Mayville State University

HPER 415- Evaluation of Psychomotor Performance

Billy Tomblin

Fall 2025

Semester Hours: 3

Contact Information:

e-mail: William.tomblin@mayvillestate.edu

Hours of Availability:

available by appointment

Instruction Mode: Face to Face

Time Zone: CST

How to address your instructor: Billy

Meeting Times and Location:

Lecture: FH 142, T/TH 8:00-9:15am CST

Course Description:

A study of statistical applications to evaluation in physical education, the construction and analysis of knowledge, fitness, and sport skill tests. Practice in administration of various physical fitness sports skills tests will be conducted in a laboratory setting.

Pre-/Co-requisites: Junior Standing

Purpose of the Course:

Some HPER students are math averse. Others fear math and will quickly tell you that this course is one of the courses they dread the most and find most challenging. This course is designed to be particularly helpful to students who are not skilled at math by utilizing repetition and projects which are designed to take advantage of practical applications seen in our major to gain experience. *Exposure*, which is best done *before* class, is key. This means reading the material prior to class, will prove quite beneficial. Most students are perfectly capable of mastering all the concepts covered. “Why do I need this course?” can be

answered with the following: All students will be consumers, and all wise consumers must know something about measurement and evaluation. I hope each teacher will provide additional convincing arguments as to why measurement and evaluation skills are useful to students now as well as in the future. The core of this class is designed to make you the student informed about the decisions you must make as future HPER professionals, which many times will involve the use of numbers, mathematics, and statistics.

Course Objectives:

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to Physical Education Program Approval Standards through North Dakota's Education Standards and Practices Board (ND ESPB):

1. Use and interpret fundamental statistical techniques (INTASC 1, 6, 9)

2. Select appropriate psychomotor tests (INTASC 1, 6, 9)

3. Construct good psychomotor tests (INTASC 1, 6, 9)

4. Objectively assess and grade students who participate in a physical education class (INTASC 1, 6, 8, 9)

5. Administer psychomotor and sports skills tests, interpret the results, and prescribe activities for the development of psychomotor and sports skills (INTASC 1, 6, 8, 9)

6. Administer psychomotor tests to special populations, interpret the results, and prescribe activities for the development of psychomotor skills (INTASC 1, 6, 8, 9)

7. Administer posture and body mechanics tests, interpret the results, and prescribe activities for the development of proper posture and body mechanics (INTASC 1, 6, 8, 9)

Standards Alignment (Physical Education Program Approval Standards-ND ESPB):

- 1.a Describe and apply common content knowledge for teaching preK-12 physical education.
- 1.b Describe and apply specialized content knowledge for teaching preK-12 physical education.
- 1.c Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness for preK-12 students.

Required/Recommended Materials & Technologies

Textbook:

Bishop, P. A. (2019*) Measurement & Evaluation in Physical Applications* (2nd edition). Scottsdale: Holcomb Hathaway Publishers

Proficiency:

Microsoft Office particularly Excel spreadsheet and the ability to utilize that program.

Course Expectations/Protocols

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University e-mail address**.**
- Students will be expected to check their Mayville State University e-mail account on a regular basis, especially the day of a class taking place (everyday would be preferable).
- Email is the preferred method of communication, but office visits are always welcome. Students can typically expect an email response within 24 hours during a school week, or 48 hours if over a weekend.
- Please make use of my office hours or appointments for in person visits and phone calls.

Student Classroom Computer Usage:

- Students have the privilege to use a Tablet, PC, or computer in the classroom for academic purposes. The privilege can be revoked as deemed appropriate by the professor teaching the course. On occasion, the professor may require the use of the computer to cease based on course content for the instructional period.

Assessments/Assignments

- Each assessment item may consist of multiple choice, true/false, matching questions, labeling, short answer, long answer, and/or essay questions randomly selected from the sections covered. Questions will require the application of information given during lecture, within the text, and from assigned readings or websites. Quiz material will generally be based on information covered since the previous exam, although some information will be cumulative and therefore included.
- **PLEASE MAKE SURE TO HAVE A CALCULATOR FOR ANY ASSESMENT.**
- Exams wills take place during regular class sessions. In the event an exam will be missed, PRIOR arrangements MUST be made to ensure your chance to take the exam. **NO MAKE UPS WILL BE PERMITTED WITHOUT APPROPRIATE DOCUMENTATION.** There are no make-up exams for individuals who have a missed exam after the exam has been given (**athletic events included**).
- Quizzes will be given in class or on our online learning management system (Black Board) prior to beginning new content at the beginning of each class. Each quiz will be worth 10 points and will be based on your current chapter readings. ***Quizzes may NOT be made up if absence is unexcused. Missed quizzes must be made up prior to the next scheduled class unless PRIOR arrangements are made (This includes athletic events).***
- Lab projects are due as assigned. ***Late assignments are NOT accepted past due date and time, period.*** Students will be expected to dress appropriately for any labs to be conducted. Any and all work submitted must be of upper-level college quality to be acceptable for grading Hard/stapled copies of lab assignments are due at the beginning of class – no e-mails of labs.

Method of Evaluation/Grading

Grading Policy

- Typical turnaround time for grading is typically one week, with larger projects requiring more time.
- Final course grades will be determined using the scale below. **There will be no rounding off or extra points granted. No exceptions.** There will be no adjustments to this policy, and there may

or may not be any extra-credit opportunities in class, therefore all grades will stand as marked. **The grade you receive is the grade you earned.**

Grading Scale

- **"A" (≥90%)**
- **"B" (80-89.9%)**
- **"C" (70-79.9%)**
- **"D" (60-69.9%)**
- **"F" (≤59.9%)**

Enrollment Verification

On-Campus Course Statement

The U.S. Department of Education requires instructors to conduct an activity which will validate student enrollment in this course. Class attendance will be used to verify enrollment in on-campus courses. If you do not attend, your enrollment in this course will be at risk.

Important Student Information

Instructions: Navigate to Blackboard > MaSU tab > Student Resources tab to find a document entitled, "Important Student Information," which includes information about:

- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Program Student Learning Outcomes (SLOs) Addressed in This Course (required)

The Academic Program Student Learning Outcomes document can be found in your course shell. It contains all learning outcomes pertaining to Essential Studies courses and all majors and minors. The document has an index, so you can quickly find the degree you are pursuing.

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes, this course:

☐ introduces SLO #	☐ introduces SLO #	☐ introduces SLO #	☐ introduces SLO #
☐ reinforces SLO #	☐ reinforces SLO #	☐ reinforces SLO #	☐ reinforces SLO #4
☒ masters SLO #1	☐ masters SLO #	☒ masters SLO #3	☐ masters SLO #
For Major / Minor:	For Major / Minor:	For Major / Minor:	For Major / Minor:
P.E. minor, F.&W. Minor		P.E., minor, F.&W.	

Course Improvements Based on Most Recent Assessment Findings

This course will be assessed in the future (based on the 2019-2025 assessment curriculum map) and the findings will be reported in this syllabus.

Instructional Strategies

The following is a list of strategies that can be used in the course for learning:

- Lecture
- In class examples
- Lab work
- Practical experiences
- Written and oral communication
- Quizzes
- Exams

Learning Experiences

To foster familiarity with the course content and learning, students will be required to perform the following:

- Read all assignments prior to class, including chapters as noted, research articles, etc.
- Complete assignments given via the Detailed Schedule OR in class.
- Submit all assignments in class or Black Board if listed on designated due dates.

Instructional Technologies Utilized in this Course

- YUJA
- Blackboard Learn
- Zoom

Coronavirus (COVID-19) Information for On-Campus Courses

The health and safety of our students, staff, and faculty is our top priority. Mayville State University is committed to continuing face-to-face instruction for on campus courses each semester while minimizing exposure risk and promote health and safety for students, faculty, and staff. Please refer to the *Comets Choose 2.0 Guidelines and the COVID-19 Classroom Guidelines for On-Campus Courses* documents for additional information regarding implementation procedures for *Comets Choose 2.0* and classroom expectations and modifications necessary to minimize exposure risk and promote health and safety for students and faculty within on-campus classes in light of COVID-19.

In the event of a rebound in COVID-19 local infections necessitates a change in course format, plans for remote options for this course include online synchronous content delivery via zoom meetings, YUJA proctoring for quizzes/exams, and appropriate modifications to projects and assignments appropriate for remote learning.

- You, the student, are fully responsible for ALL information in this syllabus. This is a contract between the instructor and the student. All rules will be closely adhered to and there will be no

exceptions. If you fail to follow the guidelines, or simply are unaware, you will be responsible for the consequences.

- **Please note:** ***This syllabus is subject to change due to semester progress. Any changes will be announced, and revisions will be provided.***