



PRAIRIE VIEW  
A&M UNIVERSITY

# SYLLABUS

**KINE 4033-P01 Measurement and Evaluation in Human Performance  
Summer II 2018  
Department of Health and Kinesiology  
Whitlowe R. Green College of Education**

**Instructor:** Dr. Park Atatah

**Section # and CRN:** KINE 4033-P01

**Office Location:** Leroy Moore GYM

**Office Phone:** 936-261-3900

**Email Address:** patatah@pvamu.edu

**Office Hours:** By appointment only

**Mode of Instruction:** Face to Face

**Course Location:** M.T. Harrington Science Bldg 121

**Class Days & Times:** M, T, W, T 2:00 pm to 4:40 pm

**Catalog Description:** This course is a study of various kinds of tests and test usage in the field of health and human performance. Includes practical experience in the construction and administration of tests and in the use of elementary statistics to interpret test scores. This course is supported through eCourse campus technology.

**Prerequisites:** Senior HUPF Candidates only & 12 hours of advanced Human Performance courses.

**Co-requisites:** None

**Required Texts:** Morrow, J. Jackson, A., Disch, J. & Mood D. (2011). *Measurement and Evaluation in Human Performance*, 4<sup>th</sup> Ed. Champaign, IL: Human Kinetics (ISBN-9780736090391). You may use the 3<sup>rd</sup> edition as well.

**Supplemental Texts:**

**Program Student Learning Outcomes (SLOs)**

1. Graduates can communicate effectively in written, oral and verbal forms of expression.
2. Graduates can apply the physiological bases of human movement.
3. Graduates can demonstrate the ability of exercise testing and prescription to diverse populations at various developmental stages and under a range of health conditions.
4. Graduates can evaluate the scientific literature in the discipline, and understand and synthesize relevant information.
5. Graduates can demonstrate the ability of technologies to support inquiry and professional practice.

	<b>Upon successful completion of this course, students will be able to:</b>	<b>Program Learning Outcome # Alignment (SLOs)*</b>	<b>Core Curriculum Outcome Alignment</b>	<b>InTASC Standards</b>
1	Describe and apply physiological and biomechanical concepts related to skillful movement physical activity and fitness.	SLO 1, 2, 3, & 4	Critical Thinking Personal Responsibility	Standards 1-3, 4-5, 6-8
2	Describe and apply motor learning and psychological/behavioral theory related to skillful movement, physical activity, and fitness.	SLO 1, 2, 3, & 4	Critical Thinking Personal Responsibility	Standards 1-3, 4-5, 6-8

3	Analyze and correct critical elements of motor skills and performance concepts.	SLO 1, 2, 3, & 4	Critical Thinking Personal Responsibility	Standards 1-3, 4-5, 6-8
4	Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and /or national standards.	SLO 1 & 2	Critical Thinking	Standards 1-3, 4-5, 6-8
5	Demonstrate knowledge of current technology by planning and implementing learning experiences that require candidates to appropriately use technology to meet lesson objectives.	SLO 1 & 2	Critical Thinking	Standards 1-3, 4-5, 6-8
6	Select or create appropriate assessments that will measure student achievement of goals and objectives.	SLO 1 & 2	Critical Thinking	Standards 1-3, 4-5, 6-8
7	Use appropriate assessments to evaluate student learning before, during, and after instruction.	SLO 1 & 2	Critical Thinking	Standards 1-3, 4-5, 6-8
8	Utilize the reflective cycle to implement change in teacher performance, candidate learning, and/or instructional goals and decisions.	SLO 1 & 2	Critical Thinking	Standards 1-3, 4-5, 6-8

\*The program learning outcomes identified in this table pertain to the objectives for this course. Other courses within the program cover additional learning outcomes (SLOs). Collectively, all courses within the program curriculum will ensure that candidates have achieved all 5 learning outcomes (SLOs).

<b>Governing Organizations</b>	<b>Alignment with Standards/Domains</b>
<b>CAEP</b>	Standard 1: Content & Pedagogical Knowledge (1.1) Standard 4: Program Impact (4.1)
<b>InTASC</b>	Standards 1-8
<b>TEXES</b>	
<b>NASPE</b>	Standards 1-4
<b>SHAPE America</b>	Standards 1-4

## Major Course Requirements

### Method of Determining Final Course Grade

<b>Course Grade Requirement</b>	<b>Value</b>	<b>Total</b>
1. Exam 1	25 Points	25
2. Exam 2	25 Points	25
3. Exam 3	25 Points	25
4. Participation In Class	5 Points	5
5. Group Case Study	10 Points	10
6. GroupPower-Point Presentation	10 Points	10
	<b>Total:</b>	<b>100</b>

**Grading Criteria and Conversion:**

- A = 100-90%
- B = 89-80%
- C = 79-70%
- D = 69-60%
- F = 59-Below

I = Incomplete (Only issued under extraordinary circumstances that are beyond a candidate’s control.)  
 W = Withdrawal from a course  
 WV = Withdrawal from the University voluntarily  
 MW = Military withdrawal

**Detailed Description of Major Assignments:**

<p><b>Participation In Class (5 points)</b></p>	<p>To be in class on time and not late and be ready to be scholarly engage with the topics of participations in the class. Also, be ready to professionally answer questions that are posed to you by the professor.</p>
<p><b>Group Case Study (10 points)</b></p> <p><b>This is a group work and every student should play their roles as a group; or they will be graded individually due to none participation.</b></p>	<p>Your group case study will be assigned by the Instructor. Each group must turn in a detailed outline (1-2 pages in length) pertaining to the assigned case study. Each group must also turn in a summary paper in essay format (3-4 pages in length) pertaining to the case study assigned. The Summary Paper must include a title page per the American Psychological Association (APA) style. <b>Both the outline and summary paper must be typed, double-spaced, 12 point font size, black ink on white paper. (See Submission of Assignments). Upload only one Outline and one Summary Paper per group.</b> Your case study will be evaluated and graded according to group outline, group content, and group summary paper. Each group member must be an active participant in the preparation of the final product. <b>NO LATE ASSIGNMENTS WILL BE ACCEPTED</b></p>
<p><b>Group Power Point Presentation - Psychological Measurements in Sports and Exercise (10 points)</b></p> <p><b>Once again, it is a group work</b></p>	<p>Your group topics will be assigned by the Instructor. Each group must turn in a Power Point Presentation (<b>minimum of 20 slides</b>) pertaining to the chosen topic. The Power Point must include a title page per the American Psychological Association (APA) style. The Power Point must also include a reference page per the APA style, with a minimum of 5 references. <b>(Only 2 of the 5 references will be accepted from the internet). Upload only one Power Point per group.</b> Each group member must be an active participant in the preparation of the final product. <b>NO LATE ASSIGNMENTS WILL BE ACCEPTED.</b></p>
<p><b>Exams (75 points)</b></p> <p><b>Additional information will be given in the class face to face during the class hours.</b></p>	<p><b>a.</b> Exams may consist of essay, fill-in-the blank, short answer, true/false, and/or multiple-choice questions. These will be limited to the information from the associated section of the course. Exams will cover any and all material provided in the assigned reading, lecture, and/or activity.</p> <p><b>b.</b> There will be three exams, which will include the Midterm Exam and the Final Exam. All candidates are expected to take the exam on the assigned designated day and time. If he/she cannot take the exam during the scheduled time, it is his/her</p>

	responsibility to approve the absence with the instructor <b>PRIOR</b> to the week of the exam. <b>BE PREPARED WITH SCANTRONS AT EVERY CLASS</b>
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**Course Procedures or Additional Instructor Policies**

**Taskstream**

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in E-Courses.

**House Bill 2504**

**Please Note:** House Bill 2504 does allow students the choice not to purchase the class textbook(s). Students have the choice of using alternative methods to access textbook information (internet websites, books on reserved at the library, etc.). Students **are** required and held accountable to complete all assignments as noted in the syllabus.

**Expectations Of Candidates For Appropriate Attire**

Wear appropriate attire for dressing out for **Skills Activities** – (Gym short: T-shirt, and Tennis shoes)  
 Jeans, dress clothes, and sandal are not allowed. Points will be deducted from your overall **Grade** (5 points each time)  
**You will not be able to participate with improper attire.**

**SEMESTER CALENDAR**

<b>Week 1 July 8 to July 14</b>	Class Orientation and Introduction Syllabus Review: Course Topics and Highlights Measurement and Evaluation of Tests in Physical Activity and Sports (Case Study, Power Point Presentation)
<b>Topic Description:</b>	
Chapter(s) 1	
Assignment(s)	
<b>Week 1</b>	Syllabus Review, Pre-Assessment Test / Review Pre-Assessment Test
<b>Topic Description:</b>	Health and Kinesiology Terminology Measurement and Evaluation of Tests in Physical Activity and Sports
Chapter(s) 2	
Assignment(s)	Case Study and Power Point Group Assignments

<b>Week 1</b> <b>Topic Description:</b>	
Chapter(s)	
Assignment(s)	Physical Fitness/Sports Case Studies (Group Class Activity) Power Point Presentations (Group Class Activity)
<b>Week 1</b> <b>Topic Description:</b>	
Chapter(s)	Ch. 1 Measurement and Assessment Differentiation Ch. 3 Descriptive Stats: Measures of Central Tendency
Assignment(s)	
<b>Week 2 July 15</b> <b>to July 21</b> <b>Topic Description:</b>	
Chapter(s)	Ch. 3 Descriptive Stats: Measures of Central Tendency Ch. 4 Introduction to Correlation and Prediction
Assignment(s)	
<b>Week 2</b> <b>Topic Description:</b>	
Chapter(s)	Ch. 5 Inferential Stats Physical Fitness/Sports Case Studies (Group Class Activity)
Assignment(s)	
<b>Week 2</b> <b>Topic Description:</b>	
Chapter(s)	Ch. 6 & 7 Norm and Criterion Reference Comparisons
Assignment(s)	Power Point Presentations (Assignment) <b>Group Case Study Assignment DUE</b>
<b>Week 3 July 22 to</b> <b>July 28</b> <b>Topic Description:</b>	Midterm Exam Review <b>EXAM (Exam 1)</b>
Chapter(s)	
Assignment(s)	

<b>Week 3 Topic Description:</b>	
Chapter(s)	Ch. 8 Developing Written Tests & Surveys Ch. 13 Grading as Summative Evaluation
Assignment(s)	
<b>Week 3 Topic Description:</b>	
Chapter(s)	Ch. 9 Fitness Testing in Adults
Assignment(s)	
<b>Week 4 July 29 to August 4 Topic Description:</b>	
Chapter(s)	Ch. 9 Fitness Testing in Adults (Fitness Lab) Exam 2 Review
Assignment(s)	
<b>Week 4 Topic Description:</b>	
Chapter(s)	Physical Fitness and Activity Assessment in Youth
Assignment(s)	<b>EXAM 2</b> (Ch. 8-9, 10 & 13)
<b>Week 4 Topic Description:</b>	
Chapter(s)	
Assignment(s)	<b>Power Point Presentation Assignment DUE</b>
<b>Week 5 August 5 to August 11 2018 Topic Description:</b>	
Chapter(s)	Ch. 11 Assessment of Sport Skills and Motor Abilities
Assignment(s)	
<b>Week 5 Topic Description:</b>	
Chapter(s)	

	Ch. 12 Psychological Measurements in Sports and Exercise
Assignment(s)	Post-Test Assessment
<b>Week 5 Topic Description:</b>	FINAL EXAM Review <b>FINAL EXAM (Exam 3)</b>
Chapter(s)	
Assignment(s)	

## Student Support and Success

### John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. <https://www.pvamu.edu/library/>  
Phone: 936-261-1500.

### The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test-taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561.

### The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus- Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261- 1040.

### Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students



who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564.

### **Testing**

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286.

### **Office of Diagnostic Testing and Disability Services**

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585.

### **Veteran Affairs**

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563.

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340.

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570.

### **University Rules and Procedures**

#### **Disability Statement (Also See Student Handbook):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

**Academic Misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

**Forms of Academic Dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

**Nonacademic Misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or

(3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

**Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

**Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

**Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

### **TECHNICAL CONSIDERATIONS**

#### **Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

#### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

#### **Netiquette (online etiquette):**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

#### **Technical Support:**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

#### **Communication Expectations and Standards:**

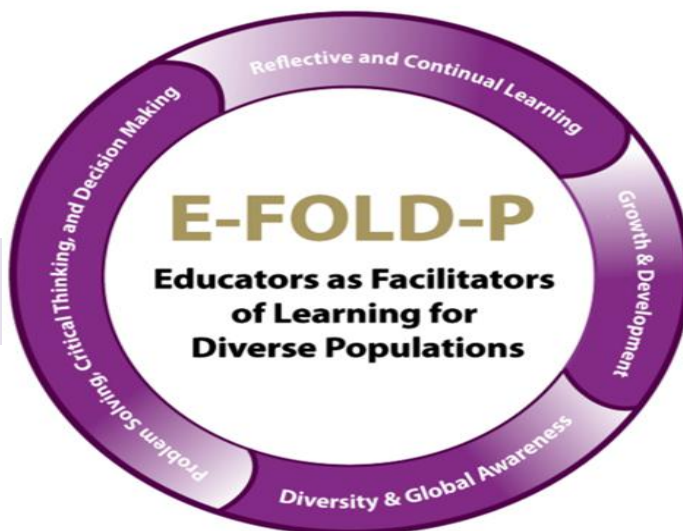
Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

#### **Discussion Requirement:**

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussionboard.

TECHNOLOGY



ASSESSMENT

Knowledge	Skills	Dispositions
<p><b>K 1</b> – Knows and understands how to use existing and personal research to analyze and assess educational problems.</p> <p><b>K 2</b> – Knows how to apply and interpret fundamental principles of assessment.</p> <p><b>K 3</b> – Knows and understands the different methods of curriculum design, development and implementation to support students’ academic growth and personal development.</p> <p><b>K 4</b> – Knows the importance of diversity in a global educational context.</p> <p><b>K 5</b> – Knows and understands how to use new and existing technologies to continuously enhance teaching and learning among diverse populations.</p>	<p><b>S 1</b> - Demonstrates intellectual curiosity through creative and collaborative projects.</p> <p><b>S 2</b> - Uses critical reflection to improve professional practice.</p> <p><b>S 3</b> - Demonstrates subject matter expertise while concurrently measuring and adjusting strategies that impact students’ academic achievement.</p> <p><b>S 4</b> - Creates learning environments that foster respect, safety, and trust.</p> <p><b>S 5</b> - Demonstrates the effective use of current technology in teaching and learning.</p>	<p><b>D 1</b> - Demonstrates the ability to find and implement new information, best practices and educational concepts.</p> <p><b>D 2</b> - Values professional interactions.</p> <p><b>D 3</b> - Demonstrates ethical behavior in personal and professional relationships.</p> <p><b>D 4</b> - Acts in a manner that demonstrates the belief that all children can learn.</p> <p><b>D 5</b> - Values technology as an integral tool for enhancing teaching and learning across multiple disciplines for diverse populations.</p>

(Approved February 2014) Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlow R. Green College of Education