



**EFFECTIVE: SEPTEMBER 2005**  
**CURRICULUM GUIDELINES**

A. Division: **Academic**

Effective Date: **September 2005**

B. Department:

If Revision, Section(s)  
 Revised:  
 Date of Previous Revision:  
 Date of Current Revision:

C: **SPSC 5493**

D:

**d development and motor development with direct application to quality physical education. Strategies for the learner and the practitioner will be discussed in order to maximize motor skill training**

Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  <b>Classroom/Lecture</b> <b>Lab</b>  Number of Contact Hours: (per week / semester for each descriptor)  <b>Classroom/Lecture = 2</b> <b>Lab = 1</b>  Number of Weeks per Semester:  <b>15</b>	<b>rerequisites:</b>
	<b>I:</b> Course Corequisites:  <b>None</b>
	<b>J:</b> Course for which this Course is a Prerequisite  <b>None</b>
	<b>K:</b> Maximum Class Size:  <b>30</b>

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

**M:** Course Objectives / Learning Outcomes

After having completed the course as outlined below, students will be able to demonstrate a basic knowledge of:

1. Terminology, language, and research methods used in this area of study.
2. Individual characteristics that influence human physical growth, motor development, perceptual motor development, psychosocial, cognitive and social and therefore affect the learning and control of motor skills.
3. The information processing model and factors affecting decision making
4. Describe & assess fundamental movement patterns
5. Describe the application of physical growth and motor development programs & practices
6. Characteristics of the learning environment & practice conditions which affect skill acquisition and performance.

**N:** Course Content:

**1. Physical Growth & Development**

### **3. Perceptual Motor Development**

3.1 Application of information processing & decision making factors to motor skill acquisition: sensory

**O:**