



KINE 5314-W02
Diagnostic Tests and Measurements
Summer 2025

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Office Hours:

- Available **by appointment**
- To schedule a meeting, please email or use the online booking link:
[Schedule an Appointment](#)

Course Delivery

Format: Web-Delivered via Blackboard

All course materials, announcements, assignments, and assessments will be managed through the Blackboard learning platform.

Required Textbook

Measurement by the Physical Educator: Why and How (8th Edition)

Author: David Miller

Publisher: McGraw-Hill Education

Access: Available through BlackBoard with Connect online resources

This class requires McGraw Hill Connect textbook access –

- You do not need to purchase the book or McGraw Hill Connect
- The McGraw Hill Connect materials are included in your Sully Shelf Book Fee (\$250).
- McGraw Hill Connect will be automatically available in Blackboard once the course begins.
- This class is NOT accessed through the BryteWave Link. You may still use the BryteWave Link to access other eBook Companies in other classes, but not this one.
- The best thing to do is just click on the assignment to go directly into Connect (create an account if you have not done so before, make sure you use your SRSU email address).

Instructions on How To Access Connect Material: Please watch these 2 videos:

- <https://video.mhhe.com/watch/Uthnw8apvaUvo6DJnwfi1d?>
- [How to pair your BB Ultra w/ MH Connect LTIA.](#)

McGraw-Hill Connect Tech Support number – 800-331-5094.

Purpose of the Course

This course explores measurement theory, statistical methods, and the instruments used to collect and analyze data in the fields of exercise and sport science. Emphasis is placed on the critical concepts of reliability and validity, which are essential for making informed, evidence-based decisions in kinesiology, exercise science, and athletics. All course content and assignments will be directly related to these foundational principles to ensure practical application in professional settings.

Course Description

This course provides graduate-level students in kinesiology and teacher education with a comprehensive foundation in test construction, statistical analysis, skill assessment procedures, and grading strategies. Students will gain experience in administering and interpreting both health-related fitness assessments and skill-based evaluations appropriate for school and non-school environments. Emphasis will be placed on the development and implementation of valid and reliable assessments, data collection methods, basic statistical techniques, and the practical use of data to guide instructional and programmatic decisions.

Marketable Skills – The following marketable skills are met in this course:

- **Collaboration:**
Students will engage with peers through discussion boards and peer feedback, fostering academic dialogue and shared problem-solving. These interactions simulate professional collaboration in education, coaching, and kinesiology settings where teamwork and interdisciplinary input are essential.
 - **Communication:**
Students will enhance their ability to clearly and accurately communicate data-driven conclusions, assessment outcomes, and evaluation strategies through written assignments, discussions, and reports. Emphasis is placed on using appropriate terminology and explaining complex ideas to diverse audiences in academic and professional environments.
 - **Critical Thinking:**
Students will apply statistical and measurement principles to evaluate fitness tests, interpret assessment results, and make evidence-based recommendations. They will also critically assess the reliability and validity of tools and methods used in kinesiology, exercise science, and sport performance settings.
 - **Career Readiness:**
This course equips students with practical knowledge in assessment and evaluation, statistical application, and measurement theory—skills directly relevant to careers in teaching, coaching, fitness programming, athletic administration, and graduate-level research. Students will gain confidence in selecting and interpreting tests used in real-world kinesiology and health performance settings.
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Course Objectives

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

- a) Demonstrate knowledge and ability to utilize formative and summative fitness, skill, cognitive, and affective assessment techniques appropriate for kinesiology and sport programs.
- b) Apply descriptive and inferential statistics to decision-making processes.
- c) Understand and apply principles of group assessments and program evaluation in physical education.
- d) Identify and interpret statistical procedures relevant to measurement and evaluation.
- e) Understand and apply principles of reliability, objectivity, and validity in evaluating individuals and groups.
- f) Make sound decisions when selecting fitness assessments for children and adults.
- g) Demonstrate understanding of cognitive test development, utilization, and revision.

Style of Teaching

This course uses a blended approach with:

- McGraw-Hill Connect SmartBook assignments
- Discussion board participation
- Weekly written assignments and reflections
- Quizzes and a comprehensive final exam

Students are expected to complete all assigned readings, remain active in discussions, and submit all work via Blackboard by posted deadlines.

Grading Policies

Grade calculation	% of Grade	Grading Scale
Connect SmartBook Chapter Readings	18 @ 20 = 360 points (36%)	895 or more A
Journals (Reflections)	2 @ 50 = 100 points (10%)	795-894 B
Assignments	3 @ 60 = 180 points (18%)	695-794 C
Discussion	1 @ 100 = 100 points (10%)	595-694 D
Connect Final Exam (Ch. 1-18)	100 points (10%)	Less than 594 F
Final Project	120 points (12%)	
Pre-Course Assignments	40 points (4%)	
		Total Points = 1000

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

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

TENTATIVE COURSE CALENDAR

Week	Content	Due
1 7/7 to 7/13 <u>Last day schedule changes – 7/9</u>	Blackboard <ul style="list-style-type: none"> • Start Here: Course Information • SRSU BlackBoard Student Support Links • Pre-Course Assignments <ul style="list-style-type: none"> ◦ Choose Leadership Book Chapter 1 Measurement, Evaluation, Assessment, and Statistics Chapter 2 Describing and Presenting a Distribution of Scores Chapter 3 Investigating the Relationship between Scores Chapter 4 Investigating the Difference in Scores Chapter 5 What Is A Good Test?	Friday 7/11/25 <ul style="list-style-type: none"> • Introduce Yourself Discussion Sunday 7/13/25 <ul style="list-style-type: none"> • Introductory Response • Pre-Course Check & Quiz • Connect Ch. 1, 2, 3, 4, & 5
2 7/14 to 7/20	Chapter 6 Construction of Knowledge Tests Chapter 7 Assessment and Grading	Sunday 7/20/25 <ul style="list-style-type: none"> • Assignment #1 • Assignment #2 • Journal 1 • Connect Ch. 6 & 7
3 7/21 to 7/27 <u>Last day to drop – 7/21</u>	Chapter 8 Construction and Administration of Psychomotor Tests Chapter 9 Agility Chapter 10 Balance Chapter 11 Cardiorespiratory Fitness Chapter 12 Flexibility	Friday 7/18/25 <ul style="list-style-type: none"> • Discussion 1 Sunday 7/27/25 <ul style="list-style-type: none"> • Connect Ch. 8, 9, 10, 11, & 12 • Discussion 1 Replies
4 7/28 to 8/3	Chapter 13 Muscular Strength, Endurance, and Power	Sunday 8/3/25 <ul style="list-style-type: none"> • Connect Ch. 13-18 • Journal 2

<u>Last Day to Withdraw 'W' 8/1</u>	Chapter 14 Anthropometry and Body Composition Chapter 15 Physical Fitness Chapter 16 Older Adults Chapter 17 Special-Needs Populations Chapter 18 Sports Skills	
5 8/4 to 8/10	Chapter 13 Muscular Strength, Endurance, and Power Chapter 14 Anthropometry and Body Composition Chapter 15 Physical Fitness Chapter 16 Older Adults Chapter 17 Special-Needs Populations Chapter 18 Sports Skills	Sunday 8/10 <ul style="list-style-type: none"> • Assignment #3 • <u>Connect Final Exam (Ch. 1-18)</u> • Start Final Project
6 8/11 to 8/13	Complete Final Project	Wednesday 8/13/25 <ul style="list-style-type: none"> • <u>Final Project</u>

*****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.**

PRE-COURSE ASSIGNMENTS (40 points total).

To ensure a strong and successful start to the course, students must complete the following pre-course assignments:

- Syllabus Check & Quiz** – 20 points
 - **Format:** 10 multiple-choice questions, worth 2 points each
 - **Purpose:** This quiz confirms that you have thoroughly read and understood the syllabus, including course policies, expectations, grading structure, and due dates.
 - **Attempts:** Unlimited attempts are allowed; your highest score will be recorded.
 - **Note:** Submission of this quiz indicates that you acknowledge and understand all course expectations as outlined in the syllabus.
- Introduce Yourself Discussion** – 20 points total
 - **Initial Post (12 points):** Write a thoughtful introduction using the provided prompts to share information about yourself, your background, goals, and interest in leadership in sports.
 - **Replies (8 points):** Respond meaningfully to at least two classmates' introductions (5

points each).

- **Purpose:** This activity builds class community and helps foster connections in our online learning environment.

3. **Leadership Book Selection** – 20 points

- **Task:** Choose a leadership-focused book and submit it for approval to Dr. Morrissey.
- **Guidelines:** Only one student per book. Books are approved on a first-come, first-served basis. If your chosen book is already taken, you will need to select another.
- **Purpose:** This book will be used for your Leadership Book Report and Presentation later in the course.

Connect SmartBook Chapter Readings (360 Points Total)

- **Purpose:** Provide foundational knowledge on key sociological concepts in sports.
- **Access:** Complete SmartBook readings through McGraw Hill Connect in Blackboard.
- **Complete the SmartBook reading by answering the embedded questions as you progress.**
- **Grading:** 18 chapters, each is worth 20 points.
- **Important:** Ignore the 8/10 due date in Connect. Always check the syllabus and weekly announcements for correct due dates.

Discussion Assignment – Article Critique (100 Points Total)

You will complete one discussion assignment during this course that promotes scholarly dialogue and the practical application of course concepts.

Assignment Overview:

Select a peer-reviewed article published within the last five years that is relevant to the content of KINE 5314 – Diagnostic Test and Measurement. The article should focus on topics such as fitness testing, measurement protocols, assessment reliability and validity, or diagnostic tools in kinesiology.

Initial Post Guidelines:

- Begin your post with the full APA citation of your selected article.
- Write a minimum 300-word post that includes:
 - A brief summary of the article.
 - A critique of the study, including its strengths, limitations, and research methods.
 - An application of the findings to real-world practice or professional scenarios related to kinesiology.
- Your writing should reflect graduate-level analysis and integration of course material.
- Initial post is due by Friday at 11:59 p.m.

Peer Reply Guidelines:

- Respond to at least two classmates' posts.
- Each reply must be a minimum of 150 words.

- Replies should go beyond agreement to offer insight, constructive critique, or expand the discussion.
- Replies are due by Sunday at 11:59 p.m.

Point Breakdown (Total: 100 Points):

- Initial Article Critique Post: 70 points
 - Two Peer Replies (15 points each): 30 points total
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Final Exam (100 Points Total)

There will be one major exam in this course: the Final Exam.

Exam Details:

- **Final Exam:** Covers Chapters 1–18
- **Format:** 100 multiple-choice questions, worth 1 point each
- **Total Points:** 100 points per exam
- **Time Limit:** Unlimited time; must be completed in one sitting
- **Attempts:** Only one attempt is allowed per exam
- **Availability:** Exams must be submitted online by Sunday at 11:59 p.m.

Late Policy:

- Exam submitted late will incur a 30% deduction, up to 5 days late.
- After 5 days, no late submission will be accepted.

Technical Issues:

If you encounter any technical issues (e.g., quiz shuts down, errors occur, submission fails), you must notify the instructor immediately. Failure to report issues promptly may be considered academic dishonesty.

Exam Preparation Tips:

To perform well on your exams, follow these best practices:

1. Create a study schedule and stick to it.
 2. Read each chapter thoroughly—do not skim.
 3. Take detailed notes and highlight key concepts.
 4. Review your notes before taking the exam.
 5. Use quizzes and discussions as study tools.
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Assignments (180 Points Total – 60 Points Each)

You will complete three major assignments during the course, each worth 60 points, for a total of 180 points.

These assignments are designed to provide practical, real-world application of the course content covered in the textbook and lectures. Each assignment will focus on a specific topic related to diagnostic testing and measurement in kinesiology and exercise science.

Overview:

- Each assignment will emphasize applied knowledge, including interpretation of test results, design of appropriate testing protocols, or evaluation of measurement tools.
- Assignments are intended to bridge theoretical concepts with real-world practice in kinesiology, physical education, strength and conditioning, or clinical settings.

Submission Guidelines:

- Assignment instructions will be posted in Blackboard with detailed expectations and grading rubrics.
- Assignments must be submitted by the posted deadline to receive full credit.
- Late submissions may receive point deductions according to course policy.

Grading Breakdown:

- Assignment 1: 60 points
 - Assignment 2: 60 points
 - Assignment 3: 60 points
 - **Total: 180 points**
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Journal Assignments (100 Points Total – 50 Points Each)

You will complete two journal assignments during the course, each worth 50 points, for a total of 100 points.

Journals provide a low-risk, reflective opportunity to connect course material with your personal experiences and professional goals. These assignments are private and will only be viewed by the instructor.

Purpose:

- Encourage thoughtful reflection on diagnostic testing and measurement concepts.
- Provide space for personal and professional application of course material.
- Promote meaningful engagement with learning through examples and personal insight.

Instructions:

- Each journal prompt will be posted in Blackboard.
- Responses should demonstrate understanding of the material and provide specific examples or scenarios to illustrate your perspective.
- Journal entries should be well-developed, typically **at least 250 words**, and written in a professional and reflective tone.
- Journals must be submitted by the due date listed in the course schedule.

Grading Breakdown:

- Journal 1: 50 points

- Journal 2: 50 points
- **Total: 100 points**

Your responses should be thoughtful, clear, and connected to course themes. Journals are designed to support your growth as a professional by helping you apply what you've learned in meaningful ways.

Final Project (120 Points Total)

The **Final Project** is a comprehensive application of key course concepts related to research design, inferential statistics, and interpretation of data. This assignment will give you the opportunity to demonstrate your understanding of testing principles by developing a mock research study, analyzing sample data, and discussing the practical implications of your findings.

Instructions:

The project consists of **three parts**, outlined below

Part A – Research Design (40 points total)

Develop a research problem that would use an inferential statistic to explore group differences (not relationships). Choose a topic of interest that is relevant to kinesiology, health, exercise science, or physical education.

Clearly identify the following:

- Population (5 points)
- Sample (5 points)
- Null hypothesis (10 points)
- Independent and dependent variables (IV/DV) (10 points)
- Inferential statistic you would use and justification (10 points)

Part B – Data & Analysis (30 points total)

Using your research question from Part A, **create sample data** and conduct a basic analysis.

- Create a table with a clear title and appropriate tabulations of results (15 points)
 - Determine whether there is a significant difference in group means using the selected test (15 points)
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Part C – External Validity & Temporal Considerations (50 points total)

Provide a detailed explanation of the **external validity** of your findings.

Address the following:

- Explain your **temporal/time strategy**—how often the data should be measured, or how frequently the variable of interest may change over time.
 - **Compare** this with the typical **temporal change in cardiorespiratory fitness (CRF)**.
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Course Requirements Deadline

To allow adequate time for grading, ****all course requirements must be submitted by the final deadline:**

- **Friday of Week 6 at 11:59 PM (Central Time).**

Any work submitted after this deadline will not be accepted or counted toward your final grade—no exceptions.

Please ensure all assignments are completed and submitted on time throughout the course.

Late Work Policy

All coursework must be submitted by the deadlines posted in Blackboard. The following policies apply to late submissions:

- **Connect SmartBook Chapter Readings:**
 - **No late submissions will be accepted.**
- **Other Assignments** (Pre-Course Assignments, Activities, Journals, Discussion Question, Final Exam, and Final Project):
 - **1–7 days late:** 30% deduction
 - **More than 7 days late:**
 - Must receive prior approval from the instructor to be considered for grading.
 - If approved, a minimum 50% deduction will apply.

Note: Extensions are not guaranteed. It is the student's responsibility to communicate proactively if extenuating circumstances arise.

UNIVERSITY POLICIES

Academic Integrity Statement

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid engaging in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources unless permission is expressly given for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

As an SRSU student, it is your responsibility to read and understand the university's expectations about academic integrity. All violations will be taken seriously and handled through the appropriate university process. The policy can be found at:

<https://www.sulross.edu/about/administration/university-policies/>

In addition, please note that plagiarism detection software will be used in this class for written assignments.

Americans with Disabilities Act (ADA Statement)

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. Students seeking accessibility/accommodations services must contact Mary Schwartz, LPC-S, 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 mary.schwartz@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.

Classroom Climate of Respect

Big Three:

- Show up on time.
- Be present for the 50 minutes we are together.
- Be respectful to other classmates.

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 based on 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.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free online counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/SRSU). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

SRSU Library Services

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 your LoboID and password. Check out materials using your photo ID.

Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Supportive Statement

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may 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 a supportive 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.

Technical Support

The Support Desk is where you can direct your more technical questions. For example, the Support Desk can help you if you are having issues submitting a document, getting videos to play, or using BlackBoard. The support desk is open 24 hours a day/7 days a week for your convenience.

You can reach the support desk:

- By calling 888.837.6055
- Via email blackboardsupport@sulross.edu
- Using resources from the Technology Support tab within blackboard
- Clicking the Support Desk graphic on the course homepage

Tutoring

- a) Tutoring and Learning Center located in the library (call 432-837-8982 for a reservation with a tutor)
- b) Tutor.com (online tutoring services available on BlackBoard) – be sure to allow 48 hours turnaround time for a writing assignment.

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, 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.

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 to 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.
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AI Policy Statement: Sul Ross State University Kinesiology Department

The Sul Ross State University Kinesiology Department is committed to upholding the highest standards of academic integrity and excellence. As artificial intelligence (AI) tools become increasingly accessible, we recognize their potential as valuable resources for learning and innovation. However, it is imperative that students use AI tools ethically and responsibly.

The improper use of AI in assignments, including but not limited to, generating content without proper attribution, submitting AI-generated work as one's own, or using AI tools to circumvent the learning process, constitutes academic dishonesty. Such actions undermine the educational goals of our programs and violate the University's Code of Conduct.

Students found to be improperly using AI for assignments may face severe consequences, including but not limited to receiving a failing grade for the assignment or course. Additionally, such violations will be referred to the Dean of Students Office for further disciplinary action, which may include probation, suspension, or expulsion from the University.

We encourage students to seek guidance from their instructors if they have any questions about the appropriate use of AI in their coursework. Our department is committed to fostering an environment of integrity, where students can achieve their academic and professional goals through honest and meaningful engagement with their studies.