![Douglas College logo]

A.	Division:	Science & Technology	Effective Date:		September 2004

B.	Department / Program Area:	Sport Science	Revision	X	New Course	

If Revision, Section(s) Revised: C

Date of Previous Revision: November 20, 2001
Date of Current Revision: February 5, 2004

C: SPSC 1195	**D**: Physical Growth and Motor Development	**E:**	3
Subject & Course No.	Descriptive Title	Semester Credits	

F: Calendar Description: This course is a "learn-by-doing" Sport Sciences course. The student will develop a basic working knowledge of physical growth and motor development from a life span perspective. Students will be challenged to apply this knowledge to set goals and expectations to integrate their learning to develop strategies to foster optimal motor development in every individual.

G: Allocation of Contact Hours to Type of Instruction / Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Practice/Video Production

Number of Contact Hours: (per week / semester for each descriptor)

4

Number of Weeks per Semester: 15

H: Course Prerequisites:

None

I: Course Corequisites:

None

J: Course for which this Course is a Prerequisite

None

K: Maximum Class Size:

30

L: PLEASE INDICATE**:**

	Non-Credit
	College Credit Non-Transfer
X	College Credit Transfer

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

UBC	PE 284	(1.5 units)
SFU	KIN 100	(1.5 Credits Unassigned)
UVIC	PE 100 level	(1.5 units)

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 in physical activity
3. Describe fundamental movement patterns
4. Describe the application of physical growth and motor development programs and practices
5. Create, film, edit and add text to videos using Power Point

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
   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 groups
3. Video editing workshops
4. Power Point workshops
5. Audio-visual presentations
6. Guest presenters
7. Field trips

P: Textbooks and Materials to be Purchased by Students

Haywood, K.M. and N. Getchell (2001). Lifespan Motor Development (3rd ed). Champaign, IL. Human Kinetics

Q: Means of Assessment

Examinations (3)	50%
Video production	20%
Term paper	20%
Student presentation	10%
TOTAL	100%

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

Course Designer(s)   Education Council / Curriculum Committee Representative

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Dean / Director   Registrar