



**A:** Division: **Science & Technology**

Date: **November 21, 2000**

**B:** Department/  
Program Area: **Sport Science**

New Course

Revision

If Revision, Section(s) Revised: **C**

Date Last Revised: **February, 1988**

**C: SPSC 195**

**D: Physical Growth and Motor Development**

**E: 3**

Subject & Course No.	Descriptive Title	Semester Credits
<p><b>F:</b> Calendar Description: In this course students will examine the physical growth and motor development of the first two decades of life, with particular reference to the effects of physical activity on growth, development and health. Development differences in the motor abilities of children will be studied.</p>		
<p><b>G:</b> Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p><b>Lecture/Discussion</b></p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p><b>4</b></p> <p>Number of Weeks per Semester:</p> <p><b>14</b></p>	<p><b>H:</b> Course Prerequisites:</p> <p><b>None</b></p>	
	<p><b>I:</b> Course Corequisites:</p> <p><b>None</b></p>	
	<p><b>J:</b> Course for which this Course is a Prerequisite:</p> <p><b>None</b></p>	
	<p><b>K:</b> Maximum Class Size:</p> <p><b>35</b></p>	
<p><b>L:</b> PLEASE INDICATE:</p> <p><input type="checkbox"/> Non-Credit</p> <p><input type="checkbox"/> College Credit Non-Transfer</p> <p><input checked="" type="checkbox"/> College Credit Transfer: Requested <input checked="" type="checkbox"/> Granted <input checked="" type="checkbox"/></p> <p>SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (<a href="http://www.bccat.bc.ca">www.bccat.bc.ca</a>)</p>		
<p>Equivalent Courses:</p> <p>U.B.C. PE 284 (1.5 Units)</p> <p>S.F.U. KIN 100 (1.5 Credits Unassigned)</p> <p>U.VIC. PE 100 level (1.5 Units)</p>		

**M:** Course Objectives/Learning Outcomes

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

1. Describe human physical growth and the implications to participation in physical activity
2. Describe human motor development and the implications to participation physical activity
3. Describe fundamental movement patterns
4. Describe the application of physical growth and motor development programs and practices

**N: Course Content**

1. Physical Growth

The student will:

- 1.1 Describe reflex behaviour
- 1.2 Describe the concepts associated with rudimentary movement
- 1.3 Describe factors that influence physical growth
- 1.4 Describe the relationship between physical growth and participation in physical activity
- 1.5 Describe the concept of the growth curve and the implications for participation in physical activity
- 1.6 Describe the effects of puberty on physical growth and on participation in physical activity
- 1.7 Describe the concepts of developmental, skeletal and chronological age and their relationship to participation in sport and fitness activities
- 1.8 Describe the use of growth standards and anthropometric measures within the context of physical education

2. Motor Development

The student will:

- 2.1 Describe motor development, perceptual-motor development and motor abilities and the implications for participation in physical activity
- 2.2 Describe the effects of physical fitness and training on motor abilities
- 2.3 Discuss motor development research issues within the context of physical education
- 2.4 Describe the use of a motor development model within the context of physical education
- 2.5 Describe the relationship between self concept and motor development

3. Fundamental Movement Patterns

The student will:

- 3.1 Identify the stages involved in locomotory movements:
  - 3.1.1 walking
  - 3.1.2 running
  - 3.1.3 jumping
  - 3.1.4 hopping
- 3.2 Describe the application of locomotory stages to physical education
- 3.3 Identify the stages involved in manipulative movements:
  - 3.3.1 throwing
  - 3.3.2 catching
  - 3.3.3 kicking
  - 3.3.4 striking

**N:** Course Content (continued)

3.4 Describe the application of manipulative stages to physical education

3.5 Identify the concepts involved in stability:

3.5.1 static balance

3.5.2 dynamic balance

3.5.3 rolling

3.6 Describe the application of stability concepts to physical education

4. Programs and Practices

The student will:

4.1 Describe the issue of physical growth and motor development programs in physical education

4.2 Discuss the issues associated with the use of physical growth and motor development programs and practices

4.3 Describe the application and use of field tests and field studies of physical growth and motor development within the context of physical education

4.4 Describe assessment programs and practices and the implications for participation in physical activity

4.5 Describe concepts and issues related to disabling and handicapping conditions within the context of physical growth and motor development programs and practices

4.6 Discuss the effects of body image on participation in physical activities and on motor development

**O:** Methods of Instruction

1. Lecture
2. Discussion
3. Discussion groups
4. Audio-visual presentations
5. Guest presenters
6. Field trips

**P:** Textbooks and Materials to be Purchased by Students

Haywood, K.M. (1993). Lifespan Motor Development (2<sup>nd</sup> ed). Champaign, IL. Human Kinetics.

**Q:** Means of Assessment

Examinations (3)	50%
Projects (2)	40%
Preparation and Participation	10%

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

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Course Designer(s)

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Education Council/Curriculum Committee Representative

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Dean/Director

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Registrar