



KES 5314 Diagnostic Tests & Measurements - Summer 2024

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***Please include you're a# and KINE 5373 in subject of ALL emails)

Office Hours: By Virtual APPT – email to schedule

Class Meeting: None / Asynchronous Web Course

Required Text: Measurement by the Physical Educator: Why and How 8th ed. Author:
Miller Publisher: McGraw-Hill Education

Get Connect access directly from the link in Blackboard

Purpose of the Course

The study of measurement theory, statistics, and instruments used to collect data and procedures for data analysis specific to exercise and sports. Reliability and validity are the MOST IMPORTANT issues in kinesiology, sport, and exercise science. We will relate all of our work to these issues so that you can make valid decisions in kinesiology, exercise and sport science, and athletics.

Course Description

This course will provide students with the background in the appropriate design structures, both qualitative, for research projects. Within the different framework of experimental designs, an emphasis will be on how to collect and organize data, data clearing, statistical analysis, and the interpretation of data. At the conclusion of the course, the student should have identified and be comfortable applying the appropriate experimental design for the thesis/project.

Course Student Learning Objectives Upon successful completion of this course students will:

- A. Students will demonstrate knowledge and abilities to utilize formative and summative fitness, skill, cognitive, and affective measurement and evaluation techniques appropriate for assessing participants in kinesiology and sports programs. This will be measured with weekly assignments and final exam.
- B. Students will be able to utilize descriptive and inferential statistics to make decisions. Measured by weekly assignments and final exam.
- C. Students will demonstrate understanding of the principals involved in assessment of groups and effective physical education programs. Measured by weekly online discussions.
- D. Students will demonstrate knowledge and understanding of the statistical procedures used in the measurement and evaluation process. Measured by weekly assignments and final exam.
- E. Students will demonstrate understanding of the principles of reliability, objectivity, and validity when making evaluative decisions about individuals and groups. Measured in weekly assignments and final exam.
- F. Students will demonstrate sound decisions when choosing fitness tests for adults and children. Measured by weekly online discussions.
- G. Students will demonstrate understanding of the principles associated with sound cognitive test development, utilization, and revision. Measured by weekly online discussions.

Marketable Skills

The following marketable skills are achieved in this course:

1. Career Management
2. Collaboration
3. Communication
4. Critical Thinking

Program Learning Outcomes

HHP Content Knowledge: Students in the HHP program will demonstrate content knowledge in exercise physiology, nutrition, sports law, tests and measurements, research methods, motor learning, group dynamics and health and human behavior necessary for successful performance in their field.

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.

Communications: Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit memos, letters, and complex technical reports clearly and effectively.

Style Of Teaching:

The objectives of this course will be met through an integrated teaching style that will include Connect SmartBook assignments for each chapter of the text, class discussion board postings, assignments, and quizzes. Students must remain actively involved in class discussions and will be responsible for

reading all assigned material for this class. All assignments should be turned in on blackboard prior to the assigned deadline.

Attendance/Participation: Participation in discussions, connect assignments, and quizzes is mandatory for success in the course.

All Course Requirements Deadline

Due to the time requirement for grading purposes, all course requirements must be submitted/completed by the 'Course Requirements Deadline' of Wednesday in Week 5 at 11:59pm to be counted for credit towards the final letter grade in this course. There will be no exceptions to this policy. Late deductions will apply as per policy below.

Late Work Policy

All coursework must be submitted by the provided due dates in Blackboard or Connect. SmartBook readings must be completed by the due date for credit. All other late work must be approved by Professor prior to the due date/time in order to receive credit (unless emergency situation occurs).

GRADING POLICIES/TESTING/ASSIGNMENTS/ATTENDANCE/EXPECTATIONS

Outcome Measure	Points per unit	Available Points	Percentage of Grade
Connect LearnSmart Chapter Readings	Varies	220	22%
Reflections (4)	20	80	8%
Discussions (4)	50	200	20%
Assignments (4)	100	400	40%
Final Project (1)	100	100	10%
Total/Final Grade*	--	1000	100%

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

COURSE REQUIREMENTS

Connect SmartBook

-220 points total; points vary per chapter

SmartBook is an interactive reading program provided through McGraw-Hill Connect. These modules will guide you through each individual chapter asking questions to assess your knowledge along the way. These assignments will cover information that will be on each of the chapter quizzes, as well as information contained within your labs.

Discussions – 200pts total

50 points each; 40 points for post/ 10 points for 'responses' – 5pts per

There will be a set of discussion prompts associated with assignments in this course. To create a thread, you click on the hyperlink to the discussion and then click on create new thread. Put a

short title and the week number in the subject line (e.g. Maximum voluntary contraction in basketball players-Week 3). Please type your discussion answers directly in the message area, only attach assignments or research articles (if applicable). 300 word minimum for initial discussion postings.

'Response'/'Application'

Under each discussion post you must read and respond to TWO of your classmate's original discussion post. Each response is worth up to 5 points. Responses are due the week following 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 a discussion on the topic in class.

Specifically, a substantial response would apply the content discussed in a new way – including but not limited to: adding to the discussion with further information you find (cite your source), 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. Kiessling's response to Henderson's Week 3 post).

Assignments- 400 points total

-100 points per assignment

The assignments provide a real-world / practical application of the course content. There will be four assignments throughout the semester that will focus on specific topics covered in the text.

Final Project -100 points total

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

TENTATIVE COURSE CALENDAR

Week	Work	Assessments
Week 1: July 8-14	Chapters 1-4	Unit 1 SB / Discussion / Assignment / Journal
Week 2: July 9-21	Chapters 5-8	Unit 2 SB / Discussion / Assignment / Journal
Week 3: July 22-28	Chapters 9-12	Unit 3 SB / Discussion / Assignment / Journal
Week 4: July 29 – Aug 4	Chapters 13-15	Unit 4 SB / Discussion / Assignment / Journal
Week 5: Aug 5-12	Chapters 16-18 <i>Complete Final Project</i> <i>***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>	Unit 5 SB / Final Project

UNIVERSITY POLICIES

Accidents & Injuries

In the case of bodily or personal property damage, the 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.

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as 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, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

SRSU Library Info

The Bryan Wildenthal Memorial Library in Alpine. 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).

Disability Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine students seeking accessibility/accommodations services must contact Mary Schwartze Grisham, M.Ed., LPC, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email mschwartz@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C-122, Sul Ross State University, Alpine, Texas, 79832.

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against

another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

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.

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