhu.karate@comcast.net
MASSACHUSETTS University of Massachusetts Sara Grimes	8 Clifton Ave. Amherst, MA 01002	(413) 219-7774 sgrimes@journ.umass.edu
MINNESOTA SW State University-Marshall Liz Hess	3274 290th Ave. Cottonwood, MN 56229	(507) 532-5478 jnhess@starpoinet.net
MISSISSIPPI Delta State University Tony Kelly, c/o H. Sullivan	111 Parkway Ave. Cleveland, Miss. 38733	srobich@lsu.edu
NEW YORK Binghamton University Tamas Nagy Shotokan Karate Club at Cornell University Sybil Conrad University of Rochester Ksenia Dolgaleva	C/O Club Sports Office-East Gym P.O. Box 6000 Binghamton, NY 13902 118 Fieldstone Circle Ithaca, NY 14850 407 Quinby Rd. Rochester, NY 14623	(607) 227-2792 ojng1234@aol.com (607) 274-1172 sconrad@ithaca.edu (585) 424-4945 ksenia@optics.rochester.edu

Directory of Karate Clubs and Classes in U.S. Colleges and Universities – 2009

College & Instructor	Mailing Address	Phone / E-mail
NORTH DAKOTA University of North Dakota Dan Burkhart	1191 10th Ave Thompson, ND 58278	(701) 772-3184 (701) 777-2415 fax sensei_dan@hotmail.com
OHIO Ohio University Howard Beebe	113 Franklin Ave. Athens, OH 45701	(740) 594-8737 SenseiN@aol.com
Ohio State Univ Shotokan Karate Club Steve Mark Greg Hoplamazian	Dept of Rec Sports B106 RPAC 337 West 17th Avenue Columbus, OH 43210-1224	(937) 645-6243 smark@oh.hra.com (610) 804-2977 hoplamazian.l@aol.com
Athens/Ohio University	Athens, OH 45701	(740) 594-8737 SenseiN@aol.com
Shawnee State Shotokan Karate Club	Portsmouth, OH 45663	(740) 355-4609 SenseiN@aol.com
PENNSYLVANIA Bryn Mawr College Joanna Baker	2076 Strasburg Road Coatesville, PA 19320	(484) 364-6115 jbaker@lgardnerfox.com
Bucknell University Jason Haase	238 North Shaffer Hill Rd. Cogan Station, PA 17728	(570) 321-0729 JasonHaase@webtv.net
Drexel University James Sim	526 Fairfield Rd Plymouth MTG, PA 19462	(215) 222-1775 jsim@ucnet.com
Lycoming College Shotokan Karate William Bubb	1913 Blaire St. Williamsport, PA 17701-3833	(570) 321-9017 bubb@lycoming.edu
Neumann College Nyles A. Gray	130 Meadowbrook Lane Brookhaven, PA 19015	(610) 872-7667 grayn@neumann.edu
Penn College George Vance	151 Shaffer St. Duboisstown, PA 17702-6727	(570) 322-3642 psmith@wcupa.edu
Penn State University Kim Baran	135 Houser Lane Bellefonte, PA 16823	(610) 428-2957 kab386@psu.edu
Temple University Takamichi Maeshima	222 South 45th St. Philadelphia, PA 19104	(215) 222-9382 iskf@iskf.com
Thomas Jefferson University Thomas Weber	P.O. Box 2083 Haddonfield, NJ 08033	(856) 795-3372 tw9045@earthlink.net
University of Pennsylvania Patrick Vora	209 S 33 rd St. Philadelphia, PA 19104	UPSKC@gmail.com pmvona@sas.upenn.edu
West Chester University Paul K. Smith	Dept. of Kinesiology West Chester, PA 19383	(610) 436-2764 psmith@wcupa.edu

Directory of Karate Clubs and Classes in U.S. Colleges and Universities – 2009

College & Instructor	Mailing Address	Phone / E-mail
RHODE ISLAND Brown University Ahmed Abdullah	66 Gallatin St. #3 Providence, RI 02907	(401) 383-7196 Aabdullah@aol.com
SOUTH CAROLINA College of Charleston Shotokan Karate Club Mark Andreas	2503 Hartnett Boulevard Isle of Palms, SC 29451	(843) 583-6143 saka@iskfsaka.org http://www.cofc.edu/~shotokan/
TEXAS El Paso J.K.S. L. Dean Van Matre Baylor University John Callon	1530 Lomaland El Paso, TX 79935 Waco, Texas	ISKF E-mail: iskf@iskf.com Dojo Email: cynthia_wall@baylor.edu
VIRGINIA College of William & Mary Steve Pohle University of Virginia David Stackpole	P.O. Box 1537 Newport News, VA 23601	(757) 875-5339 or (757) 725-5536 POHLESJ@AOL.COM (434) 409-2125 karateclub@Virginia.edu
WASHINGTON Pacific Lutheran University Mark Cordice / Reji Kumar Washington State University Scott Randall / Tim Daulton	1641 121 st Street S. Tacoma, WA 98444 1183 Wallen Road Moscow, ID 83843	(253) 537-4350 jkaofwas@hotmail.com (208) 882-6425 jaymejacobson@moscow.com

Please let us know if there are any corrections/additions.

Send them to: Tony Nakazawa, P.O. Box 772205, Eagle River, AK 99577

Fax: (907) 726-1949

Email them to ISKF@Alaska.com

Thanks!

INTERNATIONAL SHOTOKAN KARATE FEDERATION - U.S.A.

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<p>Hawaii Tram Meadows (808) 639-3040 E-mail: tbhvm@aol.com</p>	<p>Northwest Region Cathy Cline Washington State University (425) 452-4858 E-mail: cathycline@comcast.net</p>	<p>Western Region Chuck Coburn E-mail: shotokan@karateaz.com</p>
<p>ISKF web: www.ISKF.com</p>	<p>ISKF E-mail: iskf@iskf.com</p>	<p>JNCKA web: www.ISKF.com</p>

Purposes of the NCKA

1. To increase awareness of traditional Japanese karate as a sport in the U.S. college/university system.
2. To develop organized collegiate karate across all traditional Japanese styles.
3. To maintain and instill the mental and physical values and benefits of Karate-do.
4. To develop good will among people and places.

NCKA Eligibility Requirements

1. Full time college student (undergraduate or graduate) in good academic standing (2.0 GPA for undergraduate and 3.0 GPA for graduate students on a 4.0 scale for the most recent completed semester). Individual and team event contestant rules follow the official ISKF rules.
2. All team members must attend the same University and/or College. (Teams may consist of members who attend multi-campuses within one University system.)
3. Permission to compete from the Regional ISKF Director.
4. Collegiate contestants have 4 academic years in which to complete their NCKA eligibility. The 4 years may be non-consecutive, and without an age limitation (excepting that kumite age restrictions will be according to ISKF rules — 45 years of age).
5. Regional Directors will be responsible for insuring ISKF membership dues are current and validating student eligibility status as regards full-time attendance, academic standing, and number of participating years.

NCKA Activities 2010

1. National Collegiate Karate Association 2010 Annual Meeting will be held in conjunction with the 2010 NCKA Tournament November 5 - 7 in Sioux Falls, South Dakota. For information, contact Dr. Paul Smith 1-610-436-2764.
2. The 2010 NCKA Summer Meeting will be at the 2010 ISKF Master Camp – all U.S. Regional Representatives will attend. (See <http://www.iskf.com/> for more information.)
3. 2010 Directory of Karate Clubs and Classes in U.S. Colleges and Universities. Please send your club information or any revisions to: ISKF–Alaska, P.O. Box 210261, Anchorage, AK 99521 or email them to ISKF@Alaska.com
4. To submit articles to be considered for publication and peer review please send them to: Dr. Paul Smith, NCKA Academic Editor, psmith@wcupa.edu 1-610-436-2764. Articles must be submitted by June 1, 2010 and adhere to publishing format.

Publishing Format

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November 2009

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National Collegiate Karate Association (NCKA) in cooperation with the International Shotokan Karate Federation (ISKF)

Submitting a Paper to the Journal of the National Collegiate Karate Association

We welcome your submissions. Please follow our guidelines to facilitate review. Papers may be submitted for publication in the Journal of the National Collegiate Karate Association in any of the following categories as they apply to karate and martial arts:

- ✓ Research – i.e., Arts, Culture, Biomechanics, History, Nutrition, Pedagogy, International Studies, Philosophy, Physiology of Exercise, Psychology
- ✓ Reviews – Normally only by invitation from the editors
- ✓ Teaching Principles
- ✓ New Methods and Theoretical Perspectives

Regardless of the category of submission, papers must be carefully researched, proof-read and annotated. Articles will be peer-reviewed by at least two reviewers with expertise in the topic.

Write in plain English. Avoid the passive voice.

Requirements

Brief biography, include experience in martial arts

Title

Length

References: Be sure to include adequate referencing, either by attribution of sources within the text itself, or by endnotes.

Submitting the Manuscript

Manuscripts should be submitted to the Editor-in-Chief (psmith@wcupa.edu) by e-mail as an attachment, preferably as an MS Word document (.doc).

Papers must be submitted to Dr. Paul Smith by June 1, 2010 in order to be published in the November 2010 Journal. Further discussion will be at Master Camp the second week of June.

Instructions for Formatting Your Documents:

- Manuscripts should be written in English, double spaced in Arial 12 Font with normal character spacing.
- One-inch margins
- Unless otherwise specified in these Guidelines, the formatting style should conform to the guidelines in the American Psychological Association (APA) at <http://www.apastyle.org> , <http://www.wooster.edu/psychology/apa-crib.html#Examples> or Chicago -Style Quick Guide at http://www.chicagomanualofstyle.org/tools_citationguide.html

Results of the Review: You should be informed of the results of the review about six weeks after submission of your manuscript. On the basis of the review, your paper will be categorized as one of the following.

Revise and resubmit: The paper will be accepted if the concerns of the reviewers are addressed to their satisfaction. The paper will be rejected if the author(s) fail to make satisfactory responses to the reviewers' concerns.

Accept with minor changes: Authors must respond to the reviewers' concerns to the satisfaction of the editor and, in some cases, one or both reviewers.

Accept: The paper is accepted with only minor editing by the editor.

If you do not receive notification of the results of the review within eight weeks please inform the editor.

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