

GEORGE MASON UNIVERSITY
School of Recreation, Health, and Tourism
Division of Health and Human Performance

KINE 370: Measurement and Evaluation of Physical Fitness (3)
Spring 2014

| | | | |
|------------------|-------------------|----------------|----------------|
| DAY/TIME: | MW 10:30-11:45 am | LOCATION: | RAC 2203 |
| PROFESSOR | Dr. David Bever | EMAIL ADDRESS: | dbever@gmu.edu |
| OFFICE LOCATION: | RAC 2107 | PHONE NUMBER: | 703-993-2071 |
| OFFICE HOURS: | MW 2:00-3:30 pm | FAX NUMBER: | 703-993-2126 |

PREREQUISITES: BIO 124 and 125, ATEP 300, KINE 310

COURSE DESCRIPTION:

This course provides students with an opportunity to develop a solid understanding of the assessment and evaluation process used in physical education and exercise science.

NATURE OF COURSE DELIVERY:

This course will be delivered in both classroom and laboratory settings. Instruction will consist of lecture, small group discussion, and the utilization of fitness testing protocols.

COURSE OBJECTIVES

At the completion of this course students should be able to:

1. Apply basic statistical techniques in the analysis of data collected in the assessment process.
2. Develop health-related fitness assessment plans for students as well as adult clients.
3. Develop sport / motor fitness assessments for school and work settings.
4. Identify fitness- related psychological testing protocols.
5. Interpret and apply fitness assessment information in the development of job-related work performance tests.

REQUIRED READING

Bever, David L.; (2013) *LawFit: Fitness Leadership Program*, National Center for Public Safety Fitness, George Mason University, 156 pages.

EVALUATION

This course will be graded on a point system, with a total of 400 possible points.

| | <u>Points</u> |
|-------------------------------|---------------|
| 4 Exams | 240 |
| 7 Biweekly Quizzes | 70 |
| 2 Physical Fitness Tests | 40 |
| 2 Data Collection Assignments | 20 |
| 2 Work Performance Tests | 20 |
| 1 Client Assessment Report | 60 |
| Total | 450 |

**Grading Scale % of
Total Points (400)**

| | | | |
|--------------|--------------|--------------|-------------|
| A = 94 – 100 | B+ = 88 – 89 | C+ = 78 – 79 | D = 60 – 69 |
| A- = 90 – 93 | B = 84 – 87 | C = 74 – 77 | F = 0 – 59 |
| | B- = 80 – 83 | C- = 70 – 73 | |

***Cell phones, laptop computers, and I-pads must be turned off and stored prior to all classes. For exams requiring math computations, cell phones may not be used; students must bring approved calculators.

***All students must bring notebooks and pens or pencils to every lecture and lab session.

***Students are required to wear appropriate fitness gear and shoes for every class session.

*** **Assignments must be turned in at the beginning of class on the specified date due or no credit will be given.**

***** **There will be no make-up of quizzes and exams unless prior authorization has been given.**

TENTATIVE COURSE SCHEDULE

| | | |
|--|---|----------------------------|
| Week #1 (1/22) | Introduction to Physical Fitness and Work Performance Testing | Chapter 1 |
| Week #2 (1/27-1/29) | Health & Fitness Assessment A. Health History B. Informed Consent C. Fitness Batteries | Chapter 2 (pp. 145-152) |
| Week #3 (2/3-2/5) Exam #1 | Fitness vs. Work Performance | Chapter 2 |
| Week #4 (2/10-2/12) | Fitness Assessment Tools and Scoring Protocols A. Normative Data B. Criterion Referenced Data | (pp. 120-153) |
| Week #5 (2/17-2/19) | Data Collection: Measures of Central Tendency | Assigned Readings |
| Week #6 (2/24-2/26) Exam #2 | Measures of Variability & Statistical Analysis | Assigned Readings |
| Week #7 (3/3-3/5) | Fitness and Its Relationship to Injury Reduction | Chapters 8 & 9 |

SPRING BREAK: 3/10 – 3/16

| | | |
|--|--------------------------------|-------------------|
| Weeks #9 & 10 Cardiorespiratory Fitness (3/17-3/26) | | Chapter 3 |
| A. | Blood Pressure | Assigned Readings |
| B. | RPE, Target Heart Rate | “ |
| C. | Submaximal vs. Maximal Testing | “ |

Exam #3

| | | |
|-------------------------------|---|-------------------|
| Weeks #11 & 12 (3/31-4/9) | Body Composition | Chapter 6 |
| A. | Body Mass Index | Chapter 8 |
| B. | Bioelectrical Impedance | |
| C. | Skinfold Testing | |
| D. | Bod Pod | |
| E. | Body Weight Calculations | |
| Week #13 (4/14-4/16) | Sport Skill Testing Protocols | Assigned Readings |
| Weeks #14 & 15 (4/21-4/30) | Fitness Post Testing & Client Assessment Report | Appendix A |

Final Exam: Wednesday 7 May 2014, 10:30 am – 1:15 pm

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

- For additional information on the College of Education and Human Development, School of Recreation, Health, and Tourism, please visit our website [See <http://rht.gmu.edu>].

PROFESSIONAL BEHAVIOR: Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

