

# NEW COURSE PROPOSAL

PROGRAM: LIBERAL STUDIES

- 1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

**PHED 302 MOTOR LEARNING, FITNESS, AND DEVELOPMENT IN CHILDREN (2)**

Physical education for children, fundamentals of motor learning, health, fitness and age-appropriate activities for elementary school age children. Teaching, planning and implementing an effective physical education program. May be taken concurrently with PHED 303. This is not an activity/performance course.

GenEd: E

**2. Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment
Lecture	2	1	30
Seminar			
Laboratory			
Activity			

- 3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

PHED 302 is a required course in the Teaching and Learning Option. It is designed to meet Category E and the concentration in Physical Education and Health in the Liberal Studies Teaching and Learning Option. This is not an activity/performance course.

Upon successful completion of this course, the student will be able to:

- Explain movement concepts including body awareness, space awareness, and movement exploration
- Discuss basic concepts of biomechanics that affect movement, such as how the body moves and how such movement is influenced by gravity, friction, and the laws of motion.
- Describe critical elements of basic movement skills, such as stepping in opposition when throwing and/or following through when kicking a ball.
- Discuss health and fitness benefits and associated risks, supporting a physically active lifestyle, related to safety and medical factors (e.g., asthma, diabetes).
- Explain the basic rules and social etiquette for a variety of traditional and nontraditional games, sports, dance, and other physical activities.
- Identify activities for their potential to include all students regardless of gender, race, culture, religion, abilities, or disabilities.
- Describe the sequential development of fine and gross motor skills in children and young adolescents and the influence of growth spurts (changes in height and weight) and body type on movement and coordination.
- Describe the developmental appropriateness of cooperation, competition, and responsible social behavior for children of different ages.

**4. Is this a General Education Course**

YES

NO

If Yes, indicate GE category:

A (English Language, Communication, Critical Thinking)	
B (Life Sciences)	

<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	<b>X</b>

**5. Course Content in Outline Form.**

Motor learning fundamentals  
Physical education regulations  
Physical Education Challenge Standards  
Lesson Design  
Liability  
Blending of Cognitive, Affective and Psychomotor Domains  
Age –Appropriate Curriculum Design  
Survey of present physical education programs

**6. References**

R. P. Pangrazi, *Dynamic Physical Education For Elementary School Children*, 2000.  
G. Kirchner and G. J. Fishburne, *Physical Education For Elementary School Children*, 1998.

**7. List Faculty Qualified to Teach This Course.**

Faculty

**8. Frequency.**

a. Projected semesters to be offered: Fall   X   Spring   X   Summer       

**9. New Resources Required.**

- Computer (data processing), audio visual, broadcasting needs, other equipment
- Library needs
- Facility/space needs  
Conference Hall 3-Gymnasium

**10. Consultation.**

If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Philip Hampton 1/8/03  
Proposer of Course Date