Course Inventory Change Request

New Course Proposal

Date Submitted: 02/11/15 1:14 pm

Viewing: PEHR 3350: Motor Learning and Development

Last edit: 02/18/15 11:17 am

Changes proposed by: lwright

Course Prefix: PEHR

Course Number: 3350

Effective Semester: Fall 2015

Department:
Family Consumer Science & Physical Education, Health, & Recreation (FAPE)

School:
School of Education

Course Title:

In Workflow

1. FAPE Chair
2. EDU Admin
3. EDU Dean
4. University Curriculum Committee Chair
5. Banner

Approval Path

1. 02/11/15 1:16 pm
Linda Wright
(lwright): Approved for FAPE Chair

2. 02/12/15 10:28 am
Robyn Whipple
(whipple): Rollback to FAPE Chair for EDU Admin

3. 02/12/15 10:31 am
Linda Wright
(lwright): Approved for FAPE Chair

4. 02/18/15 8:32 am
Robyn Whipple
(whipple): Rollback to FAPE Chair for EDU Admin

5. 02/18/15 11:17 am
Linda Wright
(lwright): Approved for FAPE Chair

6. 02/18/15 4:42 pm
Robyn Whipple
(whipple): Approved for EDU Admin

Motor Learning and Development

Short Course Title:  Motor Learning and Develop

Credits:  3
Workload Factors:  3
Primary Grade Type:  Standard Letter
Secondary Grade Type:
Instructor Permission Required:  No
Repeateable for Credit:
Schedule Type:  Lecture  Hrs/Wk:  3
Catalog Prerequisites?  No
Corequisites?  No
Course/Lab Fee?  No
Instruction Index Code:  FED 100
GE Status Requested:  No

Catalog Description
A study of how the development of physiological, perceptual, neurological, intellectual, and emotional factors affect motor learning. Knowledge from this course provides a framework for the establishment of programs that facilitate skill acquisition for all learners with a focus on children and adolescents. This course is required on most Exercise Science and/or Kinesiology degree plans. It is also prerequisite for many graduate programs in Exercise Science, or physical / occupational therapy.

Course Rotation:
Fall (every)

Justification for
course/change:
This course is required on most Exercise Science and/or Kinesiology degree plans. It is also pre-requisite for many graduate programs in Exercise Science, or physical / occupational therapy.

<table>
<thead>
<tr>
<th>Library Resources</th>
<th>Adequate: Yes</th>
</tr>
</thead>
</table>

| Tech Resources | Adequate: Yes |

Comparable Courses:
(use USHE course first)

<table>
<thead>
<tr>
<th>Institution</th>
<th>Prefix/Number</th>
<th>Credit(s)</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>UVU</td>
<td>EXCS 3550</td>
<td>3</td>
<td>Motor Learning &amp; Development</td>
</tr>
<tr>
<td>SUU</td>
<td>PE 3050</td>
<td>3</td>
<td>Motor Learning</td>
</tr>
<tr>
<td>U of U</td>
<td>PETE 3550</td>
<td>3</td>
<td>Motor Behavior</td>
</tr>
<tr>
<td>USU</td>
<td>PEP 3200</td>
<td>3</td>
<td>Motor Learning and Technology in Skill Analysis</td>
</tr>
</tbody>
</table>

Course Learning
Outcomes:
By the end of the course students will be able to:
1. demonstrate an understanding of the developmental perspective;
2. demonstrate an understanding of biological growth & development;
3. demonstrate an understanding of factors associated with the development of perception and information processing;
4. demonstrate an understanding of developmental changes in motor behavior across the lifespan;
5. demonstrate an understanding of methods of assessing developmental change;
6. demonstrate an understanding of socio-cultural influences on motor development;
7. demonstrate concepts of motor learning related to the establishment of programs that facilitate the acquisition of motor skills (e.g., effective practice sessions, feedback, etc.);
8. demonstrate the ability to research a selected topic and apply new knowledge, in a practical way, to a contemporary issue within the field of health, physical education, and/or sport.

How do your Course Learning Outcomes align to your Program Learning Outcomes?
Course Learning Objectives:
- demonstrate an understanding of the developmental perspective;
- demonstrate an understanding of biological growth & development;
- demonstrate an understanding of factors associated with the development of perception and information processing;
information processing;

demonstrate an understanding of methods of assessing developmental change

Exercise Science Learning Objectives:

demonstrate foundational knowledge of the biological, physiological, psychological, and
developmental factors associated with exercise, fitness, health, and skill acquisition
implement, conduct, and interpret fitness assessment protocols for healthy and at risk populations
that maximizes participants’ safety and minimizes risk

Schedule of lesson
activities that meet
Course Learning
Outcomes

Course Outline:

☐ Introduction to the Developmental Perspective
☐ Heredity & Neurological Changes
☐ Physical Growth Changes
☐ Physiological Changes
☐ Exam 1
☐ Research Paper Assigned
☐ Factors Affecting Growth & Development
☐ Perceptual Development
☐ Information Processing and Motor Control
☐ Information Processing and Motor Control
☐ Early Movement Behavior
☐ Exam 2
☐ Motor Behavior during Early Childhood
☐ Motor Behavior during Later Childhood and Adolescence
☐ Motor Behavior in the Adult Years
☐ Research Paper Assigned
☐ Assessment of Perceptual Motor Skills
☐ Assessment of Basic Movement Skills & Sport Skills
☐ Assessment of Health-Related Physical Fitness
☐ Sociocultural Influences on Motor Development
☐ Designing Programs
  o Physical, Affective, & Instructional Factors
  o Pre-practice Considerations – goal setting, demonstrations, directing attention, etc.
  o Practice Considerations – variable, whole/part, distribution, mental practice & Imagery
☐ Final Exam

Assessment activities
that provide
evidence of student
learning

  Average of chapter quiz grades 100 possible points
Exam 1 100 points
Exam 2 100 points
Exam 3 100 points
Research Paper 100 points
Class Participation 50 points
Research Abstract Presentation 50 points
Total Possible Points 600

Course Reviewer
Comments

whipple (02/12/15 10:28 am): Rollback: Please provide a catalog description.
whipple (02/18/15 8:32 am): Rollback: Change course description per SCC