Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 2253
   3. Effective Term: Fall 2013

4. Course Title: Motor Development During the School Years
   Abbreviated Title (30 characters or less): Motor Development School Years

5. Requested Action:
   - Renumber a Course
   - Add a Course
   - Revise a Course

6. Course Credit:
   Contact/Group Hours | Scheduled Type | Weekly or Per Term | Credit Hours | Anticipated Enrollment
   Maximum Hours (Repeatability): 2

   | 2 | LEC | 2 | 60 |

Total Credit Hours: 2

7. Grading Type:
   - Regular (ABCDF)
   - Satisfactory/Unsatisfactory (S/U)
   - Audit

8. Prerequisites/Corequisites:
   Restrictions: Same as KINE 2250 (SEE: ATTACHED)

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
   Practical strategies and applications for the enhancement of motor development for school aged children.

11. May Count Either:
    - KINE 2250
    - KINE 2253

12. Affected Program(s):
    (Respond “N/A” if not included in any program; attach memorandum if more space is required)

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<tr>
<td>Major</td>
<td>BS KINE (PHPN, HPNB, HEPB, PHES, HT)</td>
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<tr>
<td>Major</td>
<td>Early Childhood Education</td>
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13. Overlapping or Duplication of Other Units' Offerings:
   (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
   - Applicable
   - Not Applicable
14. Justification:
Distance ed version of a course taught on campus. The proposed distance ed course will satisfy a required course component for Kinesiology undergraduate majors. Distance ed version is needed due to limited classroom space and increase in course enrollment.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:
Distance ed version is needed to help avoid additional resources/costs needed to offer an on-campus sections in response to to increased enrollment needs.

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond “Not Applicable”)

16. Student Learning Outcomes:
Students will develop and/or demonstrate knowledge of:
1. Basic Principles of Typical Motor Development;
2. Motor Development Models;
3. Growth & Development during School Years;
4. Development of Involuntary and Voluntary Movements;
5. Development and Assessment of Gross and Fine Motor Movements;
6. Developmental Skill Acquisition;
7. Contextual Influences on Development;
9. Effects of Exercise and Sport on Children;
10. Practical applications and implications of this basic knowledge through service-learning experiences; and
11. Methodological issues and assessment devices used in the area of motor development.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:
The course is designed to be self-paced and divided into 5 module units. Each module unit will consist of a combination of examination(s), written assignments, and/or discussion/interactive assignment activities.
Module 1 - Motor Behavior and Motor Development
Week 1: Introduction to Motor Development
Week 2: Developmental Perspective of Motor Development
Week 3: Cognitive and Social Development (Quiz 1 Due)
Module 2: Cognitive, Social, and Prenatal Development
Week 4: Prenatal Development
Week 5: Prenatal Concerns (Quiz 2 and Assignment - My Motor Development Due)
Module 3: Reflexes, Postnatal Development, & Voluntary (Rudimentary) Movement
Week 6: Infant Reflexes
Week 7: Post-natal Development
Week 8: Rudimentary Movement (Quiz 3 and Assignment Parental Handbook Project, Motor Activity Presentation 1 Due)
Module 4: Fundamental Motor Skills
Week 9: Object Control Skills
Week 10: Locomotor Skills (Quiz 4 and Lesson Plan Assignment Due)
Module 5: Motor Assessments and Developmentally Appropriate Movement Programs
Week 11: Assessing Motor Skills in Children
Week 12: Assessing Fitness in Children
Week 13: Assessing Physical Activity in Children
Week 14: Designing & Conducting Developmentally Appropriate Movement
Week 15: Designing & Conducting High Autonomy Environments (Quiz 5 and Motor Activity Presentation 2 due)
Week 16: Review for Final, Final will be given at the scheduled time
18. Assignments / Projects:

Students enrolled in this class through Dis Ed will access course through Canvas. Course instruction will occur through narrated lectures, written assignments, discussion postings, chat sessions, and other multi-media strategies.

Required Assignments and Quizzes will be submitted electronically through Canvas.

Quizzes: 5 Module Quiz (15 points per quiz, totals 75 points)
Final Examination: 25 points
Assignments: 100 points
1. Field Experience hours observing movement programs - 20 points
2. Written Assignment - My Motor Development - 10 points;
3. Written Assignment/Project - Parental Guide/Handbook - develop a parental handbook as it relates to developmental principles of child development [this assignment will be mailed to the instructor's office via USPS] - 20 points
4. Lesson Plan - develop a lesson plan that focus on motor/movement - 10 points;
5. Motor Activity Presentation 1 and 2 - based on the lesson plan (assignment 4), students will instruct the lesson plan (Presentation 1 - 20 points) and receive feedback, make modification, and then re-instruct/teach the lesson plan (Presentation 2) student will complete a movement activity (20 points each). Assignments will be a video observation of the student instructing a movement lesson plan.

Students will have access to the instructor via email, Skype, Canvas and phone as necessary in lieu of utilizing on-campus office hours. The technology used is appropriate for this program as it provides Dis Ed students with identical lectures and equal access to both the instructor and other students. All students must submit all assignments listed below through Canvas by the indicated date and time specified on the course syllabus.

Quizzes/Exams: All quizzes/exams will be administered through Canvas.

19. Rubric and Grading Scale:

A = 180 - 200 points; B = 160 - 179 points; C = 140 - 178 points;
D = 120 - 139 points; F = below 120 points

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

N/A

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course's learning objectives)

(List a brief statement explaining how the course meets graduate educational standards [i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.])
(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Tiger Cub, Faculty Handbook, or any existing university policy.)

**POLICY STATEMENTS**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**Excused Absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more information on excused absences.

**Make-Up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1298 Haley Center, 844-2096 (V/T/T).
Supplemental Information For Addition Of Distance Education (DE) Course

1. Proposing College / School: Education
   Department: Kinesiology

2. Course Prefix and Number: KINE 2253
   3. Effective Term: Spring 2013

4. Course Title: Motor Development During the School Years
   Abbreviated Title (30 characters or less): Motor Development School Years

5. On-Campus Pre/Corequisites:
   (Indicate any applicable pre/corequisites for the on-campus version of the course. Use the space provided below to indicate how they will be adjusted to accommodate DE students.)
   Prerequisite(s):
   Corequisite(s):
   Pre/Corequisite(s):
   DE Adjustment: There are no prerequisites or corequisites

6. Affected Program(s):
   (Respond "N/A" if not included in any program; attach memorandum if more space is required)

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7. Justification for DE Delivery:
   Needed in anticipation of limited classroom space & increased enrollment.
   (Include a concise, yet adequate rationale for the addition of a distance education version of the course in question (e.g.: accreditation, as part of a proposed distance education program, expansion of opportunity for working professionals/students, etc.)

8. Access to Resources:
   Students will have access to course content & learning materials via Canvas, Learning Resource Centers, Auburn Libraries online and other related resources.
   (Indicate how distance education students will be laboratory facilities, and learning centers.)

9. Course Content Delivery:
   Content will be delivered using Canvas modules and discussion boards.
   (Outline, in specific detail, what adjustments will be made to the existing course in order to accommodate learning via distance education. Include delivery of lecture material, discussion sessions, and submission of assignments/papers, as applicable.)

10. Course Interaction:
    Canvas discussion tools will be utilized. Lab exp set up by the student near their location. Office hours will be conducted using the Canvas chat features, office telephone and/or Skype.
    (Provide specific information regarding the adjustments between the student and instructor and peers via -- if applicable -- any time that the student would be required to be on-campus.)
KINE 2250 - Motor Development During the School Years

Practical strategies and applications for the enhancement of motor development for school-aged children. Priority given to students for whom the course is required and Kinesiology majors.

2.000 Credit hours
2.000 Lecture hours

Levels: Graduate, Professional, Second UG Degree, Third UG Degree, Undergraduate
Schedule Types: Lecture

Kinesiology Department

Course Attributes:
Coll of Education