I. COURSE DESCRIPTION
An advanced assessment course designed to provide techniques for physiological, athletic, and sport-specific tests associated with athletic performance. Test selection, test administration, data analysis, and appropriate evaluation techniques will be presented.
Prerequisites: none.

II. RATIONALE
The course provides students with the skills necessary to assess and evaluate athletic performance.

III. STATE ADOPTED PROFICIENCIES
A. LEARNER-CENTERED KNOWLEDGE: The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.
B. LEARNER-CENTERED INSTRUCTION: To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.
C. EQUITY IN EXCELLENCE FOR ALL LEARNERS: The teacher responds appropriately to diverse groups of learners.
D. LEARNER-CENTERED COMMUNICATION: While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.
E. LEARNER-CENTERED PROFESSIONAL DEVELOPMENT: The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain ethics and personal integrity.

IV. TExES COMPETENCIES
N/A
V. COURSE OBJECTIVES/LEARNING OUTCOMES

As a result of successfully completing this course, the student will be able to:

A. Evaluate and select appropriate tests used to assess athletic performance.
B. Properly administer athletic test protocols and obtain valid and reliable results.
C. Utilize appropriate statistical techniques and interpret results to prescribe and enhance individual and group athletic performance.
D. Develop an assessment philosophy and evaluation system.
E. Explain the benefits and importance of a good assessment program for enhancing athletic performance.
F. Select appropriate computer technology to meet the needs of professional athletic assessment environments.

VI. COURSE TOPICS

A. Introduction to Assessment and Evaluation
B. Using Technology in Assessment and Evaluation
C. Interpretation of Normative Data
D. Test Selection and Administration
E. Anthropometry and Body Composition
F. Flexibility
G. Muscular Strength and Endurance
H. Anaerobic Power
I. Speed and Agility
J. Aerobic Power and Endurance
K. Sport-Specific Assessment
L. Developing Test Batteries

VII. INSTRUCTIONAL METHODS AND ACTIVITIES

A. Traditional Experiences: lecture, discussions, instructor demonstrations, video, student presentations.
B. Lab Experiences: athletic and sport-specific testing.
C. Online Experiences: interactive website assignments, quizzes, exams.

VIII. EVALUATION AND GRADE ASSIGNMENT

COURSE REQUIREMENTS

A. Successful completion of quizzes and exams.
B. Complete all written assignments.
C. Research an assigned athletic skill and determine an effective test protocol.
D. Develop and administer an athletic test protocol.
E. Develop a notebook athletic test protocols.
F. Perform statistical analyses on test results.
G. Develop normative evaluation data.
H. Participate in all class activities.

NOTE: Late assignments will not be accepted. All written work must exhibit graduate school competency in spelling, grammar, punctuation, and style. Written work with significant mechanical flaws will not be accepted.

EVALUATION

A. Midterm Exam 20%
B. Final Exam (non-comprehensive) 20%
C. Weekly Quizzes 20%
D. Homework/Assignments 10%
E. Assessment Project 20%
F. Class Participation 10%

GRADING SCALE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59% or less</td>
<td>F</td>
</tr>
</tbody>
</table>

IX. COURSE SCHEDULE AND POLICIES

Week

1 Course Introduction, Syllabus, Introductory Assignment
2 Introduction to Assessment and Evaluation
3 Using Technology in Assessment and Evaluation
4 Interpretation of Normative Data
5 Test Selection
6 Test Administration
7 Midterm Exam
8 Anthropometry and Body Composition
9  Flexibility

10  Muscular Strength and Endurance

11  Anaerobic Power

12  Speed and Agility

13  Aerobic Power and Endurance

14  Sport-Specific Assessment

15  Developing Test Batteries

16  Final Exam (non-comprehensive)

Detailed instructions for specific assignments can be found on the KINE 5313 Blackboard homepage (add website).

ATTENDANCE POLICY
Students are required to punctually attend all class meetings. Excused absences are limited to participation in a TAMUCC sanctioned event or participation in a religious holy day as outlined in the University catalog. Any assignment, quiz, or test missed due to a TAMUCC sanctioned event must be completed prior to the absence. Coursework, assignments, and quizzes may not be made up due to tardiness. **Consistent and punctual attendance is critical to the successful completion of this course.**

STUDENT CONDUCT
Professional behavior is expected of all students. Inappropriate class conduct (cursing, disruption, etc.) may result in a reduced final grade or failure of the course. All cell phones will be turned off or to the inaudible mode during class. Do not answer a call during class. Do not leave the classroom to answer a call, unless you anticipate an emergency call and warn me prior to class.

X.  **TEXTBOOK**


XI. **BIBLIOGRAPHY**


**XII. GRADE APPEALS**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as
outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

ACADEMIC HONESTY
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.)

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that may be applied to individual cases of academic dishonesty include one or more of the following:

1. Written reprimand;
2. Requirement to re-do work in question;
3. Requirement to submit additional work;
4. Lowering of grade on work in question;
5. Assigning grade of “F” to work in question;
6. Assigning grade of “F” for course;
7. Recommendation for more severe punishment.

If the faculty member determines that assigning a grade of “F” to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

The faculty member may file a record of cases of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean and the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of not more than two years. Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. The Appeals Procedure will be the same as that
specified for grade appeals. The grade appeals procedure may be found in the University Rules manual.

NOTE: Downloading and/or printing online tests and/or quizzes is strictly prohibited.

XIII. DISABILITIES ACCOMMODATIONS

Americans with Disabilities Act (ADA) - The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

KINE 5313 – Assessment and Evaluation of Athletic Performance
Syllabus Acknowledgment Form

I, (print name)___________________________________________, certify by my signature that I have read and understand the class policies that have been presented in the class syllabus for KINE 5313-Assessment and Evaluation of Athletic Performance at Texas A&M University-Corpus Christi.

Signature ____________________________ Date ___________________