



COURSE CHANGE PROPOSAL

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

CCP

INSTRUCTIONS: This form is used to make changes to a course number, title, 4-letter designator, credit hours, pre- or co-requisites, description, delivery location or delivery method, or to delete a course. If the change affects the interests of another unit or campus, letters of concurrence from those units must be attached. The form is available online at www.sc.edu/provost/acadprog.

Date: 8-30-2011 Campus: Columbia

College/School: Education

Department (if applicable): Physical Education and Athletic Training

Undergraduate Graduate

OLD COURSE INFORMATION

Course Designation: PEDU 829
4-letter Designator Prefix Course Number Suffix

Credit Hours: 3 Variable Fixed # Times Course Can Be Taken: 1

Course Title (24 Character limit): Cognitive Factors in Motor Skill Acquisition

Cross-listed with which course?
4-letter Designator Prefix Course Number Suffix

Course Prerequisites/Corequisites: PEDU 730 and either PSYC 520 or PSYC 712

Course Delivery Location: USC Campus Off-Campus site
(If an off-campus delivery change is being requested, attach a completed Off-Campus Delivery (OCD) form)

Course Delivery Method: Traditional Delivery Distance Technology Delivery (streaming video, web-based, CD/DVD)
(If distance technology delivery is being requested, attach a completed Distance Education Delivery (DED) form.)

PROPOSED CHANGE

Proposed Effective Term - Change to database/bulletin effective no sooner than:

Year: 2012 Fall Spring May Session Summer I Summer II

Delete Course

Change Course Title to: Advanced Topics in Child and Adolescent Growth and Development

Change Course Designator to: _____

Change Course Number to: _____

Add or Change Cross Listing: _____

Change Credit Hours to: _____

Change Prerequisites/Corequisites to: none

Change Course Description/Content *(Please attach a completed two-column Bulletin Change Form.)*

Add or Change Delivery Location *(Please attach a completed Off-Campus Delivery (OCD) Form.)*

Add or Change Delivery Method to Distance Education *(Please attach a completed Distance Education Delivery (DED) Form.)*

Change Grading System to: _____

Other Change (Specify): _____

IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES

Does the proposed course affect the curriculum, students or academic interest of any other unit at USC Columbia

or on a USC Regional Campus? Yes No

Identify which unit(s)/campus(es) Ed. Psych. and Exercise Science

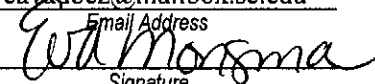
(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)

REQUIRED ATTACHMENTS (The following documents as appropriate must be attached to this form before submission)

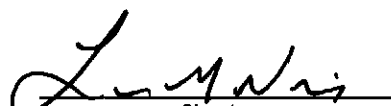
"Before" and "After" Course Syllabi required only for these actions:
 - Course description change
 - Course title change, if it implies substantially new content
 - Change in course level from undergraduate to graduate, or vice versa


- Course syllabi (see <http://www.sc.edu/provost/acadprog/courses/index.shtml> for syllabus component guidelines and template syllabus)
- "Before" and "After" bulletin description on two-column Bulletin Change Form (BCH)
- Justification Form (JUS)
- Letters of concurrence (if appropriate)

CONTACT INFORMATION

Contact Person:	Eva Monsma	Assistant Professor
	Print name	Title
	eayadocz@mailbox.sc.edu	777-1386
	Email Address	Phone Number
		10-21-2011
	Signature	Date

REQUIRED APPROVALS

Department Chair:	Lynda Nilges		
	Print name	Signature	10/27/11
	lnilges@mailbox.sc.edu	777-3172	Date
	Email Address	Phone Number	

Academic Dean:	Zach Kelehear		
	Print name	Signature	1/11/12
	dzk@sc.edu	777-2822	Date
	Email Address	Phone Number	

FacSenate Cours&Curric/ Dean of the Graduate School (as appropriate)			
	Print name	Signature	Date
	Email Address	Phone Number	

Date of Faculty Governance Approval (if appropriate) Graduate Council Faculty Senate



BULLETIN CHANGE FORM

BCH

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

INSTRUCTIONS: This form is normally used to accompany a program or course action form. If the requested change is minor, non-substantive, or editorial, this form may be used alone without other forms. Please insert or attach the proposed language changes exactly as they are to appear in the Bulletin. A two-column format showing both the old wording (left column) and the new wording (right column) is required. This form is available online at www.sc.edu/provost/acadprog.

Date: 10-21-2011 Campus: Columbia

College/School: Education

Department (if applicable): Physical Education and Athletic Training

Degree Program (if applicable): _____

Proposed Effective Term - Change to database/bulletin effective no sooner than:

Year: 2012 Fall Spring May Session Summer I Summer II

Bulletin Version: Graduate Undergraduate Bulletin Section (if applicable): _____

Internet or web link to Bulletin Entry: http://bulletin.sc.edu/search_advanced.php?cur_cat_oid=35&search_database=Search&search

CURRENT BULLETIN LANGUAGE

(text to be deleted in new version show as strikethrough)

Please note that text should be formatted in Word to show strikethrough. Then, cut and paste the text into the space below.

NEW LANGUAGE OR PROPOSED CHANGE TO BULLETIN

(new text shown as underlined)

~~PEDU 829 -Cognitive Factors in Motor Skill Acquisition (3). The study of cognitive and motor skills in children: Prerequisites: PEDU 730, and either PSYCH 520 or PSYCH 712:~~

PEDU 829- (3) Advanced Topics in Child and Adolescent Growth and Maturation. An interdisciplinary study of individual (physical and psychological), environmental and task related variables as they relate to motor skill performance, physical activity participation and athlete development.

CONTACT INFORMATION

Contact Person: Eva Monsma
Print name
eavadocz@mailbox.sc.edu
Email Address

Signature

Associate Professor
Title
777-1386
Phone Number
10-21-2011
Date

REQUIRED APPROVALS (for Bulletin Changes not associated with an academic program or curriculum)

Office with Authority for Bulletin Section: _____
Print name

Email Address

Signature

Phone Number

Date



JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

JUS

INSTRUCTIONS: Please attach a statement explaining the justification for the proposed program or course action. This form is available online at www.sc.edu/provost/acadprog.

Date: 10-21-11 Campus: Columbia

College/School: Education

Department (if applicable): Physical Education and Athletic Training

Degree Program (if applicable): _____

Undergraduate

Graduate

The title and bullet changes are being requested because they reflect the course content that has been taught for the past 5 years.



University of South Carolina

PEDU 829: Advanced Topics in Child and Adolescent Growth and Development

Instructor: Dr. Eva V. Monsma Semester: Fall 2011

Office:	218 Blatt PE Center	Hours: M: 3-4:30; T/Th 9:30-10:30
Phone Number:	(W) 777-1386	(H) 358-9702
Email Address:	evadocz@mailbox.sc.edu	
Readings	Malina, R.M., Bourchard, C. & Bar-Or, O. (2004). Growth, Maturation and Physical Activity. Second Edition. Champaign, IL: human Kinetics	
	Assigned readings available from reserved reading file	

I. Course Aim and Objectives:

This course focuses on theoretical and methodological underpinnings of child and adolescent growth, maturation and motor development.

1. Review the history of motor development and understand research designs in the field.
2. Understand theoretical and methodological issues in the study of growth, maturation and motor development.
3. Discuss the relationship among body size/form and maturation to instruction, injury prevention and selection of athletes for given sports.
4. Assess, describe and discuss changes in physical growth, maturation and motor development across the lifespan from anthropometric, physiological, and psycho-socio-cultural perspectives.
5. Identify and categorize the qualitative performance of select fundamental movement patterns and sport skills with an understanding of bio-psycho-social differences
6. Consider factors that influence physical growth and maturation and the development of motor skills.

II. Rationale and Purpose for the Course:

The purpose of this course is to present an overview of issues in human development with particular emphasis on the intersection between the individual, task and the environment. This information will enable advanced graduate students to integrate bio-psycho-social content into practical applications and/or viable research questions.

III. **Course Content:**

- Course orientation
- History of motor development
- Research methods
- Physical growth and maturation
- Development of fundamental motor skills
- Field specific application

IV. **General Instructional Format:**

- Lecture presentations
- Group discussion and presentations
- On-line reflections

V. **Assessment Methods:**

- Regular class and Blackboard discussions
- 6 synopses of readings
- 2 exams
- Electronic portfolio research/practical application project

VI. **Academic Course Requirements, Evaluation, and Grade Scale:**

• Class and Blackboard discussions	30	Percentage Scores
• Synopses ▪ 6 @ 10 points	60	A = 90 – 100
• Electronic portfolio project	100	B+ = 85 – 89
• Exams 2 @ 50	<u>100</u>	B = 80 – 84
Total Possible Points: 290		C+ = 75 – 79
		C = 70 – 74
		D+ = 65 - 69
		D = 60 – 64
		F < 59

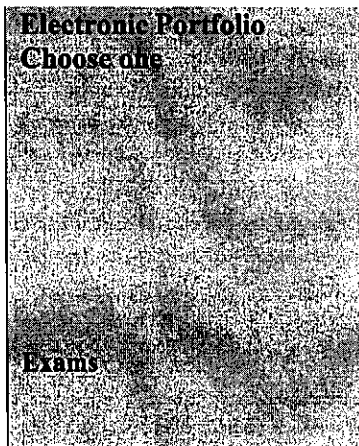
VII. **Course Requirements:**

Class and Blackboard discussions

Please come prepared to discuss the assigned readings and/or your research articles. You will be asked to post your thoughts pertaining to some of the course topics on blackboard with the purpose of generating or extending class discussions. The discussion sites on Blackboard will be reviewed by pre-determined deadlines. Your respectful in-class participation will also be monitored.

Synopses

With a partner, you will be assigned 6 readings to summarize in outline format. Submissions of individual outlines are required to be submitted to Dr. Monsma and distributed to the 14-member class. The summaries will emphasize key points, field specific applications and be discussed in class.



- 1) You will video tape and analyze various examples of a sport skill. The analysis will account for developmental sequences, individual, task and environmental influences. Various portions of this project will be due throughout the semester with a final product due the last week of class. In its final form of a burned CD, this project will utilize website development templates available on-line, archives of digital video and various assessment charts.
- 2) You will propose a research study dealing with either growth and maturation or testing the developmental profile of a motor skill following the pre-longitudinal screening approach. The presentation of this study will be in the form of an electronic portfolio.

A midterm and a final exam will be given. Students with an 85% or higher by the last week of class can opt out of the exam. However, this will require early submission of the final electronic portfolio project.

Week	Topic	Readings	Due
		Introduction to the interactions among individual, task and environmental constraints	
Aug 22		Haywood & Getchell, 2005, Chapter 1	Blackboard assignment
Aug 29	Concepts, perspectives and measurement	Haywood & Getchell (2005), Chapter 2 Clark & Whittall (1989a) Malina, 10 Thomas, Gallego & Thomas (2001)	Synopsis presentations
Sept 5		Labor Day – No class	
		Approaches to studying the task	
Sept 12	Whole body vs component approaches	Robertson, Williams & Langendorfer (1980) Langendorfer (1987) Seefeldt & Haubenstricker (1982) Robertson (1982) Haywood & Getchell (2005) chs. 6-8	Synopsis presentations
Sept 19	Component Approach Research	Locomotor skills: Clark & Whittall, (1989b); Halverson & Williams (1985) Throwing: Langendorfer & Robertson (2002a); Langendorfer & Robertson (2002b); Raudepp, Pall, Raie & Kais (2003) Catching: Goodway, Rudisill & Valentini, (2002); Strohmeyer, Williams & Schaub-George (1991); Fischman, Moore & Steele (1992) Tennis serve and Lacrosse cradle: Messick (1991); Barrett, Williams, McLester & Ljungkvist (1997)	Synopsis presentations

Sept 26	Secular Trends and Gender Differences	Runion, Robertson & Langendorfer (2003) Garcia (1994) Thomas & French (1985) Kromboltz (1997)	
Oct 3		Midterm exam OIS class – using electronic portfolios Class in Wardlaw	Final Project Assigned
Oct 10	Growth, maturation and physical activity	Malina et al. (2004) Chapter 1	
Oct 17		Anthropometric Measurement Lab	
Oct 24	Body Composition	Malina Ch. 5-8, 11	Anthropometric synopsis
Oct 31	Athlete selection and physical characteristics	Research articles (TBA)	
Nov 7	Athlete selection and maturation	Malina 15-17, 25, 29	Synopsis due
Nov 14		Research Articles	
Nov 21		Presentation of final project	Synopsis due
Nov 28		Presentation of final project	
Dec 5		Due Dec. 9 th (85% and higher can opt out)	Final Exam

Bibliography

Barret et al.

Clark, J.E. & Whittall, J. (1989a). What is motor development? *Quest*, 41, 183-202.

Clark, J.E. & Whittall, J. (1989b). Changing patterns of locomotion: From walking to skipping. In M.H. Wollacott & A. Shumway-Cook (Eds.), *Development of posture and gait across the lifespan* (pp. 128-151). Columbia, SC: University of South Carolina Press.

Goodway et al.,

Haywood, K.M. & Getchell, N. (2005). *Life Span Motor Development, Fourth Edition*. Champaign, IL: Human Kinetics: Chapters: 1, 2, 6-9

Halverson, L.E. & Williams, K. (1985). Developmental sequences for hopping over distance: A prelongitudinal screening. *Research Quarterly for Exercise and Sport*, 56, 37-44.

*Garcia, C. (1994). Gender differences in young children's interactions when learning fundamental motor skills. *Research Quarterly for Exercise and Science*, 65, 213-225.

*Krombholz, H. (1997). Physical performance in relation to age, sex, social class and sport activities in kindergarten and elementary school. *Perceptual and Motor Skills*, 84, 1168-1170.

Langendorfer, S.L. (1987). A prelongitudinal test of motor stage theory. *Research Quarterly for Exercise and Sport*, 58, 21-29.

Langendorfer, S.L. & Robertson, M.A. (2002a). Developmental profiles in overarm throwing: Searching for attractors, stages and constraints. In J.E. Clark & J. Humphrey (eds) *Motor Development: Research and Reviews*, 1, (pp. 1-25). Reston, VA: NASPE.

*Langendorfer, S.L. & Robertson, M.A. (2002b). Individual pathways in the development of forceful throwing. *Research Quarterly for Exercise and Sport*, 73, 245-256.

*Messick, J.A. (1991). Prolongitudinal screening of hypothesized developmental sequences for the overhead tennis serve in experienced tennis players 9-19 years of age. *Research Quarterly for Exercise and Sport*, 62, 249-256.

*Raudsepp, L. & Paasuke, M. (1995). Gender differences in fundamental movement patterns, motor performances and strength measurements of pre-pubertal children. *Pediatric Exercise Science*, 7, 294-304.

*Roberton, M.A. (1982). Describing 'stages' within and across motor tasks. In J.A.S Kelso and J.E. Clark (Eds.), *The development of movement control and co-ordination* (pp. 293-307). New York, NY: John Wiley & Sons, Ltd.

*Roberton, M.A., Williams, K. & Langendorfer, S. (1980). Pre-longitudinal screening of motor development sequences. *Research Quarterly for Exercise and Sport*, 51, 724-731.

*Seefeldt, V. Haubenstricker, J. (1982). Patterns, phases or stages: An analytical model for the study of developmental movement. In J.A.S. Kelso and J.E. Clark, (Eds.), *The development of movement control and co-ordination*, New York, NY: John Wiley & Sons, Ltd.

*Strohmeier, H.S., Williams, K. & Schaub-George, D. (1991). Developmental sequences for catching a small ball: A prelongitudinal survey. *Research Quarterly for Exercise and Sport*, 62, 257-266.

*Thomas, J.R. & French, K.E. (1985). Gender differences across age in motor performance: A meta-analysis. *Psychological Bulletin*, 98, 260-282.

Thomas, K, Gallego, J.D. & Thoma, J.R. (2001). Motor development and skill acquisition during childhood and adolescence. In R.N. Singer, H.A. Hausenblas & C.M. Janelle (eds.) *Handbook of Sport Psychology*, Second Edition (pp. 20-52). New York, NY: Wiley and Sons.



DEPARTMENT OF EDUCATIONAL STUDIES

October 14, 2011

Dear Dr. Monsma:

The Educational Studies Department fully supports the proposed name changes for PEDU 650, PEDU 730, and PEDU 829. Thanks for your consideration of the Educational Psychology program regarding interdisciplinary concerns.

Sincerely,

A handwritten signature in cursive script that reads "Robert L. Johnson".

Robert L. Johnson



DEPARTMENT OF EXERCISE SCIENCE
ARNOLD SCHOOL OF PUBLIC HEALTH

October 12, 2011

Eva Monsma, Ph.D.
Associate Professor
Department of Physical Education
218 Blatt PE Center
University of South Carolina
Columbia, SC 29208

Dear Dr. Monsma,

The Exercise Science Department faculty have reviewed the following changes for the following courses:

1. PEDU 730 - Educational Psychology for Physical Education – change the title to **“Psychological Aspects of Athletic Performance and Injury Rehabilitation,”**
2. PEDU 731 - Mechanism of Motor Performance - change the title to **“Motor Skill Learning,”** and
3. PEDU 829 - Educational Psychology of Physical Education - change the title to **“Advanced Topics and Child and Adolescent Growth and Maturation.”**

We have no objections. If you need any further assistance, do not hesitate to contact me.

Best regards,

J. Larry Durstine, Ph.D.
Distinguished Professor and Chair Department of Exercise Science
Director of Clinical Exercise Programs