

LSC Use Only No: LSC Action-Date: UWUCC USE Only No: UWUCC Action-Date: Senate Action Date:
 09-42C AP 3/2/10 App-3/23/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Health and Physical Education	Phone 724-357-4415

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

- New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

HPED 209 Motor Behavior

Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

- This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

- New Degree Program Program Title Change Other
 New Minor Program New Track
 Catalog Description Change Program Revision

Current program name Proposed program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	Robert Ketchum	10/5/09
Department Chair(s)	Ulrich Blain	10/6/09
College Curriculum Committee Chair	Robert Ketchum	11/5/09
College Dean	Robert Lorenzi	11-6-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)	Joseph Demarachi TECC	11-12-09
	May Conn Rafferty TECC	11-12-09
UWUCC Co-Chairs	Gail Schmitt	3/4/10

* where applicable

Received
 NOV 17 2009
 Liberal Studies

Value: 50 points

OLD SYLLABUS OF RECORD

Syllabus of Record

I. Catalogue Description

HPED 209 Motor Behavior

3 Class Hours

0 Lab hours

3 Credits 3

c-01-3 cr

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 change 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

A. Motor Behavior

4 Hours

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

B. Motor Development

9 Hours

- Overview of lifelong human development
- Biological Growth and Development
- Socio-cultural Influences

- Exam
- C. Motor Development 10 Hours
- Motor Development Theory
 - Assessment Methods
 - Hands on Learning Activities
 - Exam
- D. Motor Control 9 Hours
- The Human Brain and Nervous System
 - Perception and Information Processing
 - Motor Control Theories
 - Hands on Learning Activities
 - Exam
- E. Motor Learning 10 Hours
- Assessment Techniques
 - Practice Strategies
 - Motor Learning Theories
 - Exam
- F. 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.

IX. Bibliography

Cech, D., & Martin, S.T. (2001). Functional Movement Development Across the Life Span. Philadelphia: Saunders Publishing Company.

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

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

Haywood, K.M., & Getchell, N. (2001). Learning Activities for Life Span Motor Development, 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., & Burrige, K.R. (2000). Ready-to-Use Motor Skills and Movement Station Lesson Plans for Young Children: Teaching, Remediation, and Assessment, 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). Moving and Learning: The Elementary School Physical Education Experience, Boston: McGraw Hill Publishing.

Wolfe, P. (2001). Brain Matters, Translating Research into Classroom Practice. Association for Supervision and Curriculum Development, Alexandria, VA.

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 Textbooks(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 Practitioners. Mc Graw Hill Publishers.

VIII. Special Resource Requirements

- Existing motor behavior equipment

Summary of Revisions

1. **Objectives:** Added objectives 5, 7, and 12 to clarify how the course instructs students regarding the diverse differences in motor abilities among all individuals.
2. **Matrix:** A matrix was added to demonstrate how the course aligns with the college framework for teacher education and the national standards for the National Association for Physical Education and Sport. It also identifies the key assessments that are matched to the course objectives.
3. **Course Outline:** The new course outline describes the change in format for instruction as well as the updating of course content.
4. **Required Textbook:** A required textbook has been identified.
5. **Bibliography:** The bibliography has been updated to include current information regarding motor behavior.
6. **Appendix:** The Motor Behavior Action Research Project has been added to the syllabus as an addendum and describes the required application component to the course. Accrediting bodies are encouraging opportunities for students to have “real life” application built into the curriculum. This provides the opportunity for students to receive that experience under the direction of the course instructor.

Rationale for Change:

This course is being revised to update material and to demonstrate the inclusion of preparing students to work with individuals of various ability levels. Revisions include a matrix that demonstrates how this course aligns with Danielson’s framework for teacher education and the National Association for Physical Education and Sport.

I. Catalog Description

HPED 209 Motor Behavior

3 Class Hours

0 Lab Hours

3 Credits

3c-01-3cr

Prerequisite: Must be a major enrolled in Health and Physical Education Department or have 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 Outcomes

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. distinguish between typical and atypical motor development.
6. discuss lifespan changes in movement skill patterns and selected movement dimensions.
7. identify potential motor development delays common to a number of disabling conditions.
8. identify and discuss physical growth, physiological development, and aging characteristics across the lifespan.
9. define genetic and environmental factors and identify what impact they have on motor behavior.
10. assess and evaluate growth, skill, and movement development using growth factors, movement sequences, and screening tests/scales.
11. apply motor learning content to design developmentally and theoretically appropriate practice, instructional, and lesson plans.
12. compare and contrasting typical and atypical motor development across the lifespan.

Danielson Model	INTASC Standards	NASPE Program Objectives	Course Objectives	Course Assessment
1a, 1b	1	1.1, 1.2	1	Written Exams Quizzes
1a, 1b	1	1.1, 1.2	2	Written Exams Quizzes
1a, 1b, 1c, 1d, 1e	2, 3, 8	1.1, 1.2, 1.3, 1.5	3	Class Projects
1a, 1b	1	1.1, 1.2	4	Written Exams Quizzes
1a, 1b	1	1.1, 1.2	5	Written Exams Quizzes
1a, 1b, 1e	1, 2	1.1, 1.2, 1.3	6	Class projects
1a, 1b	1	1.1, 1.2	7	Written Exams Quizzes
	1, 2	1.1, 1.2, 1.3, 1.5	8	Class projects
1a, 1b	1	1.1, 1.2	9	Written Exams

				Quizzes
1a, 1b, 1c, 1d, 1e	2, 3, 8	1.1, 1.2, 1.3, 1.5	10	Class projects
1a, 1b, 1c, 1d, 1e	2, 3, 7, 8	1.1, 1.2, 1.3, 1.5	11	Class projects
1a, 1b	1	1.1, 1.2	12	Written Exams Quizzes

III. Detailed Course Outline

Week #1 Introduction to Course (Syllabus Review and Classroom Management)

(3 hours) Introduction and Overview of Motor Behavior

Week #2 Motor Behavior Theory

(3 hours)

Week #3 Introduction and Overview of Motor Development

(3 hours) Lifespan Human Development

Week #4 Lifespan Human Development

(3 hours) Biological Growth and Development

Week #5 Biological Growth and Development

(3 hours) Sociocultural Influences

Week #6 Sociocultural Influences

(3 hours) Exam

Week #7 Introduction and Overview of Atypical Motor Development

(3 hours) Motor Development Theory

Week #8 Genetic and Extrinsic Influences on Motor Development

(3 hours) Common Disabling Conditions

Week #9 Common Disabling Conditions

(3 hours) Assessment of Motor Development

Week #10 Assessment of Motor Development

(3 hours) Action Research Project (see attached outline)

Week #11 Exam

(3 hours) Introduction and Overview of Motor Control

Week #12 The Human Brain and Nervous System

(3 hours) Perception and Information Processing

Week #13 Motor Control Theories

(3 hours) Hands-On Learning Activities

Week #14 Introduction and Overview of Motor Learning

(3 Hours) Motor Learning Theories

Week #15 Practice Strategies
(2 hours) Culminating Activities

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 course related material.

Class Projects 20%

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

V. 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 number of absences for this course would be 3 classes.

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

Haywood, K. M., & Getchell, N. (2009). *Life span motor development* (5th Ed.). Champaign, IL: Human Kinetics.

VIII. Special Resource Requirements

Existing motor behavior equipment.

IX. Bibliography

Cech, D., & Martins, S.T. (2001). *Functional movement development across the lifespan*. Philadelphia, PA: Saunders Publishing Company.

Clark, J.E. (2007). 2007 Alliance Scholar Lecture: On the problem of motor skill development. *Journal of Physical Education, Recreation, and Dance*, 78(5), 39-44.

Coker, C.A. (2009). *Motor learning and motor control for practitioners* (2nd Ed.). New York, NY: McGraw-Hill.

- Gabbard, C.P. (2004). *Lifelong motor development* (4th Ed.). San Francisco, CA: Benjamin Cummings.
- Jurimae, T., & Jurimae, J. (2001). *Growth, physical activity, and motor development in prepubertal children*. Boca Raton, FL: CRC Press LLC.
- Landy, J.M., & Burrige, K.R. (2000). *Ready-to-use motor skills and movement station lesson plans for young children: Teaching, remediation, and assessment*. Upper Saddle River, NJ: Prentice Hall.
- Magill, R.A. (2007). *Motor learning concepts and applications* (8th Ed.). New York, NY: McGraw-Hill.
- 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). *Brain matters: Translating research into classroom practice*. Association for Supervision and Curriculum Development, Alexandria, VA.

HPED 209 – Motor Behavior

Action Research Project

Introduction: The purpose of this assignment is to provide you with the opportunity to observe motor development and motor behavior of individuals of different ages, abilities, and skill levels in different environments. You will have the opportunity to observe “typical” and “atypical” motor development within the context of physical activity.

Assignment: In order to obtain information (data) for your action research project, you will conduct three different observations. Observations #1 and #2 will take place in the IUP Special Needs Activity Program (SNAP). The Adult SNAP program operates on Wednesday evenings from 6:00pm-8:00pm 8 evenings throughout the semester. The Children’s SNAP program operates on 8 Saturday mornings from 9:00am-11:00am throughout the semester. You will select one children’s program session to attend and one adult program session to attend. The SNAP program meets in Zink Hall in Gym A and involves activities in the gymnasiums, fitness center, and swimming pools. Come dressed for activity and bring a swim suit and towel. Observation #3 is a physical activity setting of your choice. You can choose to observe a physical activity environment (youth sports, aerobic class, intramural sport, scholastic/university sport, etc.). If you choose a sport, it can be a practice or a competition.

Procedures: For each observation, you will observe various variables related to motor development and answer the following questions:

1. Describe the setting of your observation (include date, length of time, and location). Include information pertaining to the physical environment.
2. What were the ages of the participants? Were there any disabilities, if so, what type? If you worked one-on-one in SNAP, describe your client’s disability and their characteristics as they relate to motor development. What was the skill level? Were there any participants who were overweight/obese? If so, did this affect their motor skills?
3. What types of activities took place during your observation? What type of equipment was used? Were the activities and equipment “developmentally appropriate” for the ages and skills levels of the participants?
4. Describe individual constraints, task constraints, and environmental constraints that were observed in each of the three settings.
5. Compare and contrast the observations from each of the three settings, including the similarities and differences that were observed.

Format: The answers to the above questions and other information that you choose to include from your observations should be typed in a narrative format. I envision approximately one page for each observation and one page for summary and synthesis, thus I expect a minimum of four FULL pages in order to receive maximum points for this assignment.