

Faculty Senate Curriculum Committee

12

Approval Form

Proposal Title: Motor Learning and Human Movement

Sponsor(s): Carolyn F. Addison Dept.: Health and Physical Education  
Daniel P. Stanley

Check one:  Course  Specialization  Concentration  Achievement Certificate  
 Certification Program  Major Program  Minor Change  
(please name: deletion or credit/title/catalog change)

Undergraduate  Graduate 3 Credit Hours

<p><b>Step 1 (Department)</b></p> <p><input type="checkbox"/> Approved <u>5/14/86</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>[Signature]</u> Dept. CC Chairperson</p> <p><input type="checkbox"/> Reviewed _____ Date</p> <p>_____ Chairperson, Dept.</p>	<p><b>Step 2 (Receipt)</b></p> <p>SCC# <u>83 86 - 80</u></p> <p>Proposal Received <u>5/10/86</u> Date</p> <p><u>Brenda A. Bolay</u> Chairperson, SCC</p>	<p><b>Step 3 (School CC)</b></p> <p>Reviewed <u>4/25/86</u> Date</p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p><b>Comments:</b></p> <p><u>[Signature]</u> Chairperson, School Curr. Comm.</p>
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**Step 4 (Academic Dean) Comments:**

Reviewed 4/25/86  
Date

[Signature]  
Signature, Dean of School

**Step 5 (SCC)**

Open Hearing 5/14/86  
Date

Approved by Senate Curriculum Committee 5/14/86  
Date

Returned to sponsor(s) for the following reasons:

**Step 6 (Faculty Senate)**

Presented to Faculty Senate : 5/21/86  
Date

Approved  Not Approved

Notification to Vice-President Academic Affairs 5/21/86  
Date

Brenda A. Bolay  
Signature, SCC Chairperson

**Step 7 (Vice-President for Academic Affairs)**

Received 5/22/86  
Date

Approved  Yes  No

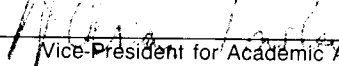
If no, reasons are as follows:

Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed 9/16/86  
Date

Signature   
Vice-President for Academic Affairs

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**Registrar**

Approved course description received \_\_\_\_\_  
Date

Hegis Taxonomy and Course Number assigned \_\_\_\_\_

Signature \_\_\_\_\_  
Registrar Date

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Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s), Academic Dean(s), Registrar, Sponsor(s).

MOTOR LEARNING AND HUMAN MOVEMENT  
COURSE PROPOSAL

I. Details

- A. Title - Motor Learning and Human Movement
- B. Sponsors - Carolyn F. Addison, Daniel P. Stanley and Health/Physical Education Department
- C. Level - Upper Undergraduate - 3 credits
- D. Curricular Effect - Health/Physical Education major Restrictive Elective
- E. Pre-Requisite - None
- F. Calendar Projection - Spring 1987
- G. Present Staff, Resources and Library are adequate with additional sources in education information resource center

II. Rationale

Health and Physical Education majors and other students who wish to teach and coach sports need to understand theory and principles of learning pertaining to human movement. The science of motor learning has established itself as a requirement for understanding efficient human movement. A course about motor learning is offered in most college Health/Physical Education undergraduate degree models. The NASDTEC (1985) evaluation recommended a course in motor learning for the Health and Physical Education degree model.

III. Essence

- A. Objectives - Upon completion of the course, the student will be able to:
  - 1. List and define the major concepts of learning theorists.
  - 2. Identify and discuss major principles and steps in the motor learning process.
  - 3. Identify physical and motor considerations, including sense acuity, perceptual mechanisms, cognitive processes and emotional effects of human movement.

4. Compare and contrast individual differences in motor ability, fitness, form and aspirations as they relate to the student learning.
5. Design motor learning tasks to observe the effects of variations in practice schedules and focus upon goals as factors influencing learning proficiency.
6. Examine conditions of the learning environment and make necessary modifications to improve motor learning effectiveness.
7. Utilize research from motor learning theorist and other disciplines to aid knowledge acquisition about efficient human movement.

#### IV. Topic Outline/Content

- A. Background/introduction to the learning process
  1. Kinds of learning, including motor learning
  2. Definitions or classifications of human movement
  3. What is skilled performance?
- B. Learning theories
  1. Applying learning theories to human movement
  2. Contemporary models and theories
  3. Motor learning/behavior model
- C. Factors about the individual learner
  1. Abilities and individual strengths
  2. Characteristics of the learner - fitness, sense reception, intelligence, personality
  3. Developmental considerations
- D. Motivational state (arousal) of the learner
  1. Attending cues = external/internal
  2. Goal setting techniques
  3. Physical readiness
- E. Practice designed for motor skill learning
  1. Practice schedules - rates of learning
  2. Expectations - rates of learning
  3. Reinforcements - task levels

F. Instructional variables

1. Whole versus part learning
2. Overt physical practice versus mental practice
3. Speed versus accuracy

G. Social variables affecting motor learning

1. Maturation level of the learner
2. Social motives for learning
3. Effects of external and internal stress on performance

V. Evaluation and Grading

1. Discussion/participation
2. Oral reports
3. Written assignments
4. Tests and quizzes
5. Written examination
6. Laboratory assignments

VI. Course Evaluation

Course evaluation and relevancy will be assessed by Health and Physical Education Department Curriculum Committee review, student response instruments, course instructor ongoing evaluations, and periodic curriculum review by accrediting agencies.

VII. Consultation

The Health/Physical Education Department has reviewed and approved this proposal.

## VIII. Catalogue Description

### Motor Learning and Human Movement -

Students will receive an introduction to major theories and principles concerning motor learning and performance of physical skills. Emphasis is placed upon the preparation of instructional designs which enhance skill and knowledge acquisition of the learner.



GLASSBORO STATE COLLEGE

Psychology Department

Glassboro, New Jersey 08028-1763  
(609) 863-6016/6017

TO: Carolyn Addison, Health & Physical Education Department  
FROM: Horace Keller, Psychology Department *HK*  
RE: Course Proposal - Motor Learning and Human Movement  
DATE: April 17, 1986

I have reviewed the proposal for a course entitled, Motor Learning and Human Movement. There are no apparent conflicts or overlap with courses now being offered by the Psychology Department.

HK:klh