



**KES 5314 W01 – Diagnostic Tests and Measurements
Spring 2021 Online**

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Required Text: Title: Measurement by the Physical Educator. 8th ed. 2013.

Author: Miller

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Get Connect access directly from the Connect website when registering for your course section here:

<https://connect.mheducation.com/class/a-wolpern-test>

Course Description

This course targets the development of understanding in statistical methodology as it relates to the field of Kinesiology. This course includes discussion of measurement theory, statistics, and instruments used to collect data. We will review procedures for data analysis that are specific to Kinesiology and Physical Education. Students will be introduced to the different types of reliability and validity and will discuss how these concepts are used correctly and incorrectly in Physical Education. At the end of this course, students will be able to summarize, analyze, and interpret data using descriptive and inferential statistics.

Course Purpose

In this course, students will gain knowledge on the administration of a variety of tests used in Kinesiology and Physical Education and will be able to successfully assess fitness and well-being of individuals of all ages. Following this course, students will be able to administer tests, organize, analyze and interpret quantitative data obtained in a Kinesiology setting.

Student Learning Objectives

Upon successful completion of this course students will be able to:

1. Analyze individual variation in levels of health and fitness and knows principles and techniques for designing, implementing and maintaining individualized health and fitness plans (e.g., setting realistic short-term goals, evaluating and selecting activities to achieve goals).
2. Know how to promote students' ability to assess their own fitness levels, interests and skill levels in order to encourage participation in lifelong physical activity.
3. Evaluate and select appropriate cardiovascular endurance activities for various developmental levels and purposes.
4. Demonstrate knowledge of techniques for monitoring intensity, duration and endurance levels during aerobic activities (e.g., perceived exertion, heart rate monitor).
5. Apply knowledge of techniques for student self-assessment of cardio- respiratory health and fitness (e.g., frequent monitoring of pulse rate to reach and maintain TEXAS Physical Education EC-12 target heart rate for an appropriate amount of time).
6. Demonstrate knowledge of procedures for evaluating muscular strength and endurance and flexibility.
7. Know principles and techniques for evaluating body composition and identifies appropriate activities and strategies for developing and maintaining a healthy body composition.
8. Know how to evaluate information related to health and fitness products, programs, facilities and services (e.g., fitness and sports equipment, weight control products and programs, fitness facilities).
9. Demonstrate an understanding of the characteristics, advantages, limitations and applications of assessment methods used in physical education (e.g., observational checklist, performance assessment, physical fitness test, journal, peer coaching) and knows how to select, construct, adapt and implement assessments for various purposes.

Physical Education Standard Alignment

Standard II: The physical education teacher understands principles and benefits of a healthy, physically active lifestyle and motivates students to participate in activities that promote this lifestyle.

Standard VII: The physical education teacher understands and uses formal and informal assessment to promote students' physical, cognitive, social, and emotional development in physical education contexts

Course: Marketable Skills

The following marketable skills are achieved in this course:

Critical Thinking/Problem Solving: Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Collaboration: The ability to respect and work with different learners and community members.

Communication: Express themselves effectively, whether in productive skills, spoken or written forms, or receptive skills, such as listening and reading. Successful understanding and positive attitudes toward learning within the classroom and community.

Program Learning Outcomes

1. Undergraduate students will demonstrate written comprehensive competency in Core Kinesiology Theories.
2. Undergraduate students must quantify student internship experience.
3. Undergraduate students will demonstrate proficiency in a variety of communication methods.

Attendance Policy

Since this is an 100% online course, submitting assignments via Blackboard by the corresponding due date is required. There will be no exceptions. There may be 1-2 required virtual meetings during the 8-week course and attendance will be required for those.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard or Connect. Late work will **NOT** be accepted.

Expectation of Students

Students are responsible for keeping up with the reading and are expected to read the assigned chapters and/or other posted readings prior to class in order to contribute to online discussions. Handouts distributed through Blackboard should be saved for future reference.

Tentative Course Calendar
(*schedule is subject to change*)

Week	Dates	LearnSmart Chapters	Assignments
1	Mar 15-21	LearnSmart Chapters 1-4	Discussion 1 Assignment 1 <i>*Blackboard Collaborate available</i>
2	Mar 22-28	LearnSmart Chapters 5-8	Quiz 1: Chapters 1-6
3	Mar 29-Apr 4	LearnSmart Chapters 9-11	Assignment 2 Discussion 2
4	Apr 5-11	LearnSmart Chapters 12-14	Quiz 2: Chapters 7-12
5	Apr 12-18	LearnSmart Chapters 15-18	Assignment 3 Discussion 3
6	Apr 19-25	<i>Recommend review all previous work and final assignment</i>	Quiz 3: Chapters 13-18
7	Apr 26-May 2	<i>Recommend: Begin Final Assignment</i>	Assignment 4
8	May 3-May 5	<i>Recommend: Complete Final Project ***Recommend copy/save all discussions from yourself and others, and all submitted work so you can have this material for your COMP exam at the end of the program.</i>	Final Project <i>*Complete Course Evaluations*</i>

Methods of Evaluation (see ‘Course Requirements for more details)

Outcome Measure	Individual Points	Total Points	Percentage of Final Grade
Connect LearnSmart Chapter Readings	7-10	150	15%
Connect Quizzes	50	150	15%
Discussions	50	200	20%
Assignments	100	400	40%
Final Project	100	100	10%
Final Grade*	--	1000	100%

*Letter Grading as per SRSU policy will be used in this course.

Note: Satisfactory progress in the HHP program means a cumulative GPA of 3.0 in all core classes (i.e., everything leading up to the final practicum course). In most cases, this means a ‘B’ or better in each class is considered satisfactory progress.

COURSE REQUIREMENTS

Connect LearnSmart

150 points total; 7-11 points per chapter

LearnSmart is an interactive reading program provided through McGraw-Hill Connect. LearnSmart will guide you through each individual chapter asking questions to assess your knowledge along the way. These readings will cover information that will be on each of the chapter quizzes.

Connect Quizzes

150 points total; 50 points per quiz

There will be three quizzes throughout the semester that will assess your knowledge of the corresponding LearnSmart assignments. Each quiz contains a mixture of information from the various chapters assigned. The quizzes will consist of multiple choice and true/false questions.

Discussions – 200pts total

50 points each; 40 points for post / 10 points for ‘response’

There will be a discussion prompts to choose from within the week in which a discussion is due. To create a thread, you click on the hyperlink to the discussion and then click on ‘create a thread’. Put a short title and the week number in the subject line (e.g. Macronutrient aspects to sports nutrition-Week 3). Please only respond directly in the message area, no attachments unless requested.

For each discussion post you must read and respond to one of your classmate’s discussion threads. Each response is worth up to 10 points. Responses are due 48hrs after the original discussion due date.

The response must be at least 100 words and more than “good job”, “I like what you said”, etc., it must be a substantial response that would be as if you were having an in-class discussion.

Specifically, an “applied” response would discuss the content in a new way – including but not limited to: adding to the discussion with further information you find (cite sources in APA), describing application to sports, health or performance, as well as providing constructive criticism / a different viewpoint. Responses should be professional/academic responses and not chat room or informal language. To respond to another’s post, click on their post and then choose ‘reply’. Title the subject of your response with your “Last name” and “response to Authors Last Name Week 3 post” (eg. Wolperns’s response to Wolperns’s Week 3 post).

Assignments-400 points total

100 points per assignment

Assignments provide a real-world/practical application of the course content using McGraw-Hill Connect.

Final Project -100 points total

The Final Project will require in depth application of knowledge gained throughout the course in relation to the Student Learning Outcomes stated previously in the syllabus. For detailed instructions on this assignment refer to Week 8 in Blackboard.

HHP Virtual Classroom (Blackboard Collaborate)

Blackboard Collaborate is a virtual classroom that may be used between students and with the instructor anytime during this course. Using the virtual classroom is not required but will provide students with an

opportunity to interact in real-time with instructors and other students. Classroom times are CST and noted in Blackboard using 'Virtual Classroom – Collaborate Ultra' link.

Attendance and Drop Policy

In accordance with the University catalog, a student with excessive (unexcused) absences will be dropped from the course. Six absences for a Tuesday-Thursday course and nine absences for a Monday-Wednesday-Friday course is considered excessive. Students are responsible for course registration and withdrawal, using Banner (LoboOnline) or by contacting the University Registrar by published deadlines. For information regarding enrollment/registration changes please review the website <http://www.sulross.edu/page/967/schedule-changes-withdrawals>

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard or designated platform, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

Academic Honesty

Students are expected to do their own work. Cheating in any form will be subject to disciplinary action that can result in dismissal from the class with a grade of F. This includes plagiarism.

All of the following are considered plagiarism: (Retrieved from: <http://www.plagiarism.org/>)

- turning in someone else's work as your own
- copying words or ideas from someone else without giving credit
- failing to put a quotation in quotation marks
- giving incorrect information about the source of a quotation
- changing words but copying the sentence structure of a source without giving credit
- copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not

Academic Integrity Statement

Academic integrity represents the choice to uphold ethical responsibility for one's learning within the academic community, regardless of audience or situation. Academic dishonesty hurts everyone and reduces the value of college degrees. Doing someone else's work, presenting the ideas and work of others as your own, submitting the same paper for multiple classes, and/or failing to cite your sources when you utilize the ideas of others, are all examples of academic dishonesty. It is your responsibility to read and understand the university's policy on academic dishonesty in the SRSU Student

Handbook, as all violations will be taken seriously and handled through the appropriate university process. The Student Handbook can be found at: <https://www.sulross.edu/page/2454/student-handbook> (page 80). In addition, please note that plagiarism detection software will be used in this class for written assignments, as well as monitoring software for course exams.

Accidents & Injuries

In the case of bodily or personal property damage, the Human Performance and Kinesiology Department will not be held responsible. The student must report any field experience related injury or illness to the Instructor immediately. Any expense incurred due to injury or illness will be the student's responsibility.

Academic Civility Statement

Students are expected to interact with professors and peers in a respectful manner that enhances the learning environment. Professors may require a student who deviates from this expectation to leave the face-to-face (or virtual) classroom learning environment for that particular class session (and potentially subsequent class sessions) for a specific amount of time. In addition, the professor might consider the university disciplinary process (for Academic Affairs/Student Life) for egregious or continued disruptive behavior.

Academic Affairs Service Statement

Sul Ross faculty, staff, and students are expected to model responsible citizenship through service activities that promote personal and academic growth while enhancing the university, local, regional, national, and global communities. These activities will foster a culture of academic/public engagement that contributes to the achievement of the university's mission and core values.

Academic Excellence Statement

Sul Ross holds high expectations for students to assume responsibility for their own individual learning. Students are also expected to achieve academic excellence by:

- Honoring the core values of Sul Ross.
- Upholding high standards of habit and behavior.
- Maintaining excellence through class attendance and punctuality.
- Preparing for active participation in all learning experiences.
- Putting forth their best individual effort.
- Continually improving as independent learners.
- Engaging in extracurricular opportunities that encourage personal and academic growth.
- Reflecting critically upon feedback and applying these lessons to meet future challenges.

Sul Ross Bryan Wildenthal Memorial Library Statement

The Sul Ross Library offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Disability Services and ADA Statement

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services and activities. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center Room 211. The mailing address is PO Box C-171, Sul Ross State University, Alpine, Texas 79832. The telephone is 432-837-8178; fax is 432-837- 8724.

LEARNING SUPPORT

SRSU Graduate Center

The Graduate Student Center, located in BAB 104, provides resources and services for all SRSU graduate students. There is a computer lab with desktop computers and a networked printer/copier/scanner; laptop computers which can be checked out; a projector and screen for rehearsing student presentations; and a conference room for group study. Both Alpine and distance education students can receive writing and other assistance by calling 432-837-8524.

BLACKBOARD

Our new 24/7 Blackboard online support desk and toll-free hotline are set to debut next Monday, May 18th, the Blackboard online support desk toll free number will go live and will be made available to SRSU faculty and students to begin using immediately for any Blackboard technical support issues. SRSU 24/7 Blackboard Technical Support Online Support Desk Contact Info: Toll Free: 888.837.6055 Email: blackboardsupport@sulross.edu

MCGRAW-HILL CONNECT

If you have any technical issues or questions, please contact McGraw-Hill's Customer Experience Group at 1-800-331-5094.