LSC Use Only	No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
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				NO.07 /11-9-3	

oposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

4 Annroyals			Date
Current program name	Proposed progran	name, if changing	
New Minor Program	New Track		
New Degree Program	Program Title Change	Other	
3. Program Proposals	Catalog Description Change	Program	n Revision
This course is also proposed as a This course is also proposed as		Other: (e.g., Women' Pan-African)	s Studies,
2. Additional Course Designations: che			G. 1
Current Course prefix, number and full title	Proposed course p	refix, number and full title, if	changing
	1	Motor Behavior	
Course Revision	Course Number and/or Title Char	geCatalog De	scription Change
	_		
1. Course Proposals (check all that appl X New Course	ly) Course Prefix Change	Course Del	ation
Check all appropriate lines and compl proposal and for each program proposa		e a separate cover shee	t for each cour
Health and Physical Education	724-357-2041		
Proposing Department/Unit	Phone		
Gary E. Clark	gclark@iup.edu		
Contact Person	Email Address		

Department Curriculum Committee Chair(s)	mala P. Solo	3-2-05
Department Curriculum Committee Chan(s)		
Description (Chair(s)	Clin Af Cin	3-2-65
Department Chair(s)		
College Curriculum Committee Chair	Esnabeth talmer	3-23-05
College Dean	Carleen C Zoni	4-5-05
Director of Liberal Studies *	, ,	
Director of Honors College *		
Provost *		
Additional signatures as appropriate:		
(include title)		,
LIWI ICC Co Chaire	Bail Sechuit	4-12-05

^{*} where applicable

New Course Proposal

HPED 209 Motor Behavior

Part II. Description of Curricular Change

The proposed course is designed to be a core course for majors within the Health and Physical Education Department. The course will take the place of two other core courses within the department, HPED 200 Fundamentals of Physical Activity, and HPED 210 Motor Development. Currently HPED 200 and HPED 210 are co-requisites and creating one course will streamline the process for students. Both courses were developed when there was only one major emphasis within the department. Creating a new course will enable the content to be updated, while meeting the accreditation requirements of several of the track emphasis within the department.

- 1. Syllabus of record, including catalog description with course title, class and lab hour designation*, number of credits, prerequisites and an appropriately written course description. See Appendix A
- 2. Course Analysis Questionnaire. See Appendix B

Appendix A

Syllabus of Record

I. Catalog Description.

HPED 209 Motor Behavior

3 Class Hours 0 Lab Hours 3 Credits 3c-0l-3cr

Prerequisite: Health and Physical Education major or instructor permission

Study of the process of human motor behavior across the lifespan, specifically examining how development of mental and motor abilities affect human movement.

II. Course Objectives.

The student will be able to:

- 1. identify and define the subfields of motor behavior.
- 2. demonstrate an understanding of research in the area of motor behavior through discussion of theoretical perspectives.
- 3. apply motor behavior concepts to the instructional setting through assessment of performance and identifying level of readiness and individual progression.
- 4. demonstrate an understanding of movement patterns and motor behavior factors that influence changes in movement patterns.
- 5. discuss lifespan changes in movement skill patterns and selected movement dimensions.
- 6. identify and discuss physical growth, physiological development, and aging characteristics across the lifespan.
- 7. define genetic and environmental factors and identify what impact they have on motor behavior.
- 8. assess and evaluate growth, skill, and movement development using growth factors, movement sequences, and screening tests/scales.
- 9. apply motor learning content to design developmentally and theoretically appropriate practice/instructional/ lesson plans.

III. Detailed Course Outline.

I. Motor Behavior 4 Hours

- Syllabus Review and Classroom Management
- Overview and Introduction to Motor Behavior
- Motor Behavior Theory

II. Motor Development

9 Hours

- Overview of lifelong human development
- Biological Growth and Development
- Sociocultural Influences
- Exam

III. Motor Development

10 Hours

- Motor Development Theory
- Assessment Methods
- Hands on Learning Activities
- Exam

IV. Motor Control

9 Hours

- The Human Brain and Nervous System
- Perception and Information Processing
- Motor Control Theories
- Hands on Learning Activities
- Exam

V. Motor Learning

10 Hours

- Assessment Techniques
- Practice Strategies
- Motor Learning Theories
- Exam

VI. Culminating Activity

2 Hours

IV. Evaluation Methods.

Weighting

Written Exams

60%

Including but not limited to true/false, multiple choice, open ended, or short answer questions.

Quizzes

20%

Announced and unannounced quizzes based on text, presentations, assigned readings, and other related course material.

Class Projects

20%

Including but not limited to presentations, research projects, and practical application of course related theories.

V. Example Grading Scale.

Scale

- A 90-100 B 80-89
- C 70-79
- D 60-69
- F 59 or Lower

VI. Undergraduate Course Attendance Policy.

The university expects all students to attend class.

- It is recognized that students may need to miss class due to illness or personal emergency.
- A suggested limited level of allowable absences for this course would be 3 classes.

VII. Required Textbook(s), Supplemental Books and Readings.

Gabbard, C.P. (2004). Lifelong Motor Development, 4th Edition. Pearson, Benjamin Cummings Publishers.

Coker, C.A. (2004). Motor Learning and Control for Practioners. Mc Graw Hill Publishers.

VIII. Special Resource Requirements.

• Existing motor behavior equipment.

IX. Bibliography.

- Cech, D., & Martin, S.T. (2001). <u>Functional Movement Development Across the Life Span</u>, Philadelphia: Saunders Publishing Company.
- Coker, C.A. (2004). Motor Learning and Control for Practioners. Mc Graw Hill Publishers.
- Gabbard, C.P. (2004). Lifelong motor development, 4th Edition. Pearson, Benjamin Cummings Publishers.
- Haywood, K.M., & Getchell, N. (2001). <u>Learning Activities for Life Span Motor Development</u>, 3rd Edition, Champaign, IL: Human Kinetics Publishers.
- Jurimae, T., & Jurimae, J. (2001). Growth, Physical Activity, and Motor Development in Prepubertal Children, Boca Raton, FL: CRC Press LLC.
- Landy, J.M., & Burridge, K.R. (2000). <u>Ready-to-Use Motor Skills and Movement Station Lesson Plans</u> for Young Children: <u>Teaching, Remediation, and Assessment</u>, Upper Saddle River, NJ: Prentice Hall Publishing.
- Magill, R.A. (2001). Motor Learning Concepts and Applications 6th edition, McGraw Hill Publishers.
- National Association for Sport and Physical Education. (2004). Minimum Competencies in Undergraduate Motor Development. Approved by the Motor Development Academy and The National Association for Sport and Physical Education. Reston, VA.
- Nichols, B. (2001). <u>Moving and Learning: The Elementary School Physical Education Experience</u>, Boston: McGraw Hill Publishing.
- Wolfe, P. (2001). <u>Brain Matters, Translating Research into Classroom Practice.</u> Association for Supervision and Curriculum Development, Alexandria, VA.

Appendix B

Course Analysis Questionnaire

Section A: Details of the Course

A1. How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

The course is designed to be a core course for majors within the Health and Physical Education Department. The course is designed to meet accreditation standards for tracts within the department such as NCATE and CAAHEP. The course will take the place of two other core courses within the department, HPED 200 Fundamentals of Physical Activity, and HPED 210 Motor Development. Currently HPED 200 and HPED 210 are co requisites and creating one course will streamline the process for students. Both courses were developed when there was only one major emphasis within the department. Creating a new course will enable the content to be updated while addressing the aforementioned accreditation requirements.

A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

Implementation of this course would supplant the co requisites HPED 200 and HPED 210 within the HPED core. There will be no change in the credit load for students.

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

This course has never been offered at IUP.

A4. Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

The course is designed to be undergraduate only.

A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

The course is not designed for variable credit.

A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

Motor Behavior has three subfields (motor development, motor control, motor learning), which is offered by nearly every University in one of its forms. Although it would be better to offer each of the subfields as a stand-alone course, credit limitations and the accreditation requirements of department require it to be combined into one class.

KIN 679	Seminar in Motor Behavior	Cal State Northridge
EXS 297	Motor Behavior	SUNY Cortland
PED 2303	Motor Behavior	Tarelton State University
EDHS 745	Advanced Motor Learning	University of Virginia
HPED 362	Motor Development	University of Alabama
HPED 1043	Human Motor Development	University of Pittsburgh
EDPE 5194	Motor Learning	Virginia Tech
ESS 5305	Motor Learning/Control	Texas Tech University
PET 3050	Motor Learning and Control	University of Florida
KHP 610	Motor Control	University of Kentucky

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

Yes:

National Association for Sport and Physical Education (2004). Minimum Competencies in Undergraduate Motor Development. Approved by the Motor Development Academy and The National Association for Sport and Physical Education. Reston, VA.

The Joint Review Committee on Educational Programs in Athletic Training (JRC-AT). Minimum motor behavior competency requirements for accreditation of certified athletic training programs.

Section B: Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

The course will be taught by one instructor.

B2. What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

The content of the course offered by Health and Physical Education is specific to Health and Physical Education and is not directly related to the content of courses offered by other departments.

B3. Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

The course is not designed to be cross-listed with other departments.

B4. Will seats in this course be made available to students in the School of Continuing Education?

To enroll in the course you need to be a Health and Physical Education Major or get special permission from the instructor.

Section C: Implementation

C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are adequate. HPED 200 is 1c-2l-1cr, and HPED 210 is 2c-0l-2cr, while the proposed course to take their place would be 3c-0l-3cr. The same faculty member would teach the new course and as can be seen would increase departmental productivity.

C2. What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

The resources previously used for HPED 200 and HPED 210 will be applied to the new proposed course.

Acceptable

- *Space Adequate *Equipment Acceptable
- *Laboratory Supplies and other Consumable Goods
- *Library Materials Adequate *Travel Funds Acceptable

C3. Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No resources for this course are funded by a grant.

C4. How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

The course will be offered every semester.

C5. How many sections of this course do you anticipate offering in any single semester?

Two sections

C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

The course can adequately accommodate 30 students in a section. The rationale and justification for this number of students relates to space and equipment limitations. For example some of the movement activities completed in the gymnasium would be unsafe and difficult to adequately supervise with a larger number of students. Secondly the class involves a lot of hands on activities and a class size in excess of 30 would reduce opportunities for students to learn.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

There is no set standard for the course itself. Course enrollment limits are guided by facility and equipment limitations and safety concerns.

C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

The course is not a distance education course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

Part III. Letters of Support or Acknowledgement

Attach letters from interested or affected departments/programs. (See page 3.)

No other departments are affected by this curricular change.