

Health and Kinesiology

Annual Program Report Template

Year: 2022	
Program: PETE	Physical Education Teacher Education (PETE)
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

New courses being implemented: KINTs 2371 Functional Anatomy and Physiology, 3371 Principles of Coaching, 4310 Curriculum and Programming , 4312 Senior Seminar. 4340 Sport Administration, 4341 Sport Practicum. The curriculum development is mainly in response to updates in TEKS for Physical Education so the program remains current. These changes should help maintain TExES (state certification exam) pass rates for K-12 Physical Education. Because of the 2 year course rotation in the program assessment data on these changes are only beginning.

Example of assignment for the updated program:

Students in the methods courses have peer taught lessons where they teach a lesson to the class. Based on areas we have seen weaknesses, the teaching rubrics were edited for the various methods courses to highlight the importance of the skills students were struggling in. The rubrics also included detailed examples of how to components of each level. Since those rubrics have been edited, we have seen an improvement in the areas of concern and will continue to edit plans based on current student population needs (every cohort has different prior experiences). I cannot provide proof from within a 2 year timeframe, as students were not able to teach peer lessons in 2020 and one semester in 2021, that will begin in 2024.

Example of the rubric edits below.

Instruction	Needs Improvement	Developing	Average	Proficient	Accomplished
1. Clear and specific communication (verbal and written).	<ul style="list-style-type: none"> Lack of written communication or contains errors. Verbal unclear or erroneous grammar. Student confusion with directions. Procedures, directions, or transitions cause confusion. 	<ul style="list-style-type: none"> Verbal communication that is mostly clear with minor errors. May or may not include written communication. May notice student confusion and rephrase. Some procedures and directions clear. No signals 	<ul style="list-style-type: none"> Clear verbal with some written communication Discusses signals. Most of the directions and procedures are clear. 	<ul style="list-style-type: none"> Clear verbal and written communication that are both brief but direct. Includes signals for starting and stopping. All procedures and directions clear. 	<ul style="list-style-type: none"> Written and verbal communication is clear, correct, and reasoned. All students are involved in instruction and have opportunities to ask questions. Procedures, directions, transitions clear and efficient.
2. Accurate content knowledge. Command of material	<ul style="list-style-type: none"> Inaccurate knowledge pertaining to physical education. Not all group members understand 	<ul style="list-style-type: none"> Mostly accurate knowledge pertaining to physical education. Not all group members understand – or are reading off papers 	<ul style="list-style-type: none"> Accurate knowledge pertaining to physical education All group members understand 	<ul style="list-style-type: none"> Accurate knowledge pertaining to physical education and is developmentally appropriate. No discrepancy among co-teachers. 	<ul style="list-style-type: none"> Conveys proficient content knowledge in physical education that provides information for varying levels of student understanding. Clear flow among all co-teachers.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

Respond here:

Changes in Physical Education Teacher Education (PETE) Degree Program

Program Title Change from:

“Kinesiology ” to “Physical Education Teacher Education”

Proposed Changes to Kinesiology Degree Program

1. Degree Plan Name Change

- The degree plan name will be changed from “Kinesiology” to “Physical Education Teacher Education” (PETE)
 - Rationale: Physical Education Teacher Education better reflects the nature of the degree plan as it is a teacher preparation degree program.

2. Course replacement

- HLTH 1370 removed and replace with KINT 3310 Wellness Strategies.
 - Rationale: PETE majors will need to apply wellness concepts, KINT 3310 not only covers the major topic areas in wellness but also has assignment specifically oriented toward the application of the concepts.
- PEGA 1176 removed and replace with KINT 3130 Exercise Physiology Lab.
 - Rationale: KINT 3130 is a practicum to assist in the understanding of physiological concepts and common measurements utilized in the profession.
- NUTR 1322 removed and replace with KINT 2371 Functional Anatomy/Physiology
 - Rationale: PETE students need a foundation of how the human body is built and works. The Functional Anatomy/Physiology course will help to build this foundation and fill a missing component of the curriculum for PETE students.

4. Changes related to PETE program:

- KINT 1301 changed from “Introduction to Physical Education “ to “Introduction of Kinesiology”
 - Rationale: The term “Physical Education” is not inclusive of all that is done in Kinesiology, thus replacing it with the name “Kinesiology” is more appropriate.
- KINT 2377 named “Lifetime Physical Activity”.
 - Rationale: The title expands upon the “Non Traditional Games” course to include fitness skills for a lifetime.
- KINA 2378 “Applied Fitness Concepts” will become KINT 2378.
 - Rationale: This is part of the process of removing the KINA prefix from Exercise Science and Kinesiology courses. Going forward there will only be KINT courses.
- KINT 3350 renamed “Inclusive and Adapted PE”.
 - Rationale: The title expands on the past course “Atypical Child” to cover not only the options for special need children in Physical Education but also ways to include regular students in Physical Education programs.
- KINT 3360 renamed “Secondary Methods and Activities”
 - Rationale: The name better represents what is presented in the course.
- KINT 3390 renamed “Elementary Methods and Activities”
 - Rationale: The name is a better representation of the course content.
- KINT 4310 “Curriculum and Programming” new course.
 - Rationale: Students will develop unit plans partially from what was learned in KINT 3360 and KINT 3390.
- KINT 4312 Senior Seminar – New Course

- Rationale: The class will cover current issues in PE and serves as a preparatory course for the certification exam.

3. Non-Certification option (Coaching Minor) (See Minor description on next page)

- A 21-hour coaching minor will be added to the degree program as a non-certification option in the PETE degree program and for those outside of the Department of Health and Kinesiology with and interest in coaching.
 - Rationale: The coaching minor will supply content expertise to those who wish to coach in either public or private settings. Not all PETE majors will be working in public schools a variety of private jobs are available that do not require a state license, this option will be available for those wishing to pursue such positions.

The Coaching minor will include three new courses to cover content

- KINT 3371 Principles of Coaching
- KINT 4340 Sport Administration – New Course
- KINT 4341 Sport Practicum – New Course

4. The current “Kinesiology” Minor (Teaching minor):

Updates: KINT 3360 Secondary Methods and Activities will replace KINA 2378.

Addition of Minor in Coaching

Explanation

The Department of Health and Kinesiology now offers a minor in Coaching. The Department received request from other majors demonstrating a need for a minor in Coaching. Interdisciplinary studies students and others who are pursuing secondary teaching positions often do so with the desire to coach sports. The Coaching minor was built to service this need.

This action will:

- 1). Allow students in the Kinesiology degree (PETE) program to have a non-certification option.
- 2) Support recruitment of students outside of Health and Kinesiology who have an interest in coaching,
- 3) Increase the content area expertise of those wishing to coach.

Coaching Minor (21 hours)

KINT 2374 Sport Psychology

KINT 3322 Strength and Conditioning

KINT 3324 Metabolic Effects of Sport and Exercise

KINT 3371 Theory and Principles of Coaching

KINT 4340 Sport Administration

KINT 4380 Contemporary Issues

KINT 4341 Practicum

Summary page of updated pre-requisites for the PETE program

Course & number	Title	pre-requisites and grade
KINT 1301	Introduction to Kinesiology	None
KINT 2371	Functional Anatomy & Physiology	BIOL 2401 C
KINT 2377	Lifetime Physical Activity	None
KINT 2378	Applied Fitness Concepts	None
KINT 3310	Wellness Strategies	None
KINT 3315	Biomechanics	KINT 2371 C
KINT 3320	Management Skills	None
KINT 3130	Exercise Physiology Lab	BIOL 2402 C
KINT 3330	Exercise Physiology	BIOL 2402 C
KINT 3350	Inclusive and Adaptive Physical Education	None
KINT 3360	Secondary Methods and Activities	None
KINT 3370	Motor Development	None
KINT 3390	Elementary Methods and Activities	KINT 3370 C
KINT 4310	Curriculum and Programming	KINT 3360 C and KINT 3390 C
KINT 4312	Senior Seminar	None
KINT 4330	Motor Learning	None
KINT 4360	Measurement and Evaluation	None
	Coaching Minor (21 Hrs)	
KINT 2374	Psychology of Sport	None
KINT 3371	Principles of Coaching	None
KINT 3322	Strength and Conditioning	None
KINT 3324	Metabolic Effects of Sport and Exercise	None
KINT 4380	Contemporary Issues in Sports	None
KINT 4340	Sport Administration	None
KINT 4341	Sport Practicum	None

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Demonstrating Teaching Planning, Content, Skills and Methodology PETE (Physical Education Teacher Education) undergraduates will demonstrate the ability to apply teacher methodologies and characteristics required of a professional teachers/instructors in both public and private sectors.	Planning Procedures and Content Knowledge PETE undergraduates will demonstrate proper planning and content knowledge by developing a secondary physical education unit plan for six weeks of instruction..	Unit Plans PETE undergraduates will complete a six week unit plan during the KINT 4310 Curriculum and Programming course.	During the KINT 4310 Curriculum and Programming course, PETE students will complete a six week unit plan and will receive a score of out of 64 possible points on the unit plan. The unit plan will assess students ability to plan a six week unit for physical education. The unit plan consists of Content knowledge (goals/objectives, sequenced progression of lessons, and lesson task analysis), Pedagogical Strategies/Methods, and Key	By the end of the semester, the majority of students must make a minimum of 51.2 out of 64 points (or 80%) on the six week unit plan.	The majority of the students (6 out of 7) met the minimum criteria of scoring 80% or greater on the six-week unit plan. This course was only taught during the Spring 2022 semester. Moreover, 5 of 7 students scored over 90% on the six-week unit plan.	Students are doing very well on unit plans. New courses being implemented: KINTs 2371 Functional Anatomy and Physiology, 3371 Principles of Coaching, 4310 Curriculum and Programming , 4312 Senior Seminar. 4340 Sport Administration, 4341 Sport Practicum will hopefully increase the students ability and maintain pass rates on unit plans.

			Assessment for the lessons.			
PETE undergraduates will demonstrate knowledge of content and planning procedures by creating a classroom management plan.	Content Knowledge and Planning Procedures PETE undergraduates will demonstrate knowledge of content and planning procedures by creating a classroom management plan.	Classroom Management Plan PETE undergraduates will complete a classroom management plan during the KINT 3320 Management Skills course.	During the KINT 3320 Management Skills course, PETE students will create a classroom management plan and will receive score of out of 90 possible points on the rubric. The rubric consists of six areas: 1- Creating a positive environment, 2- Managing/Procedures, 3- Managing Student Behavior, 4- Organizing physical space, and 5- Communicating with Families/Caregivers, 6- Following Directions, Grammar, Mechanics.	85% of the students enrolled in KINT 3320 Management Skills will score a passing grade (70%) on the Classroom Management Plan.	Overall, for the 2021-2022 academic year, 22 out of 23 students (or 95%) met the minimum score of 70% on the Classroom Management Plan. There were 23 students total. Everyone who submitted scored over 70%. One person did not submit.	Students have demonstrated an excellent understanding of classroom management plans.
Graduating PETE seniors must complete an exit exam at the end of the program. The exam will help with PETE program evaluation and improvements and	Exit Exam Graduating PETE seniors must complete an exit exam at the end of the program. The exam will help with PETE program evaluation and improvements and	Senior Exit Exam PETE undergraduates, during their graduating semester, will complete a Senior Exit Exam at the end	The Senior Exit Exam will be administered online to PETE undergraduates during their graduating semester. The PETE	The target is for all submitted exit exams from the graduating PETE students meet a minimum average grade of 70% pass rate.	Overall, the average pass rate from all of the submitted exit exams met the 70% minimum. The class average was 70.45 and	Students have succeeded on the practice exam. New courses being implemented: KINTs 2371 Functional Anatomy and Physiology, 3371 Principles of Coaching, 4310 Curriculum and Programming, 4312 Senior Seminar, 4340 Sport Administration, 4341 Sport

demonstrate graduates content knowledge.	demonstrate graduates content knowledge.	of the program. The exam allows graduating seniors to test their content knowledge and provide information on their experience throughout our program.	certification route seniors will take the exam during PEDG 4630 Clinical Teaching. The PETE non-certification route seniors will be in or have taken KINT 4312 Senior Seminar and will have access to this exam. The test consists of multiple choice, true/false, short answer questions regarding their content knowledge and experience within the program. Here is the link to the exit exam: https://forms.office.com/Pages/ResponsePage.aspx?id=W2D4jLL3JEiG-2BEI8MjldjSWM_HrYhPmgvQ7xaBg4tUMjBITU85TURZWFRSNFFNMVJDSktSNTNIWi4u		the median grade was a 75. There were 13 students total for the 2021-2022 school year. Two students did not submit the exam.	Practicum should help continue this success.

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Demonstrating Teaching Planning, Content, Skills and Methodology PETE (Physical Education Teacher Education) undergraduates will demonstrate the ability to apply teacher methodologies and characteristics required of a professional teachers/instructors in both public and private sectors.	C	The curriculum development is manly in response to updates in TEKS for Physical Eduction so the program remains current. These changes should help maintain TExES (state certification exam) pass rates for K-12 Physical Education. Because of the 2 year course rotation in the program assessment data on these changes are only beginning.
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Graduating PETE seniors must complete an exit exam at the end of the program. The exam will help with PETE program evaluation and improvements and demonstrate graduates content knowledge.	C	The curriculum development is manly in response to updates in TEKS for Physical Eduction so the program remains current. These changes should help maintain TExES (state certification exam) pass rates for K-12 Physical Education. Because of the 2 year course rotation in the program assessment data on these changes are only beginning.