

TEXAS A & M UNIVERSITY - COMMERCE
DEPARTMENT OF HEALTH & HUMAN PERFORMANCE
COURSE SYLLABUS

College of Education

Instructor: Stacy Bishop, PhD, CSCS Phone: 903 886 5556
Course Title: Measurement and Evaluation Office Hours: Mon-Fri by appt
Course Number: HHPK 617 Office Address: 006 Fieldhouse
Email: stacy.bishop@tamuc.edu (Preferred method of communication)

Note: This course is delivered fully online and will require the ability to interact with YouTube videos. Many school districts block the use of YouTube.

REQUIRED TEXTS:

Lacy, A. C., & Hastad, D. N. (2003). *Measurement and evaluation in physical education and exercise science*.

Towards the end of this course we will utilize a piece of software known as Statistical Packages for the Social Sciences (SPSS). This software is available in the university open computer labs. Many students purchase a student version of the software. Others have SPSS available where they work. I do not care which option you utilize. You should utilize version SPSS 16 or higher. Check with the requirements of your next course before purchasing a copy. You do not want to buy the software twice. Most of you will take COUN 613 as your next course.

Catalog Course Description: *HHPK 617 Statistical Procedures for Education and Research* provides an introduction to statistical methods and their implications for human performance specific situations as well as educational researchers. Appropriate computer applications will be integrated with classroom content relating to populations and samples; organizing, displaying, and summarizing data; probability; normal distribution; tests of significance; correlation and simple regression; Z and T tests; and the chi square test. (3 credit hours)

Course Objectives: This purpose of this course is to expand upon the students' knowledge in evaluation and measurement of both teachers and students. Approximately one-third of the course is devoted to teacher evaluation, one-third to evaluation of students in the areas of physical fitness, motor development, and motor skill acquisition, and one-third devoted to tools and techniques useful in cognitive and performance evaluation of students and teachers. In order to promote reflective thinking in the classroom, every effort is made to continuously employ the following techniques:

Students are compelled to critique their own and other's work to develop evaluative and communication skills and encourage a constant attitude of assessment and revision. This is done by requiring you to critique measurement tools and by in-class examples and practice.

You bring a wealth of information and experience to class. It would be a disservice to all of us for you to keep it to yourself. I expect to learn from you as well as teach you. Throughout the class, concepts will be emphasized rather than mechanics. Statistics are not treated as a separate section, but rather statistics are introduced in context showing how to use these tools in evaluating the quality of measurements.

The following items are standard expectations to be posted for all courses.

A. Class Participation: Systematic and timely on-line participation is expected. University policy notes that excused absences include (i) participation in an authorized university activity, (ii) illness verified by a physician, (iii) death in the immediate family, and (iv) verifiable, official court appearance. Keep in mind that this course has been developed to allow maximum flexibility in regard to your online access. You are not required to logon at specific times on specific dates. You will work with other members of the class on specific tasks; however, this activity is determined by the group.

B. Assignments Submitted by Deadlines: Assignments are due as stated. Class participants are strongly recommended to participate in their assigned groups. Numbers generate strength. Teaming is an essential soft-skill in every academic environment. I will assign teams prior to the beginning of assignments. Individual team members will be evaluated; however, teams often rise or fall together. Problems regarding team participation should be discussed with the course instructor. Under no circumstances should team members be allowed a free-ride at the expense of other members.

C. Student Conduct: All students shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment (See Student's Guide, Policies and Procedures, Conduct). HHPK 617 is a graduate level course. The course will require your best effort. Course demeanor is that which is expected at the university level. Students must complete their team assignments in a timely manner. Historically those who have not done due diligence to course assignments tend to redirect course expectations. Any such variation from class protocol is unacceptable at this level and will result in immediate removal from the course. **PLEASE KEEP IN MIND THAT THE COURSE E-MAIL IS NOT A FORUM FOR COMPLAINT OR PERSONAL ATTACKS!**

D. Academic Honesty: Academic work submitted by you (such as papers, assignments, reports, tests) shall be your work or that of the team and referenced in part or in whole to the correct source. Submission of commercially prepared materials is unacceptable. Moreover, participants shall encourage honesty in others by refraining from providing materials or information with knowledge that these materials or information will be used improperly. Violation of these academic standards may result in removal or failure. Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association. For reference and citation standards, students are expected to use conventions noted in the APA Publication Manual, 5th edition, for citing sources.

Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material. (Texas A&M University Commerce, Graduate Catalog).

F. Course Communication: **Course communication will occur through your MyLeo Account.** You will need to regularly and systematically review your e-mail on a timely basis.

Students with Disabilities:

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library, Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Plagiarism/academic dishonesty---Plagiarism is copying another's work as your own without proper acknowledgment. Be aware that the intent to deceive the reader does not have to be present for plagiarism to occur. Also ignorance of the definition of plagiarism is also not an excuse and will result in the same consequences as for someone who has knowledge of it. Plagiarism is also not restricted to copying the writings of others, nor to stealing from established authors; it includes the ideas of your fellow students. If you plagiarize in this class (including cheating on tests) you will receive an automatic "F". If you are in any doubt as to whether your work constitutes plagiarism or academic dishonesty, please discuss this with me confidentially.

Evaluation Information

Your grade will be determined through a combination of your grades on the module exams, participation in the discussion groups, reflection assignments, and group projects. Each of these will carry assigned weight to determine your final grade.

Keep in mind that discussions and reflections assignments are graded. They make up a part of your grade as does the content mastery exam. You must participate in these activities.

The following final grading scale will be utilized to determine the final grade based on the average of your course work:

A = 90 to 100
 B = 80 to 89
 C = 70 to 79
 D = 60 to 69
 F = under 60

Our goal is to prepare you for survival in the field of research. The grade is actually trivial in regard to the goal of ensuring your long term participation in a great and necessary activity.

For all the type-A personalities, the following grading scales will be utilized on the individual and group activities.

Lesson module exams - A grade up to 100 can be earned on the lesson module exams. Please keep in mind that this is a graduate level research tool course. Do not expect the instructor to explain why you missed a problem on the exam. When you take the exams, make notes regarding the questions and your responses. You are responsible for determining the accuracy of your answers. You are also responsible for the identification of reasons a particular question may have been missed. While this is not good pedagogical practice, this is solid andragogical practice. I want you to take responsibility for your learning. Work with and through your study group to master the material.

Discussion participation - A grade will be assigned for participation in the discussion group for each module. Generally this grade will be 5. A grade of 2 is given the first time that no participation in the discussion forum is evident. Afterwards, a grade of 0 is given.

Reflection - Each module will require that you post thoughts to the journal. The same participation grading methodology will be utilized for reflection activities as that utilized for discussion participation. Generally this grade will be 5. A grade of 2 is given the first time that no participation in the discussion forum is evident. Afterwards, a grade of 0 is given.

Group Assignments - Each student will be assigned to a study group. Each group will have a project for each module. The group should establish rules of operation and hold every member accountable. Please indicate on the first of the project the names of those who participated, as well as, the module for which the project is intended. Group assignments will be awarded a grade ranging from 10 downward.

Think of a grade this way:

“An inadequate report of an inaccurate judgment by a biased and variable judge of the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material”.

Paul Dressel, 1957

HHPK 617**Course Outline**

(Tentative; subject to change)

HIED 617 will consist of eleven online modules. These modules will be available on the indicated dates.
The modules will NOT be accessible BEFORE or AFTER the indicated dates.

Each module will include lecture material and voice over PowerPoint discussions. You will need internet access capable of accessing and viewing the indicated discussions. I am prone to send you out to YouTube presentations as well.

Once a module is opened, the module will remain open then close as indicated. This is done to help the entire class stay on track. While I realize that some may work ahead, the purpose is to bring the entire class along. To work ahead simply utilize the textbook.

Module One: Terms and Concepts

Open on August 26, 2013 Closed on September 1, 2013

Module Two: Normal Distribution Curve

Open on September 2, 2013 Closed on September 8, 2013

Module Three: Binomial Distributions

Open on September 9, 2013 Closed on September 15, 2013

Module Four: Confidence Intervals

Open on September 16, 2013 Closed on September 22, 2013

Module Five: Advanced Confidence Intervals

Open on September 23, 2013 Closed on September 29, 2013

Module Six: Hypothesis Testing

Open on September 30, 2013 Closed on October 6, 2013

Module Seven: Advanced Hypothesis Testing

Open on October 7, 2013 Closed on October 13, 2013

Module Eight: ANOVA

Open on October 14, 2013 Closed on October 27, 2013

Module Nine: Linear Regression

Open on October 28, 2013 Closed on November 10, 2013

Module Ten: Chi-Squared Distributions

Open on November 11, 2013 Closed on November 24, 2013

Final Module: Putting it all together

Open on November 25, 2013 Closed on December 10, 2013

Each module may include discussions of various topics. The discussions are likely to utilize voice over PowerPoint and may reference materials available on the Internet.