I. Course Description:
This course is designed to educate students on health-related physical fitness assessments (including the FitnessGram) and physical skills assessments that can be used in school settings and non-school settings. The course content will include the setting up and administration of assessments, data collection, basic statistics, and utilizing statistics in order to make program decisions. This course contains several critical assignments including the semester exams, quizzes, and projects related to accountability and accreditation. One of the projects (FitnessGram Program Needs) and the data derived from this project are utilized in providing evidence for accountability and accreditation. Each student must have an active LiveText account in order for this assignment to be submitted. See information under required reading section for enrolling and accessing your LiveText account.

Course Credit Hour Justification – “KINE 3330 Measurement and Evaluation” (3 credits) is offered in a face-to-face format that includes 150 minutes of classroom time and direct instruction per week for 15 weeks and also meets for a 2.5-hour final examination. During the 14-week semester this course includes instructional time that is delivered asynchronously. Asynchronous instruction may include: quizzes, written content, video content, discussion, lab reports, health-related and skill-related tests, and fitnessGram data analyses. Students have significant weekly reading assignments and are expected to take regular quizzes in preparation for their content examination, as well as additional practice modules. Students will be introduced to the setting up and administration of a variety of health-related fitness tests and physical skill-related tests. One of the two major projects in this course is tied directly to our Southern Association of Colleges and Schools Commission on Colleges accreditation requirements. Successful completion of the projects will require a significant amount of time outside of class researching information to incorporate into the projects. Additional time outside of class will be dedicated to completing a variety of statistical analyses on provided data and data students will collect from administrating various tests. These activities average at a minimum 6 hours of work each week outside of classroom hours.

Perkins College of Education Diversity Statement - The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community. More information found at the following link: http://coe.sfasu.edu/about-us/

II. Intended Learning Outcomes/Goals/Objectives (Program/Student Learning Outcomes):
This course links with SFA Initiative #4: Develop a learner-centered environment.
This course links with SFA’s COE Goal and Initiative #2: Prepare educators and industry professionals.
This course links with SFA Initiative #5: Create new learning opportunities through additional interdisciplinary, international, service learning, and civic engagement experiences.
This course links with SFA’s COE Goal and Initiative #4: Teaching and student success.
This course links with SFA’s COE Goal and Initiative #6: Collaborate with external partners.

Program Learning Outcomes (PLO) addressed:
Undergraduate Kinesiology

1. The physical education candidate will demonstrate an understanding of common and specialized content, and scientific and theoretical foundations for the delivery of an effective preK-12 physical education program.
2. The physical education candidate will be a physically literate individual who can demonstrate skillful performance in physical education content areas and health-enhancing levels of fitness.
3. The physical education candidate will apply content and foundational knowledge to plan and implement developmentally appropriate learning experiences aligned with local, state and/or SHAPE America’s National Standards and Grade-Level Outcomes for K-12 Physical Education through the effective use of resources, accommodations and/or modifications, technology and metacognitive strategies to address the diverse needs of all students.
4. The physical education candidate will engage students in meaningful learning experiences through effective use of pedagogical skills. They will use communication, feedback, technology, and instructional and managerial skills to enhance student learning.

5. The physical education candidate will select and implement appropriate assessments to monitor students’ progress and guide decision making related to instruction and learning.

6. The physical education candidate will demonstrate behaviors essential to becoming effective professionals. They will exhibit professional ethics and culturally competent practices; seek opportunities for continued professional development; and demonstrate knowledge of promotion/advocacy strategies for physical education and expanded physical activity opportunities that support the development of physically literate individuals

**Student Learning Outcomes:**

Upon completion of the course the student will be able to:

1. Demonstrate knowledge of the FitnessGram (PLO #2, 3).
2. Demonstrate the ability to read, set up, administer a variety of physical fitness tests, and collect the data from these tests (PLO #2, 5).
3. Demonstrate knowledge of basic statistics (PLO #4).
4. Apply knowledge of selected statistical procedures to the area of kinesiology (PLO #3, 4).
5. Apply skills for interpreting performance data to analyze progress, provide feedback about strengths and areas of need and make recommendations for maintenance and/or improvement (PLO #2, 4, 5).
6. Create or select a physical skills test or test battery and administer the skills test or test battery (PLO #2, 5).

**III. Course Assignments, Activities, Instructional Strategies, use of Technology:**

1. Students will complete semester exams - **300 points.**
2. Students will apply the raw data they will have collected to statistical procedures – **25-45 points.**
3. Students will read, set up, and administer various tests of health-related fitness tests and collect the data from the tests -**50 - 65 points.**
4. Students will take data derived from an old administration of the FitnessGram to disaggregate the data, interpret the data and make recommendations based on the interpretations. This project and the student data derived from this project will be utilized in providing evidence for accountability and accreditation. An electronic version of this project will be submitted through LiveText for grading and for retention of student work samples that are needed for accountability and accreditation -**100 points.**
5. Students will create or select and administer physical activity skills tests, collect data, interpret the data and make recommendations based on interpretations – **50 points.**
6. Students will complete pre- and post- test quizzes on each chapter- **90 – 100 points.**
7. Students will create skill checklists, assessments, and rubrics – **40 – 55 points.**
8. Students will complete a **pre-assessment** (health-related components) for Chapter 1- **10 points.**
9. Students will locate and utilize current research in kinesiology in order to complete assignments – **25-40 points.**
10. Students will complete two discussion posts – **14 – 20 points.**
11. Students will complete a final reflection paper for lab activities – **20- 30 points.**
12. Students will complete Daily or Weekly Application Tasks (DATs) throughout the semester – these tasks are used to determine classroom participation. They are performed during class time throughout the week and are assigned a point value - these activities, when done as part of the scheduled meeting times cannot be made up and unless noted on the schedule are not generally announced ahead of time. DATs may also be assigned to be completed asynchronously between class periods to enhance various instructional components of the course as preparation or reflection of concepts. Participation is a vital component for determining success in this course. DATs are also tracked to determine continued eligibility for financial aid. These DATs may be part of the assignment categories listed above or may be stand-alone assignments **100-150 points.**
13. Professional conduct – Demonstration of professional behavior is assessed to determine disposition essential to becoming effective professionals. Self-assessment and the assessment of other students and the professor will contribute to this – **20 - 30 points.**

- All assignments must be typed and free from spelling and grammatical errors. All assignments must be submitted electronically in Microsoft Word (.doc or .docx preferred).
- Students will be required to utilize their SFASU e-mail account and D2L to obtain course information and instructions from the instructor.
<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE/SHAPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency Distribution Activity</strong> – Take provided raw data and create a frequency distribution in class.</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td><strong>Chapter 6 Testing Scenario Activity</strong> – Setting up and administering various tests of health-related fitness that are in the textbook.</td>
<td>1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td><strong>FitnessGram Project</strong> – disaggregating FitnessGram data to provide responses to predetermined questions. Identifying activities that would have a positive impact on the various components of health-related fitness that were assessed by the FitnessGram.</td>
<td>1.1, 1.2, 1.3, 1.5, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 5.1</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 2h, 4h, 4j, 4l, 6b, 7a, 7b, 7c, 7g, 7h, 8a</td>
</tr>
<tr>
<td><strong>Skills Testing Project</strong> – creation of a skills checklist, creation of a skills test, administration of the skills test, use of the checklist to assess and collect data, disaggregation of collected data to draw conclusions about the physical skills that were assessed.</td>
<td>1.2, 3.2, 3.3, 3.4, 3.5, 3.6</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td><strong>Exam # 1</strong> - Ch. 1, 2, 3. Content covered includes introduction to measurement and evaluation in kinesiology, needs assessments, and basic statistics.</td>
<td></td>
<td></td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td><strong>Exam #2</strong> - Ch. 6, FitnessGram Content covered includes how to set up and administer various health-related fitness tests and the State of Texas mandated FitnessGram.</td>
<td></td>
<td></td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td><strong>Exam #3</strong> – Ch. 4, 5, 7, 12.</td>
<td>5.3</td>
<td></td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td><strong>Final Exam</strong> – Ch. 1, 2, 3, 4, 5, 6, 7, 12, projects and all course information taught throughout the semester.</td>
<td></td>
<td></td>
<td>1.3</td>
<td></td>
</tr>
</tbody>
</table>
A copy of CAEP, ISTE and InTASC standards can be found on the Perkins College of Education website – www.sfasu.edu/education

A copy of NASPE/SHAPE standards can be found on the Kinesiology and Health Science Departments website – http://www.sfasu.edu/kinesiology/

A copy of SFASU Kinesiology Professional Preparation Program standards can be found on the Kinesiology and Health Science Department website – http://www/sfasu.edu/kinesiology/

IV. Evaluation and Assessments (Grading):

The final grade in this course will be based on the percentage of overall points accumulated throughout the semester (See Section III for points available for each assignment. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage of Point Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69.9%</td>
</tr>
<tr>
<td>F</td>
<td>≤ 59.9%</td>
</tr>
</tbody>
</table>

In order to receive full credit in the course, all assignments that are required to be submitted in LiveText must be submitted in LiveText.

V. Tentative Course Outline/Calendar:

See course outline/calendar on the last page of this document

VI. Readings (Required and recommended – including texts, websites, articles, etc.):

**Required Text/Materials:**
- ISBN: 9781138232341


Access to **Brightspace** to download class lectures and handouts - recommend bringing them to class

**Required LiveText/Watermark:**
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education (PCOE) electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:
1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at https://www.sfasu.edu/policies

Class Attendance and Preparation for Class:

SFA Attendance Policy (6.7) - Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Absence is no excuse for not knowing. You are responsible for being ready for class each day, therefore if you are absent (excused or unexcused**) – be sure to get the previous day’s notes and assignments from another student in the class AND come to the next class prepared. If an assignment is due on your return date, then your assignment is also due that same day. Take your responsibilities seriously. I am more than happy to help you but you must do your part. Students can expect a response to emails and phone calls within 24-48 hours Monday-Friday.

**The only difference between an excused and an unexcused absence is that the student will have the opportunity to make up the work missed. An unexcused absence is still an absence.

Class preparation is your responsibility. Read your assignments prior to the assigned class discussion and be prepared to offer input and ask questions. Late assignments are accepted but will have a minimum automatic 25% point deduction if turned in within one week of the due date. Assignments later than one week will not be accepted.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

It is your responsibility to discuss specific accommodations with the instructor as soon as possible so that your needs can be met appropriately.

Student Academic Dishonesty Policy (4.1)
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam; falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
submitting an assignment as one's own work when it is at least partly the work of another person; 

- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or, incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**Penalties for Academic Dishonesty** - Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university.

**Student Appeals** - a student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**Withheld Grades Policy (5.5)**

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six courses drop limit since the student is incurring an academic penalty.

Students will be required to file a “Withheld Grade Report,” an internal Kinesiology & Health Science Department Form, with the faculty member prior to the end of the semester, this form documents the work to be completed to remove the ‘withheld’ grade.

**Student Code of Conduct Policy (10.4):**

Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Mental Health and Wellness**

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student mental health and wellness. Many of these resources are free and all of them are confidential.

**On-Campus Resources**

SFASU Counseling Services

www.sfasu.edu/counselingservices

3rd Floor Rusk Building

936-468-2401

SFASU Human Services Counseling Clinic

www.sfasu.edu/humanervices/139.asp

Human Services Room 202

936-468-1041

**Crisis Resources**

Burke 24-Hour crisis line 1(800) 392-8343

Suicide Prevention Lifeline 1(800) 273-TALK (8255)

Crisis Text Line: Text HELLO to 741-741

**Code of Ethics for the Texas Educator:**

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall
cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

IX. Other Relevant Course Information:

Undergraduate Teacher Certification—The “Undergraduate Initial Teacher Certification Handbook” contains all policies and procedures related to undergraduate teacher certification. Teacher education candidates are responsible to know and understand the policies and procedures outlined in this handout. (http://www.sfasu.edu/education/departments/educatorcertification/docs/edcert-undergrad_handbook.pdf)

TExES Competencies: Course content is applicable to the following competencies. Competencies 001, 008, 010, 012
Insurance: Participation in physical activity involves some level of physical risk. It is strongly advised that you carry your own health/accident insurance. You are not covered by a Departmental or University insurance policy.

This course contains physical activity which may consist of but not limited to running, jumping, lifting, throwing, leaping, striking, etc. Participation in these activities comes with inherent risks of injury. Possible injuries include, but are not limited to heat stroke, strains, sprains, scrapes, bruises, and fractures. By registering and participating in this course, students are aware of the possible injuries that may occur and acknowledge that they participate at their own risk. The university is not responsible for any medical costs associated with any injury students may sustain; therefore, students are strongly recommended to procure personal health and accident insurance to cover any medical costs. Students are encouraged to notify the instructor of any relevant prior medical history regarding injuries, surgeries, medications, or other considerations which may affect or impair participation in this course. If necessary, students will provide, upon request, a physician’s statement clearing them to participate in this course.

Procedures to be Followed for Injury or Accident of an SFA Student.

1. Administer appropriate first aid.
2. For a major medical emergency, a phone call should be placed to the University Police Department (UPD) (911). UPD will report to the scene of a medical emergency, assist with first aid, and contact an ambulance service.
3. Students may choose to report directly to the Student Health Services for minor first aid needs or routine medical services.
4. If assistance is needed in transporting the injured student, call the UPD non-emergency phone number at 9364682608.
5. The instructor should complete an accident report which can be obtained from the department office.

PROFESSIONALISM:

You are working towards a degree to become a professional, so you should demonstrate professionalism in your behavior, including your appearance, and speech.

Students will be required to appear, and behave professionally. Attendance and assignments due will be considered as parts of professional conduct. Also, each member should communicate respectfully with the professor (Dr. Bae) and classmates, both in person and online.

Electronic devices:

Part 1: Be courteous and turn cell phones off during class. Cell phone use may be required as part of the course interactions or tasks when practicing the use of digital technology. However, this is not intended as permission to utilize your phone for non-class related tasks while in the classroom. Including texting, web browsing, checking emails or assignments for other courses, etc. To prevent disruption of class and a distraction to your learning, if you are not using your cell phone for a class related activity, place it out of sight and remove the distraction. Remove all wireless headsets and ear pieces (e.g., wireless earbuds) so that you will not be distracted nor will you be a distraction to other students and the professor. Students demonstrating inappropriate professional dispositions, which are essential to becoming effective professionals, may expect some deduction points, but some notification for their advisors.

Part 2: Electronic devices (e.g., laptop computers, tablets, or other devices) may only be used in class for taking notes and/or following the class lecture. All devices to be used for note taking notes or recording may be used with prior consultation with the instructor. Students should focus on the class and not use electronic devices for other purposes during class. If you have a medical or legal emergency and are waiting for a call, you should notify the instructor before class, and if you need to take a call you should leave the classroom to take the call.

Proper Attire: Students should wear clothes that will allow for movement and safety during activity lessons. Tank tops, cutoffs, boots, sandals, etc., are not allowed.

Medical Conditions: Existing medical conditions or medical conditions that arise during the semester and that impede or prohibit physical activity, need to be discussed with the instructor. Student must provide proper documentation, in order to be exempt from participation in activities.

Food, Drink and Tobacco Products: University policy prohibits food and drink in classrooms. Do not bring any food or drinks (including water) into the classrooms or the gym. University policy prohibits the use of tobacco products in the buildings.

Personal Illnesses, Family Emergencies:
Please consider utilizing the Judicial Office and Counseling Services for situations involving these situations.

**EMAIL correspondence:**
In keeping with the promotion of professional behavior and courtesy, all electronic correspondence should follow professional rules of courtesy and format. Every message should include the following:

1) Name and class in subject line (i.e., John Doe, KINE 3330.00X)
2) Salutation or greeting (Dr. Bae, or Professor Bae)
3) Body of message indicating the purpose
4) Closing (e.g., thank you, sincerely, best, or waiting for your reply, etc.)
5) Signature (e.g., your full name).

Messages not following this format will receive a reply of “Use proper email protocol” and WILL NOT be attended to until received in the appropriate manner.

When you email me, I will check and respond to course-related email during the regular work week (Monday-Friday). So, if you send me an email on a Friday evening, it may be Monday morning before I respond.

**Respect during class time:** Examples of being respectful include being engaged in note taking, asking questions to the professor regarding information being taught, answering questions from the professor. Examples of NOT being respectful include texting during class, accessing social media during class, talking to classmates during the presentation of information by the professor, consistently leaving during class to do “something”, consistently coming to class late, sleeping during class, lack of participation/lack of “effort” during activities that require participation. Persistent displays of a lack of professional respect will be addressed and documented so your academic advisors or program coordinators will be notified.

**EXAM CONDUCT:**

- Both tests in class and online have the same expectation.
- You may not wear sunglasses during an exam
- You will be asked to either remove your hat/cap or turn it around backwards
- You must place all class materials out of sight in a backpack or under your desk
- Bathroom breaks or leaving the room for any reason will not be allowed during exams (so plan ahead!)
- No food or drinks will be allowed during exams - this includes water and gum
- Engagement in suspicious behaviors such as talking with others, roving eyes, tapping your hands or feet repeatedly during exams, etc. may be construed as cheating by the instructor and are grounds for dismissal from the examination and an automatic 0 on the examination as well as further disciplinary action at the discretion of the instructor
- All cell phones and electronic devices must be turned off and placed out of sight during examinations. Use of such devices during examination may be construed as cheating and result in associated disciplinary action.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Aug. 24</strong> Overview of syllabus and labs&lt;br&gt;Anatomical sites for locating a pulse.&lt;br&gt;Start Chapter 1 – Introduction to Measurement and Evaluation&lt;br&gt;Covers general introductory information regarding terminology and uses of test, measurement and evaluation in physical education and movement science.</td>
<td>Syllabus Quiz&lt;br&gt;Pre-test quiz on chapter 1 (pre-test quiz is part of attendance points.)</td>
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<td><strong>Week 2</strong></td>
<td><strong>Aug. 31</strong> Complete Chapter 1&lt;br&gt;Ch 2: Linking Program Development with Measurement &amp; Evaluation&lt;br&gt;Explains the four domains of learning in Kinesiology</td>
<td>“Introduce Yourself” discussion&lt;br&gt;Chapter quiz&lt;br&gt;Pre-assessment assignment</td>
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<td><strong>Week 3</strong></td>
<td><strong>Step. 7</strong> Chapter 2&lt;br&gt;Describes how to conduct a Needs Assessment and steps for program development&lt;br&gt;<strong>Lab # 1</strong> in the HPE gym&lt;br&gt;Students will be required to read, set up, and administer a variety of tests for physical fitness and sport skills, and then collect the data from the tests.</td>
<td>Chapter quiz.&lt;br&gt;Labs this week: # 1 (Gymnasium activities)</td>
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<td><strong>Week 4</strong></td>
<td><strong>Step. 14</strong> Chapter 3 - Basic Statistics&lt;br&gt;Covers various types of basic statistics&lt;br&gt;Levels of measurement frequency distributions, measures of central tendency, charts and graphs</td>
<td>Chapter quiz&lt;br&gt;Frequency Distribution assignment</td>
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<td><strong>Week 5</strong></td>
<td><strong>Step. 21</strong> <strong>Exam # 1</strong> (Chapters 1, 2, &amp; 3 Includes anatomical locations for pulse)&lt;br&gt;Chapter 6 – Measuring Health-related Physical Fitness and Physical Activity</td>
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<td><strong>Week 6</strong></td>
<td><strong>Step. 28</strong> Chapter 6 – Measuring Health-related Physical Fitness and Physical Activity&lt;br&gt;<strong>Lab # 2</strong> in the HPE gym&lt;br&gt;Students will be required to set up, and administer various physical fitness tests, and collect the data from the tests.</td>
<td>Labs this week: # 2 (Gymnasium activities)</td>
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<td><strong>Week 7</strong></td>
<td><strong>Oct. 5</strong> Begin <strong>FitnessGram Program</strong> Needs Project (required for SACS accreditation, 100 points) in class and assign project due date.&lt;br&gt;FitnessGram notes from the FitnessGram training DVD and other videos. Project due date to be assigned.&lt;br&gt;<strong>Lab # 3</strong> in the HPE gym</td>
<td>Labs this week: # 3 (gymnasium activities)</td>
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<td><strong>Week 8</strong></td>
<td><strong>Oct. 12</strong> <strong>Exam # 2 (FitnessGram and Chapter 6)</strong>&lt;br&gt;Chapter 4 – Criteria for Test Selection&lt;br&gt;Discuss test criteria in alternative assessment</td>
<td>Chapter quiz</td>
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<td><strong>Week 9</strong></td>
<td><strong>Oct. 19</strong> Chapter 5 – Alternative Assessment&lt;br&gt;Covers creation and use of checklists, rating scales and rubrics in measuring physical skills.</td>
<td>Chapter quiz&lt;br&gt;Checklists &amp; Rubric</td>
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<td><strong>Week 10</strong></td>
<td><strong>Oct. 26</strong> Chapter 5 – Alternative Assessment&lt;br&gt;<strong>Lab # 4</strong> in the HPE gym</td>
<td>“Sport Experiences” discussion&lt;br&gt;Labs this week: # 4 (gymnasium activities)</td>
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| Week 11 | Nov. 2  
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<th>Nov. 4</th>
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<td><strong>Week 11</strong></td>
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<td><strong>Nov. 2</strong></td>
<td><strong>Nov. 4</strong></td>
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<td>Chapter 7 – Measuring Psychomotor Skills</td>
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<td>Covers various tests and test batteries to measure skill-related physical fitness and specific sports skills.</td>
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<td><strong>Week 12</strong></td>
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<td><strong>Nov. 9</strong></td>
<td><strong>Nov. 11</strong></td>
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<td>Test batteries for physical fitness - SHAPE America</td>
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<td>Lab # 5 in the HPE gym</td>
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<td><strong>Week 13</strong></td>
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<td><strong>Nov. 16</strong></td>
<td><strong>Nov. 18</strong></td>
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<td>Exam # 3 – (4, 5, 7, &amp; 12)</td>
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<td><strong>Week 14</strong></td>
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<td><strong>Nov. 23-26</strong></td>
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<td>THANKSGIVING BREAK</td>
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<td><strong>Week 15</strong></td>
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<td><strong>Nov. 30</strong></td>
<td><strong>Dec. 2</strong></td>
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<tr>
<td>FitnessGram Program Needs Project</td>
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<td>Study for Final Exam Final Exam</td>
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<tr>
<td>FitnessGram Project Due by Dec. 3.</td>
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<tr>
<td>Exam Week</td>
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<tr>
<td>Comprehensive Final Exam - (Online)</td>
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*Attendance and participation will be strictly documented during the first three weeks of the semester. Students who do not attend or do not participate in class will be reported. This action is necessary for complying with federal regulations regarding financial aid.*