I. Course Description:
This course is designed to educate students on the FitnessGram, other health-related physical fitness assessments, 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. One of the projects (FitnessGram Program Needs) and the data derived from this project are utilized in providing evidence for accountability and accreditation.

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:
Undergraduate Kinesiology
1. The student will identify and analyze critical components of physical movements.
2. The student will demonstrate an understanding of basic principles of physical fitness concepts and the utilization of available technology in assessing fitness levels, performance, and physiological effects during various levels of physical stress.
3. The student will apply knowledge of principles and stages of motor development.
4. The student will demonstrate knowledge of kinesiological principles and content.
5. The student will design and implement physical education learning experiences that are developmentally appropriate, safe, and that utilize principles of effective instruction.

Student Learning Outcomes:
Upon completion of the course the student will be able to:
1. Demonstrate knowledge of the FitnessGram (PLO #2, 4).
2. Demonstrate the ability to read, set up, administer a variety of physical fitness tests, and collect the data from these tests (PLO #2, 4).
3. Demonstrate knowledge of basic statistics (PLO #4).
4. Apply knowledge of selected statistical procedures to the area of kinesiology (PLO #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 #4, 2).
   (NASPE Standard 1.5, 5.1).

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
1. Students will apply selected statistical procedures to raw data. One assignment covering the use of statistical procedures is an in class assignment worth 20 points and cannot be made up unless the absence is an excused absence.
2. Students will be required to read, set up, administer a variety of physical fitness tests, and collect the data from the tests. **This assignment is an in-class assignment worth 20 points and cannot be made up unless the absence is an excused absence.**

3. 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 is utilized in providing evidence for accountability and accreditation. An electronic version (submitted through LiveText) and paper version of this project must be submitted for grading and for retention of student work samples that are needed for accountability and accreditation. Project is worth 100 points.

4. Students will write a reflection paper based on their experiences with administering the FitnessGram in the public schools. If a student is not “cleared” to go to the public schools, he/she will access YouTube videos of various schools that are conducting the FitnessGram and use these videos to complete a reflection paper. Reflection paper is worth 25 points.

5. Students will create or select and administer sports/physical activity skills tests, collect data, interpret the data and make recommendations based on interpretations. This project is worth 100 points.

6. Students will locate and utilize current research in kinesiology that is necessary for completing any assignment.

7. All assignments must be typed and free from spelling and grammatical errors. All assignments submitted electronically must be created in Microsoft Word (.doc or .docx) or as a PDF file.

8. Students will be required to utilize their Titan e-mail account and D2L to obtain course information and instructions from the instructor.

9. Students will fill out a form for a criminal history check and be approved, prior to assisting with the administration of the FITNESSGRAM in the public schools.

<table>
<thead>
<tr>
<th>Assessment/Assignment</th>
<th>Program Standards NASPE</th>
<th>CAEP Standards</th>
<th>ISTE Standards</th>
<th>InTASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency Distribution Activity – 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</td>
<td>1.3</td>
<td>1a</td>
<td>1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
</tr>
<tr>
<td>Chapter 6 In-class Testing Scenario Activity – 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>FitnessGram Project – 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</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>Assignment</td>
<td>Reference</td>
<td>Section(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Administration of FitnessGram Reflection – Responses to six different questions regarding the administration of the FitnessGram in the public schools that we went to.</td>
<td>5.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skills Testing Project – 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, 1a, 1b, 2a, 4h, 4j, 4l, 7a, 7b, 7c, 7g, 7h</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam #1 – Ch. 1, 2, 3 Content covered includes introduction to measurement and evaluation in kinesiology, needs assessments, basic statistics.</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam # 2 – 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>1.3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Exam #3 – Skills testing reflection. Content covered includes identifying any changes that should be made to the skills testing project.</td>
<td>5.3</td>
<td>1.3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam – Ch. 1, 2, 3,</td>
<td>1.3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5, 6. Content covered includes all that was previously covered in exam 1 and 2, concerns in administration of all physical tests.

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 standards can be found on the Kinesiology and Health Science Departments 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. The grading scale is as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Exams (3)</td>
<td>200</td>
<td>90% - 100% = A</td>
</tr>
<tr>
<td>Projects</td>
<td>200</td>
<td>80% - 89% = B</td>
</tr>
<tr>
<td>Comprehensive Final</td>
<td>100</td>
<td>70% - 79% = C</td>
</tr>
<tr>
<td>In Class Assignments</td>
<td>40</td>
<td>60% - 69% = D</td>
</tr>
<tr>
<td>Attendance</td>
<td>50</td>
<td>Below 60% = F</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Attendance will be taken at the end of each class by the instructor by calling roll or use of a seating chart. The percent that attendance counts toward the final grade is twelve percent.

In order to receive full credit in the course, all assignments that are required to be submitted in LiveText must be submitted in LiveText and a paper copy must also be submitted to the instructor.

V. Tentative Course Outline/Calendar: This schedule is subject to change due to gym availability and time needed to complete the FitnessGram administration and physical skills assessments.

Week 1
- Orientation, syllabus, anatomical sites for locating a pulse.
- Chapter 1 notes – Introduction to Measurement and Evaluation
  Covers general introductory information regarding terminology and uses of test, measurement and evaluation in physical education and movement science.

Week 2
- Chapter 2 notes – Linking Program Development with Measurement and Evaluation
  Explains the four domains of learning in Kinesiology. Describes how to conduct a Needs Assessment and steps for program development.

Week 3
- Frequency Distribution in-class assignment worth 20 points, bring a calculator.
- Exam #1 (Syllabus, anatomical locations for pulse, Chapters 1, 2, 3).

Week 4
- FitnessGram notes from the FitnessGram training DVD, prepare for administering FitnessGram in public schools by discussing dress code for being in the schools, driving directions to the schools and completing a mock simulation practice of administering of the FitnessGram.

Week 5
- Administer the FitnessGram in the public schools.

Week 6
- Discuss and assign the Reflection Paper assignment (25 points) from the public school
experiences.
Begin FitnessGram Program Needs Project (required for SACS accreditation, 100 points) in class and assign project due date.

Week 7
Chapter 6 notes – Measuring Health-related Physical Fitness and Physical Activity
Covers various tests and test batteries for measuring health-related physical fitness in children, adults and older adult populations.
Chapter 6 in-class lab assignment (20 points). Students will be required to read, set up, administer a variety of physical fitness tests, and collect the data from the tests.

Week 8
Exam #2 (FitnessGram and Chapter 6), Fitnessgram Project due.
Chapter 7 notes – Measuring Psychomotor Skills
Covers various tests and test batteries to measure skill-related physical fitness and specific sports skills.

Week 9
Spring Break
Week 10
Chapter 5 notes – Alternative Assessment
Covers creation and use of checklists, rating scales and rubrics in measuring physical skills.
Assign students to specific groups and sport skills, discuss the various aspects and decisions to be made for creating, setting up, administering tests and collecting data for physical skill assessment. Easter Holiday.

Week 11
Allow students in class to prepare for all aspects of skills test administration.
Conduct a trial run of skills tests.

Week 12
Begin skills test administrations, discuss skills test projects (100 points).

Week 13
Continue skills test administrations. Groups that have completed testing will have their projects due.

Week 14
Continue skills test administrations. Groups that have completed testing will have their projects due.

Week 15
Last set of projects are due.
Continue Chapter 5 notes – other types of alternative assessments.
Exam #3 (Reflection questions regarding skill testing process)

Week 16
Review for Final Exam.

Week 17
Comprehensive Final Exam is Tuesday, May 10th at 8:00 am.

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 is action is necessary for complying with federal regulations regarding financial aid.

VI. Readings (Required and recommended – including texts, websites, articles, etc.):
Required Text/Materials:
Benjamin Cummings, San Francisco, CA

Required:
This course collects 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, using the LiveText data management system. Students who do not have an existing LiveText account will receive an access code via your SFA Titan email within the first week of class. You will be required to register your LiveText account, and you will be notified how to register your account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have
questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText 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 Excused Absence: 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.

Students are expected to attend and participate in every scheduled class meeting. The instructor will record attendance. Students will be allowed two unexcused absences before a ten point deduction for each unexcused absence, after the first two unexcused absences, is subtracted from the 50 points allowed for attendance. On the fifth unexcused absence, after the first two unexcused absences, the grade for the course is an automatic F. Each unexcused absence during the skill assessments will be counted as two unexcused absences. A student must notify the instructor immediately prior to a university-sponsored trip that will cause an absence. Other absences will be discussed on an individual basis and need supporting documentation. If at all possible, try not to schedule appointments for when you should be in class. Inform friends and family of your daily and semester schedules so that you are not missing classes because of their scheduling.
**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, 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/disabilities/.

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students.

**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, re-submission 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 within 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., Active Military Service (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.

**Student Code of Conduct: Policy 10.4**
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be
subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. 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 iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

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

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check; the completed information form is due __________________________. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). 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 concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@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

NASPE Standards: Course content is applicable to the following standards.

Standards 1, 3, 5

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.

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 not participate 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.

**Cell Phones/Blue Tooth/IPods/Various other electronic devices:** Be courteous and turn cell phones off during class. Remove all headsets and ear pieces so that you will not be distracted nor will you be a distraction to other students and the instructor.

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

**E-mail etiquette:** When sending an e-mail, please put the course prefix and course number as the subject. Please put your name as the signature for the e-mail.