

Meeting Minutes: Committee on Physical Education, Health Education, & Recreation

Academic Advisory Committee on Physical Education, Health Education, and Recreation Meeting Minutes, November 4, 1999 Darton College, Albany, Ga.

- A. Approval of Minutes from May 14-15, 1999. Debbie Dowdy noted a change in the minutes to the Area F for Sport Management.
Motion: Charlie Ash; Second: Tom Ford
Action: Minutes were approved as amended
- B. Members shared news from their various institutions. Present were: Jim Lidstone (Georgia College & State University); Bill Zimmerli (Fort Valley State University); Hemming Atterbom (Valdosta State University); Will Campbell (Albany State University); Frank Ellis, Jr. (Savannah State University); Grace James (South Georgia College); Jacque Harbison (Georgia Perimeter College); Gary Preston (Gainesville College); Tom Ford (Columbus State University); Millie Usher (Bainbridge College); Lion Sinn (Abraham Baldwin Agricultural College); Mel Ottinger (Dalton College); Catherine King (Floyd College); Charlie Ash (Kennesaw State University); Debbie Dowdy (Coastal Georgia Community College); Sherry Padgett (Middle Georgia College); Mamie Kennedy (Waycross College); Chris Posey (Gordon College); Jack Razor (University of Georgia); Greg Hawver (Georgia Southwestern University); Frank Spaniol (Georgia Southwestern University); Sandra Cobb (North Georgia College & State University); Charlie Hardy (Georgia Southern University); Jim McMillan (Georgia Southern University); Nancy Abraham (Darton College).
- C. Frank Spaniol from Georgia Southwestern University presented a demonstration of offering courses using Web CT. Courses can be offered completely on-line or Web CT can be used to deliver components of courses such as syllabi, assignments, labs, quizzes, exams, etc.
- D. Collaboration among Institutions for Area F
- Is this (on-line courses, collaboration) in the best interest of students?
 - The need to produce student credit hours and receive credit for that, inhibits collaboration.
 - A question that needs to be answered is, are the students deriving the same benefits that they would in a traditional classroom, especially as it relates to critical thinking?
 - Thrust seems to be toward anytime, anywhere learning
 - e-core is a Georgia GLOBE project to deliver selected core courses and high need degree programs on-line. It is expected that there will be 5 core courses on-line by summer
 - Developing and delivering on-line courses is labor intensive. A 6 hour load reduction is recommended for developing an on-line course
 - When you look at common courses for Area F, there are very few courses that HPER departments offer that are common to all Area F's. Introduction to Physical Education may be a possibility.
 - There is a high drop-out rate associated with on-line courses and 18-19 year old students, for the most

part, are not motivated enough to stick with the work

- The question that needs to be asked is "why" to we want to do this and is there a need for it in our majors?
- Major thrusts are to reach Georgians who have not completed degrees and to bring them to completion and to produce graduates in high demand areas.

Action: The decision was made to refer this to the technology committee to determine feasibility.

E. Area F for Teacher Education

Area F has been proposed to include the following courses:

- Foundations of Education
- Exceptional Children
- (Lifespan) Human Growth & Development

With 8 hours of Anatomy & Physiology, there is no room in Area F for an Introduction to Physical Education unless it is a 1 hour course. Some institutions are looking at combining Introduction to Physical Education with the Introduction to Education course. There is a requirement that the Introduction to Education course include a 20 hour field experience and that field experience could be in Physical Education.

There was a recommendation that we present a strong statement to the Board of Regents to the effect that, if we are meeting the outcomes, it shouldn't matter which courses are in Area F.

There is a new committee (EPAC) that has been formed consisting of the Deans of Schools of Education and Arts & Sciences and the VP of Academic Affairs for 2 year schools. This group can over-rule recommendations from the various advisory committees. In addition to this there are other organizations/commissions in operation: State Board of Education; Professional Standards Commission; Governor's Task Forces. The schools that produce teachers feel that they are not having input in this whole process.

Action: The recommendation from the group was that we would accept the proposed area F for Health & Physical Education:

Human Growth & Development

Exceptional Children Foundations of Education

Anatomy & Physiology (6-8)

Additional courses to support the major (1-3)

Institutions were encouraged to lobby their Deans/Vice Presidents to vote for 3-8 hours of Anatomy & Physiology to permit more flexibility.

F. Priorities of the University System of Georgia

- Teaching load will be the prerogative of individual institutions
- Academic program review is becoming increasingly outcome-oriented
- A committee is looking at ways of enhancing Banner to make it more user-friendly
- The system is moving toward benchmarking as a means of institutional/program review and funding will be based on the outcomes.

G. 2 year/4 year Break-Out Sessions

2 year Discussion:

- Teaching load - varies by institution. Is there anything that can be done to help colleagues at institutions where the teaching load seems to be extreme? Can there be some collaboration among 2 year schools for delivering wellness courses? It was suggested that we compile data on instructional load from published sources (AAHPERD; Chronicle of Higher Education)

4 year Discussion:

- Sharing of activity/methods courses for physical education majors. There are a variety of models out there. There are some guidelines on the Regents' website for workload for physical education activity courses.
- Discussion of instructional workloads for faculty and chairs
- Discussion of field hours for teacher education program. You have to have the equivalent of one full year of student teaching experience in your majors program. It is up to the institution to define what constitutes a full year (400 hours?)
- PE credit for military service - varies by institution
- Teacher certification at the master's level - MAT models were discussed
- Ph.D preparation institutions - capacity is there to produce Ph.D's but there appear to be shortages in some areas, e.g. Physical Education Pedagogy

H. Spring Meeting - April 13th The suggestion was made to have a full day meeting in conjunction with GAHPERD at Jekyll Island.

Submitted by,
Jim Lidstone, Chair-elect

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