

Application for a New Course v7.3

Instructions:

The first four pages of this document provide instructions, example competencies, and a syllabus checklist. These four pages are for the course-developer's use, and do not need to be submitted along with the application.

Sequence:

- o Consult with the Office of the Registrar to obtain course number.
- o Consult with the Curriculum Office to discuss the degree plan and course number.
- o Complete the New Course Application
- o Create the course Syllabus – *See the associated Syllabus Checklist*
- o Submit both paper and electronic versions of the Application and Syllabus to the Adams Center
- o *Adams Center schedules review appointment within ten days of receipt of all items*
- o Meet with Adams Center review team
- o Make any necessary changes to application / syllabus
- o Obtain the Library Review
- o Obtain Preliminary Approval Signatures (Department Chair, Deans)
- o Gather all attachments to application
- o Submit to College Academic Council
- o Submit to UUAC/UGAC

The course developer completes this application with supporting documentation (Section IV) and approval signatures of department chair and college dean (Section V) before the new course is reviewed by any academic council. **If the course is to be cross-listed, be certain to obtain signatures from all participating departments.**

Specific Instructions:

Before assigning a number (ID) for the course_consult the Office of the Registrar.

Section I. Systems and Catalog Information

Section II. Curriculum

Consult the Director of Curriculum, who will examine impact of new courses on university-wide programs. Curriculum director's signature on your degree plan attachment is required for confirmation.

1. Degree Plan

Explain how this course affects degree requirements. Attach a copy of the degree plan/s in Section IV-C

2. Justification

State the justification for adding this course to the current curriculum. Represent the need.

Attach any relevant documentation in Section IV-H. . (needs assessment, survey results, visiting committee report, market analysis, new government or accrediting body policy, exam scores, programs at other universities, etc.)

Section III. Course Design

III-2 - Competencies and Measurements

List the competencies that must be satisfied in order to pass the course, and indicate how each competency will be measured. *List in corresponding columns as indicated below. Add as many rows to the table as necessary. It is recommended that the identical table be presented in the syllabus, but the competencies and measures may be formatted differently in the syllabus as long as all elements are included in both documents. The wording for the competencies and measurements in the application should be identical to the syllabus.*

For **combined undergraduate/graduate** courses, make two tables and label them appropriately

Section IV. Supporting Documentation

Section V. Preliminary Approvals

Section VI. Approvals

VI-5 - University Budget Committee Action: (when applicable)

Any new or extensively revised program proposal (including new or extensively revised courses for the program) must be reviewed by the University Budget Committee (UBC) prior to the Application for a New Course being submitted to any academic council. Questions should be addressed to the college dean/director or associate provost. **The associate provost will submit materials to the UBC.**

Adams Center - Syllabus Checklist v7.3

Course ID _____ Developer _____

NOTE: It is not necessary to submit this checklist with New Course Applications. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review.

About the University ☐ ACU Mission Statement ☐ College Mission Statement ☐ Department Mission Statement About the Course ☐ Title ☐ Course number and Section credit hours ☐ Semester and Year ☐ Meeting time and Place About the Teacher ☐ Name and title or rank ☐ Office location ☐ Phone number(s) ☐ Email addresses ☐ Office hours / Contact expectations About the Students ☐ Characteristics of the students for whom the course is intended ☐ Prerequisites / Corequisites – include skill sets if necessary. Course Content ☐ Catalog description (exact) ☐ Course Synopsis ☐ Outline ☐ Main topics Teaching/Learning Methods and Format of Class Sessions ☐ Description of the types of activities students should expect in the course Texts, Readings, and Supplements ☐ Required and Optional materials Statement Concerning Christian Perspective ☐ Teaching philosophy ☐ Policy regarding questionable materials ☐ Scripture related to course content ☐ Faith / Learning resource	Audience and Course Goal ☐ State the overarching course goal(s) in performance terms. Competencies ☐ Specific competencies stated in measurable terms - o Appropriate learning level based upon Bloom's or Krathwohl's taxonomy ☐ Measurement Instrument - State which assignments or instruments will be used to assess the competencies. Grading Criteria ☐ Weight or point value of all graded elements ☐ Grading scale with expectations for letter grade Course Policies ☐ Clear statement of expectations concerning penalties for non-compliance regarding: - o Attendance and Tardiness - o Participation - o Late assignment policy - o Late exam policy ☐ Special needs (ADA) ☐ Academic integrity ☐ Extra credit opportunities (optional) Course Calendar ☐ Exam dates ☐ Assignments ☐ Due dates and other deadlines ☐ Schedule of readings and topics ☐ Statement to reserve right to modify the calendar as necessary
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. . . .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex. 3	Integrate terminology from literary history into writing	Research Paper

Application for a New Course v7.3

Course ID <i>Subject and Number</i>	KINE 311
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Joe Bell
2	Course Teacher	Joe Bell
3	Course Title	Motor Behavior
4	Course Abbreviation (if title is over 30 characters)	
5	College	CEHS
6	Department	Kinesiology & Nutrition
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	0
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	3
13b	Course contact hours - Lab	0
13c	Course contact hours - Practicum	0
13d	Course contact hours - Seminar	0
13e	Course contact hours - Studio	0
13f	Course contact hours - Online	0
13g	Course contact hours - Colloquium	0
13h	Course contact hours – Field Experience	0
13j	Course contact hours - Internship	0
13k	Course contact hours - Research	0
13m	Course contact hours - Workshop	0
13n	Course contact hours – Other (specify)	
14	Instructor Workload	3 hrs
15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	24
17	Catalog Description (50 words or less)	This course provides an overview of the major theories in Motor Learning, Motor Control, and Motor Development.
18	List any prerequisites (course/s, test	EXSC 232, Kinesiology Exercise Science,

	scores, class standing, major, etc.)	Kinesiology Pre-PT, Kinesiology Pre-OT majors
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	None
22	How often will it be offered? Fall	Fall
23a	How often will it be offered? Spring	
23b	How often will it be offered? Summer	Summer
23c	How often will it be offered? Fall	
24	Frequency?	2x annually
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Fall 2012
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	Yes, Fall 2011 EXSC 340/ 16 students
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Degree plans for Pre-PT/OT will be changed to require this course as a replacement for EXSC 360
2	Justification State the justification for adding this course to the current curriculum. Represent the need	Motor Behavior is a significant foundational course for study in Kinesiology. It is also taught as a key course in first year of PT and OT

		graduate school. It is important that our students have exposure to it for graduate study.
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III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	The intended audience consists of majors who are pursuing acceptance into Physical Therapy and Occupational Therapy Graduate Programs, and students who wish to pursue graduate degrees in Kinesiology. Students should have a foundation in Structural (anatomical) Kinesiology before taking this course.
2	State the overarching course goal(s) in performance terms.	The overarching goal of the course is to provide foundational knowledge and critical thinking in the area of motor learning, motor control and motor development.

2. Competencies and Measurements

	Competency	Measurement
1	Students will be able to identify major theories in Motor Learning/Control	Written quizzes, oral quizzes
2	Students will experience various classical assessments of motor memory, reaction time and practice composition.	In class laboratory activities.
3	Students will identify major developmental milestones in order to better understand the lifespan perspective of motor behavior	Written quizzes, Research Paper assignment
4	Students will reflect upon the relationship between theory and practice in motor control	Blogs, reflective writing assignments.
5	Students will practice collaborative skills in data collection and presentation	Group experiment project
6		
7		
8		
9		

3. Text and Resources

Magill, Richard A.(2011). Motor Learning and Control: Concepts and Applications. 9th Edition, McGraw-Hill, New York.

Gabbard, Carl P.(2008). Lifelong Motor Development. 5th edition. Pearson – Benjamin Cummings, San Francisco.

Lee, Timothy D. (2011). Motor Learning in Everyday Actions. Human Kinetics Press, Champaign, IL.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

EXSC 340
Motor Behavior
Fall 2012

Syllabus

Time: MWF 8:00 – 8:50, Room TBA
Instructor: Joe D. Bell, Ph.D.
Office Hours: Posted, SRWC 258
Phone: Extension 2332
e-mail: bellj@acu.edu

Comment [AC1]: Insert location where class meets or Location: TBD. Also, in this block of information, please insert credit hours earned.

Comment [AC2]: Recommend inserting office location.

Mission

It is the mission of Abilene Christian University to educate students for Christian service and leadership throughout the world.

Purpose

The purpose of this course is to provide an overview of three important areas in exercise science: motor development, motor control and motor learning. These three areas give the student insight into how the body develops across the lifespan, how the neurological system controls skilled movements, and how we learn skilled movements. The student will explore the nervous system, its myelination, and the changes that take place as a result of maturation, practice, and aging.

Audience

The primary audience for this course is the student of exercise science. Students who are pursuing graduate study in Physical Therapy, Occupational Therapy, Kinesiology and Exercise Science, in general, will benefit from the content of this course.

Competencies

Outcome

Students will be able to identify developmental milestones from a lifespan perspective.

Students will be able to describe the changes that take place in skilled movements across

Measure

Quizzes, Research Paper

Research Paper, Writing, Blogs

the lifespan

Students will identify specific regions of the central and peripheral nervous system that are responsible for control of skilled movements.

Quizzes

Students will be able to construct an experiment to measure practice composition and contextual issues in the learning of motor skills.

Class Project

Students will identify important theories in motor behavior.

Quizzes, Research Paper, Blogs

Students will be able to associate changes in motor efficiency with aging.

Writing Assignments/ Research Paper

Course Organization

The course will be divided into three 5-week units that will address each of three areas: Motor Development, Motor Control and Motor Learning.

Week 1 through 9 – Motor Control/Motor Learning
Week 10 through 15 – Motor Development

Class Format

The format of class will be less traditional as we work through its development. We will spend a great deal of time in discussion and doing group work; rather than the traditional scenario that includes me giving you all the facts and you sitting in your seats being totally bored and/or unengaged. We will seek to create all sorts of active learning situations and involve you heavily in the planning, direction and execution of the course.

We will use a course web-site through we can engage in conversations about topics related to the theories of Motor Behavior. You will be expected to submit blog postings related to the specific writing prompts that will be provided and then to engage one another by commenting on the blogs that others have posted. This will be a part of the writing assignment grade.

Course Requirements

Quizzes - (3)	15%
Writing Assignments (6)	20%
Research Paper – (2) 5-page papers on topic to be determined	20%
- or -	
Laboratory Experimental Project	
Class Participation	20%
Term Project	10%
Final Exam	15%

Grading Scale

90 – 100	A
80 – 89	B
75 – 79	C
70 – 74	D
Below 70	F

Attendance Policy

For a **MWF class** students may not miss for any reason more than **9** times. On the **10th** absence, the student will lose the opportunity to receive credit for the class. There will be no distinction made between excused and unexcused. Tardies will accumulate with **3 tardies equaling 1 absence**.

ADA Statement

"Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at 325-674-2667."

Integrity Statement

There are three areas in which a student may be culpable for academic dishonesty:

1. Outright cheating on an examination or being a silent witness to said cheating.
2. Using a research paper that has been written by a person other than the person claiming credit for it.
3. Plagiarizing any part of a research paper turned in for this class.

Comment [AC3]: Please include ADA statement. A copy can be found linked inside the syllabus checklist on the Adams Center website at:
http://www.acu.edu/academics/adamscenter/course_design/syllabus/index.html#SyllabusChecklist

Each assignment will have included on the document an Honor Code Statement. Each student will be asked to sign the statement when he/she turns in an assignment or an exam.

Penalties:

1. Student will receive a grade of zero for the assignment (1st offense).
2. Student will be reported to the department chair (1st offense).
3. Student will receive a grade of F for the course (2nd offense).
4. Student will be reported to the dean of the college (2nd offense).

Texts

McGill, Richard - Motor Control and Learning

Gabbard, Carl – Lifelong Motor Development

MEMORANDUM

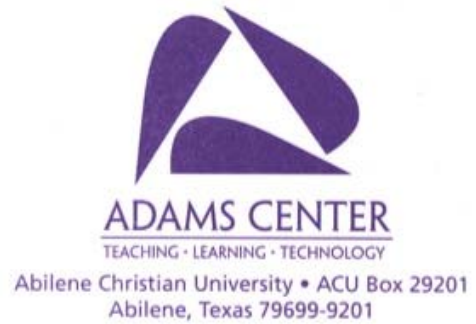
To: ***The University Undergraduate Academic Council***

Regarding: Motor Behavior

Course Designer: Dr. Joe Bell

Course Identification: KINE 311

Date: 12.1.11



APPLICATION FOR NEW COURSE

The Adams Center for Teaching and Learning has reviewed the New Course Application for Motor Behavior (KINE 311). The application is complete and has the support of the Adams Center.

A copy of this document should accompany the New Course Application as *Supporting Documentation (Section IV)* when presented to the UUAC. This document does not represent or address approval or review by the appropriate college academic council.

Sincerely,



Dr. Scott Hamm,
Director of Mobile Learning Research

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: February 10, 2012
TO: Dr. Joe Bell
FROM: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for KINE 311 – Motor Behavior

After reviewing the course application, the library is able to support the proposed course. Thank you for letting us examine the course proposal and syllabus.