



Canadian Sports Business Academy

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## **Snow Sports Professional Program**

*Document Revision Date: September 29, 2016*

## **Program Purpose**

### **Program Length**

Two years with each year comprised of four semesters.

Semester 1: May to July

Semester 2: August to October

Semester 3: November to January

Semester 4: February to March

### **Program Description**

This combined skills program is to prepare international students for an exciting career as a snow sport professional and promote English language development. Focused English language training will prepare the student for communication and academic preparation required to communicate effectively and write the various external certification exams. Year 1 focuses on applied leadership, fitness, technical skill development and the basic first aid. Students will have the choice of the ski or snowboard option. Year 2 focuses primarily on skills required to complete the option and the appropriate level instructor certification.

### **Program Learning Outcomes**

1. Perform the CASI or CSIA snow technical skills.
2. Demonstrate an understanding of the role of the teacher.
3. Create positive learning environments that reflect experiential education learning.
4. Demonstrate leadership skills in organizing events and within teams.
5. Apply first aid in a variety of contexts.
6. Demonstrate the ability to work in a team-based environment.
7. Select and maintain equipment.
8. Create cross-training programs for a variety of needs and clients.
9. Display written, reading, speaking, and listening English communication skills.

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**Course Overview**  
**Snow Sports Professional Year 1 Courses**

	Course Number	Course Name	Approximate Hours			
			Theory		Practical	Total
			Course	ESL		
<b>Semester 1</b> <b>May - July</b>	CORE110	English as a Second Language (ESL)	60	-	-	<b>60</b>
	CORE111	Foundations of Health and Fitness	10	10	10	<b>30</b>
	CORE112	Introduction to Biomechanics	10	10	10	<b>30</b>
	CORE113	Foundations of Sports Leadership	20	25	-	<b>45</b>
	SNSP114	Equipment Basics	10	-	-	<b>10</b>
	SNSP115	Skills Development	10	-	80	<b>90</b>
					<i>Total Semester Hours</i>	<b>265</b>
<b>Semester 2</b> <b>Aug - Sept</b>	CORE120	English as a Second Language (ESL)	75	-	-	<b>75</b>
	CORE121	Wilderness First Aid	8	-	12	<b>20</b>
	CORE122	Resistance Training and Program Design, Level 1 (Instructor only)	12	6	27	<b>45</b>
	CORE123	Applied Sports Leadership	8	15	67	<b>45</b>
	SNSP125	Dryland Training (Instructor only)	-	-	45	<b>45</b>
	SNSP126	Athlete Skills Development (Athlete only)	-	-	115	<b>115</b>
	SNSP128A, SNSP128B	Snow Sports Level 1 and 2 Instruction Methods (Instructor only)	12.5	-	12.5	<b>25</b>
					<i>Total Semester Hours</i>	<b>255</b>
<b>Semester 3</b> <b>Nov - Jan</b>	CORE130	English as a Second Language (ESL)	45	-	-	<b>45</b>
	CORE132	Resistance Training and Program Design, Level 2	-	-	15	<b>15</b>
	CORE133	Media Production	30	-	-	<b>30</b>
	SNSP134	Equipment Advanced (Instructor only)	15	-	-	<b>15</b>
	SNSP136	Athlete Skills Development (Athlete only)	-	-	45	<b>45</b>
	SNSP138A	CSIA Theory and Skills Development, Level 1 (Instructor only)	-	-	150	<b>150</b>
	SNSP138B	CASI Theory and Skills Development, Level 1 (Instructor only)	-	-	150	<b>150</b>
	SNSP138C	Athlete Theory and Skills Development (Athlete only)	-	-	120	<b>120</b>
					<i>Total Semester Hours</i>	<b>255</b>
<b>Semester 4</b> <b>Feb - Mar</b>	CORE140	English as a Second Language (ESL)	30	-	-	<b>30</b>
	CORE142	Resistance Training and Program Design, Level 3 (Instructor only)	-	-	15	<b>15</b>
	SNSP144	Avalanche Skills Training Course	7.5	-	22.5	<b>30</b>
	SNSP146	Athlete Skills Development (Athlete only)	-	-	45	<b>45</b>
	SNSP148A	CSIA Theory and Skills Development Level 2 (Instructor only)	-	-	170	<b>170</b>
	SNSP148B	CASI Theory and Skills Development Level 2 (Instructor only)	-	-	170	<b>170</b>
	SNSP148C	Athlete Theory and Skills Development, Level 2 (Athlete only)	-	-	140	<b>140</b>
					<i>Total Semester Hours</i>	<b>245</b>

**Snow Sports Professional Year 2 Courses**

	Course Number	Course Name	Approximate Hours			
			Theory		Practical	Total
			Course	ESL		
<b>Semester 5</b> May - July	CORE250	English as a Second Language (ESL)	60	-	-	<b>60</b>
	CORE251	Applied Health and Fitness	10	10	10	<b>30</b>
	CORE252	Applied Sports Biomechanics	10	10	10	<b>30</b>
	CORE253	Applied Sports Leadership	5	10	30	<b>45</b>
	SNSP258	Summer Conditioning Camp	10	-	95	<b>105</b>
<i>Total Semester Hours</i>						<b>270</b>
<b>Semester 6</b> Aug - Sept	CORE260	English as a Second Language (ESL)	75	-	-	<b>75</b>
	CORE263	Applied Sports Leadership	5	10	30	<b>45</b>
	SNSP265	Dryland Training (Instructor training)	-	-	45	<b>45</b>
	SNSP266	Athlete Skills Development (Athlete only)	7	-	118	<b>125</b>
	SNSP268A, SNSP268B	Snow Sports Level 3 Instruction Methods (Instructor only)	25	-	-	<b>25</b>
	SNSP269	Self-Directed Study (Instructor only)	-	-	55	<b>55</b>
<i>Total Semester Hours</i>						<b>245</b>
<b>Semester 3</b> Nov - Jan	CORE270	English as a Second Language (ESL)	45	-	-	<b>45</b>
	SNSP276	Athlete Skills Development (Athlete only)	-	-	45	<b>45</b>
	SNSP278A	CSIA Theory and Skills Development (Instructor only)	65	-	150	<b>215</b>
	SNSP278B	CASI Theory and Skills Development (Instructor only)	65	-	150	<b>215</b>
	SNSP278C	Athlete Theory and Skills Development (Athlete only)	20	-	150	<b>170</b>
<i>Total Semester Hours</i>						<b>260</b>
<b>Semester 4</b> Feb - Mar	CORE280	English as a Second Language (ESL)	30	-	-	<b>30</b>
	SNSP286	Athlete Skills Development (Athlete only)	-	-	45	<b>45</b>
	SNSP288A	CSIA Theory and Skills Development (Instructor only)	70	-	150	<b>220</b>
	SNSP288B	CASI Theory and Skills Development (Instructor only)	70	-	150	<b>220</b>
	SNSP288C	Athlete Theory and Skills Development (Athlete only)	15	-	160	<b>175</b>
<i>Total Semester Hours</i>						<b>250</b>

## Course Descriptions

### SEMESTER 1

#### **CORE110A – English as a Second Language – 60 Hours**

This course will equip students to speak, listen, read, and write at the Cambridge A1 level. Topics covered will include “Hello,” “All About Me,” and “Food and Drink.” Students will also develop the ability to use the verb to be, and the present simple tense. Vocabulary will include countries and nationalities, food, and numbers.

#### Course Learning Requirements

- Demonstrate Cambridge A1 level speaking, listening, writing, and reading skills.
- Identify and appropriately use unit vocabulary relating to meeting and greeting, asking and offering personal details, and ordering food or drink in a café.
- Identify and apply the present simple tense.
- Identify and appropriately use unit verbs such as to be.

#### **CORE110B – English as a Second Language – 60 Hours**

This course will equip students to speak, listen, read, and write at the Cambridge A2 level. Topics covered will include “Friends,” “Shopping,” and “Food and Drink.” Students will also develop the ability to use the present simple tense, using to be and to have, tell the time, and use quantitative phrases including *how much* and *how many*.

#### Course Learning Requirements

- Demonstrate Cambridge A2 level speaking, listening, writing, and reading skills.
- Identify and appropriately use unit vocabulary relating to friends, shopping, food and drink, and telling time.
- Recognize and appropriately use verbs such as to be and to have.
- Identify and appropriately use quantitative phrases such as how much and how many.

#### **CORE110C – English as a Second Language – 60 Hours**

This course will equip students to speak, listen, read, and write at the Cambridge B1 level. Topics covered will include “House and Habits”, including vocabulary relating to home activities, “Student Days”, including vocabulary relating to classes, studying, and routines, and “Fun Time”, including vocabulary relating to free time and hobbies. Students will also develop the ability to use the present simple, present continuous, past simple and past continuous tenses, time and place prepositions and frequency adverbs, and verbs followed using *to* or *-ing*.

#### Course Learning Requirements

- Demonstrate Cambridge B1 level speaking, listening, writing, and reading skills.
- Identify and appropriately use unit vocabulary relating to the home and hobby activities.
- Recognize and appropriately use countable and uncountable nouns.
- Identify and appropriately use unit verbs such as *take*, *learn*, *have*, and *spend*.

- Apply present simple, present continuous, past simple, and past continuous tenses.
- Apply prepositions of time and place.
- Apply frequency adverbs.
- Identify and appropriately use verbs using *to* or *-ing*.

### **CORE110D – English as a Second Language – 60 Hours**

This course will equip students to speak, listen, read, and write at the Cambridge B2 level. Topics covered will include “A Family Affair”, including vocabulary relating to phrasal verbs appropriate for home and family contexts, “Leisure and Pleasure”, including vocabulary relating to phrasal verbs appropriate for hobbies and free time contexts, “Happy Holidays?”, including vocabulary related to travelling, and “Food, glorious food”, including vocabulary relating to food and restaurants. Students will develop the ability to use the present perfect simple, present perfect continuous tenses, past simple, past continuous, past perfect simple, and past perfect continuous tenses. Also covered will be making comparisons, appropriately using *-ed* or *-ing* adjective endings and appropriately using ‘*so*’ and ‘*such*’ and ‘*too*’ and ‘*enough*’.

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Identify and appropriately apply phrasal verbs such as *get on with*, *do up*, *take up*, and *sum up*
- Produce correct collocations with *make* and *do*.
- Apply present perfect simple and present perfect continuous tenses.
- Apply past simple, past continuous, past perfect simple, and past perfect continuous tenses.
- Demonstrate ability to make comparisons.
- Differentiate appropriate times to use *-ed* or *-ing* verb endings.
- Identify and appropriately use words “*so*” and “*such*”, and “*too*” and “*enough*”.

### **CORE111 – Foundations of Health and Fitness – 30 Hours**

This is a combined skills course including such topics as anatomy, risk management, health programming and nutrition. Participants will learn how to make sound health and fitness life choices through the development of nutrition plans and personal fitness and training plans. This will include fitness self-assessment that can be used for future re-assessment and goal-setting. This course also provides students with basic sports injury prevention skills. ESL support in written, verbal, and comprehension skills will be provided throughout the course in report writing and presentations.

#### Course Learning Requirements

- Identify the basic anatomical structure of the human body.
- Explain concepts of athletic ability.
- Describe sports-injury prevention strategies.
- Identify the potential hazards associated with high-risk sports.
- Identify the key components of nutrition.
- Develop written, reading, listening, and verbal English language skills and further advance their ability to communicate in English in their personal life and in their field, particularly in the areas of health and fitness.

- Demonstrate an increased English vocabulary in topics related to health and fitness.
- Develop their ability to work and communicate in a professional manner.

### **CORE112 – Introduction to Biomechanics – 30 Hours**

This combined skills course will equip students to explain the basic biomechanics of the human body. Over the semester, students will learn about the muscular structure of the body and the role that natural laws, such as gravity and inertia, play in athletic muscle function. Students will apply fitness principles in order to analyze fitness and sports skills, and will develop the ability to adjust and self-correct mistakes in order to improve their performance efficiency and ultimately reduce injury. ESL support in written, verbal, and comprehension skills will be provided throughout the course in the form of preparation for presentations and project research assistance.

#### Course Learning Requirements

- Describe the structure and function of muscles in the human body.
- Summarize and explain the basic laws of mechanics (natural laws) of the body.
- Apply the principles of biomechanics to increase efficiency and effectiveness of training and reduce the chance of sports injuries.
- Analyze mechanics required of various athletic skills, including running, striking, throwing, and fluid mechanics, for self-correction.
- Develop written, reading, listening, and verbal English language skills and further advance their ability to communicate in English in their personal life and in their field, particularly in the context of biomechanics.
- Demonstrate an increased English vocabulary in topics related to biomechanics.
- Demonstrate ability to conduct business, complete work, and communicate in a professional manner.

### **CORE113 – Foundations of Sports Leadership – 45 Hours**

This is a combined skills course. This course will provide the student with an overview of the essential soft skills, such as teamwork and personality dynamics, required to be a leader in the field of sports. Students will hone their ability to set goals, communication skills, teaching and facilitation skills, and develop their conflict resolution abilities through team-building activities. In addition, students will learn about the importance of ethics and professionalism for effectiveness in sports leadership. ESL support in written, verbal, and comprehension skills will be provided throughout the course in the form of vocabulary building and presentation preparation.

#### Course Learning Requirements

- Explain the concepts of teaching and learning in a sports context, including feedback, active learning, and learning styles.
- Work and communicate efficiently and effectively as part of a team.
- Apply conflict resolution skills in group settings.
- Develop written, reading, listening, and verbal English language skills and further advance their ability to communicate in English in their personal life and in their field, particularly in the areas of sports leadership.

- Demonstrate an increased English vocabulary in topics related to sports leadership.
- Identify the benefits of professionalism and ethics in sports and business.
- Demonstrate the ability to work and communicate in a professional manner.

### **SNSP114 – Equipment Basics – 10 Hours**

This course will prepare the student to properly equip themselves for snow sports. Students will learn the basic elements of selecting the appropriate equipment, elements of ski and snowboard waxing and sharpening, tools for ski tuning, and the mechanisms that allow skis and snowboards to slide.

#### Course Learning Requirements

- Demonstrate ability to select appropriate equipment.
- Demonstrate basic ski and snowboard maintenance skills, including waxing and sharpening.
- Identify proper tools and their function for ski tuning.
- Properly equip themselves for personal ski and snowboard use.
- Identify physical elements of the function of skis and snowboards.

### **SNSP118 – Summer Conditioning Camp – 105 Hours**

This course is held towards the end of the season in the high alpine and on the glacier. Students will determine the basic and intermediate ski or snowboard skills they need to develop based upon their preference. Focus will be given on aspects such as basic balance, stance, gliding, edge control, separation, and angulation.

#### Course Learning Requirements

- Demonstrate consistency in basic snow sport skills, such as speed and turning.
- Demonstrate ability to blend skills to achieve steering and skidding arc.
- Identify basic physics of balance and stance.
- Identify areas for personal development in basic and intermediate snow sport skills.

## **SEMESTER 2**

### **CORE120A – English as a Second Language – 75 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge A1 level. Topics covered will include “My Life and My Family”, “Places”, “Work and Routines”, “Shopping and Fashion”, and “Past Events”. Students will develop the ability to ask and say where places are, make and accept offers, and describe clothing. Students will also develop the ability to communicate their daily routines and talk about past events.

#### Course Learning Requirements

- Demonstrate Cambridge A1 level speaking, listening, writing, and reading skills.
- Discuss life and family topics.
- Use “who”, “what”, “when”, “where”, and “why” questions.
- Use “there is” and “there are” in appropriate contexts.
- Distinguish between and appropriately use positive and negative questions.



- Use “this”, “that”, “these”, and “those” in appropriate contexts.
- Apply past simple tense.
- Use clothing, seasons, weather, free-time activities, and daily routine vocabulary.

### **CORE120B – English as a Second Language – 75 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge A2 level. Topics covered will include “Animals”, “Leisure and Hobbies”, “Clothes”, “Entertainment”, “Travel”, “Places and Buildings”, “Sport”, and “The Family”. Students will also develop the ability to use the conjunctions “and”, “but”, “or” and “because”, use comparative and superlative adjectives, use the modal verbs “must”, “have to”, “may”, “can”, and “could”, apply “going to” and “will” for the future tense, and use possessive adjectives and pronouns.

#### Course Learning Requirements

- Demonstrate Cambridge A2 level speaking, listening, writing, and reading skills.
- Distinguish between and use conjunctions “and”, “but”, “or”, and “because” in appropriate contexts.
- Use comparative and superlative adjectives in appropriate contexts.
- Distinguish between and use modal verbs including “must”, “have to”, “may”, “can”, and “could” in appropriate contexts.
- Use “going to” and “will” in appropriate contexts.
- Use possessive adjectives and pronouns.

### **CORE120C – English as a Second Language – 75 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge B1 level. Topics covered will include “Our World”, “Feelings”, “Leisure and Fashion”, “Out and About”, and “This is Me!”. Students will also develop the ability to use comparative and superlative adjectives, use modal verbs for ability and possibility as well as obligation and prohibition, apply present perfect tense, use the zero, first, and second conditionals, and use future verbs of “going to” and “will”.

#### Course Learning Requirements

- Demonstrate Cambridge B1 level speaking, listening, writing and reading skills.
- Use comparative and superlative adjectives.
- Distinguish between and appropriately use modal verbs including “can”, “could”, “might”, and “may” for ability and possibility.
- Distinguish between and appropriately use modal verbs including “should”, “shouldn’t”, “ought to”, “must”, “mustn’t”, “have to” for obligation and prohibition.
- Apply present perfect tense.
- Use the zero, first, and second conditionals.
- Use future verbs including “will” and “going to”.

### **CORE120D – English as a Second Language – 75 Hours**

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This course will continue to equip students to speak, listen, read, and write at the Cambridge B2 level. Topics covered will include “Study Time”, “My First Job”, “High Adventure”, “Dream of the Stars”, and “Secrets of the Mind”. Students will develop the ability to use zero, first, and second conditionals, countable and non-countable nouns, articles, modal verbs to express certainty and possibility, and modals expressing ability. Also covered will be the words “at”, “in”, and “on” in phrases expressing location.

Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Identify and appropriately use words “so” and “such”, and “too” and “enough”.
- Use zero, first, and second conditionals.
- Identify and appropriately use countable and uncountable nouns.
- Use articles.
- Use modal verbs to express certainty and possibility.
- Use modals to express ability.

**CORE121 – Wilderness First Aid – 20 Hours**

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This course through Wilderness Medical Associates International will introduce the students to general medical concepts and basic life support skills. It is targeted to the outdoor enthusiast on day trips or short adventures. Topics covered will include Patient Assessment System; CPR; Circulatory System; Nervous System; Respiratory System; Fractures, Stable Injuries; Splints 1-Extremities; Hypothermia; Hyperthermia and Heat Illness; Near Drowning; Lightning Injuries; Wounds and Burns; Anaphylaxis; Lifting, Moving Extrication; Patient Carries; and Backcountry Medicine. Upon successful completion of the course, students will receive certification in Wilderness First Aid and Adult CPR.

Course Learning Requirements

- Demonstrate basic first aid for fractures, injuries requiring splints, hypothermia, hyperthermia, near drowning, lightning injuries, wounds and burns, and anaphylaxis.
- Explain the Patient Assessment System.
- Demonstrate CPR.
- Explain the role of the circulatory, nervous, and respiratory systems.
- Demonstrate proper lifting/moving and patient carry procedures.
- Describe components of backcountry medicine.

**This course will be graded on a pass/fail basis. Successful certification in Wilderness First Aid and Adult CPR will constitute a Pass with full marks.**

**CORE122 – Resistance Training and Program Design, Level 1 (Instructor only) – 45 Hours**

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In this course participants will learn how to safely use a variety of resistance equipment as well as design a personalized resistance training plan, applying best training practices for muscle endurance, hypertrophy, and maximum strength. Topics will include the mechanics and function of resistance training equipment, the process to calculate resistance, how to select appropriate equipment and employ principles of reps, sets, and timing of lifts, and how to assess progress through comparative fitness assessment. ESL support will be provided for preparation of projects and log books.

Course Learning Requirements

- Apply muscle endurance principles to personal fitness program design.
- Apply hypertrophy to personal fitness program design.
- Apply maximum strength to personal fitness program design.
- Apply the mechanics and function of resistance training equipment, as well as the process and significance of calculating resistance.
- Select the appropriate equipment (i.e. stack machines, dumbbells, kettlebells, medicine balls, body weight, and bars) to apply the principles of reps, sets, and timing of lifts.
- Select and apply appropriate fitness assessments, and describe how these assessments contribute to training.

**CORE123 – Applied Sports Leadership – 45 Hours**

This is a combined skills course. Students will participate in a number of field experiences, ranging from overnight hike and camping, Baseball Camp, ski performance course, physio-therapy internship, yoga instructor course, and mountain biking, designed for the application and development of leadership skills. Students will be expected to plan for as well as report on their various field experiences. ESL support will be provided for preparation of presentations and reports.

Course Learning Requirements

- Explain the role of teamwork.
- Describe the various leadership communication styles.
- Demonstrate teamwork skills.
- Identify the various skills of leadership (including teamwork, communication, and professionalism).
- Plan a nutritionally balanced group meal.
- Plan route for back-country trip.
- Describe potential hazards and dangers of back-country travel.
- Select appropriate equipment and clothing for back-country travel.
- Demonstrate leadership skills.

**SNSP125 – Dryland Training (Instructor only) – 45 Hours**

Students will participate in a variety of dryland training activities (e.g. Mountain bike, Skateboard, Inline skating, Gym/Weight training) in order to maintain and improve their personal fitness level. Students will create a personalized fitness plan, setting personalized goals, both short and long range. Students will utilize a SMART goal framework in order to create goals that are specific, measurable, achievable, realistic and timely.

Course Learning Requirements

- Create a personalized fitness plan, including a workout routine.
- Set personalized goals, both short and long range.
- Review and re-set goals according to developmental progress.
- Set SMART goals, that are specific, measurable, achievable, realistic and timely.

**CORE126 – Athlete Skills Development (Athlete only) – 115 Hours**

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In this course students will improve their mental, physical and technical skills in order to improve their performance on the snow. Physical and technical skills will involve skateboarding, trampoline practice, gym workout sessions. Mental training will consist of visualization exercises, goal setting, relaxation, concentration, self-talk.

Course Learning Requirements

- Improve performance and skills on trampoline (e.g. backward roll, shoulder roll; back roller; front drop 180 degrees).
- Improve their spatial awareness when jumping and spinning.
- Improve their lateral balance skills on a skateboard.
- Improve their physical fitness – flexibility, balance, endurance and cardiovascular.
- Improve mental preparation for competitive performance through the use of visualization, goal setting and relaxation.

**CORE128A – Snow Sports Level 1 and 2 Instruction Methods (Instructor only) – 25 Hours**

This course provides the foundational concepts of sports instruction. Students will learn about how to apply teaching styles to suit various learning styles for student-centered teaching. Students will also use biomechanics language for instruction, apply theories of cognition and neuroplasticity to adjust lessons for various students, develop skills to work through challenging instruction situations, and learn about the process of lesson planning. Students will demonstrate their learning by means of a mock instruction presentation by which they will teach two ski skills to the class.

Course Learning Requirements

- Apply different teaching styles to various learning styles for student-centred teaching.
- Use essential biomechanics language for teaching.
- Apply theories of cognition and neuroplasticity to tailor teaching style to various ages.
- Maintain control of a class in challenging situations such as fear and accidents.
- Demonstrate an effective teaching process/flow through lesson planning.
- Apply sports instruction principles to teach ski lessons.

**CORE128B – Snow Sports Level 1 and 2 Instruction Methods (Instructor only) – 25 Hours**

This course provides the foundational concepts of sports instruction. Students will learn about how to apply teaching styles to suit various learning styles for student-centered teaching. Students will also use biomechanics language for instruction, apply theories of cognition and neuroplasticity to adjust lessons for various students, develop skills to work through challenging instruction situations, and learn about the process of lesson planning. Students will demonstrate their learning by means of a mock instruction presentation by which they will teach two snowboard skills to the class.

Course Learning Requirements

- Apply different teaching styles to various learning styles for student-centred teaching.
- Use essential biomechanics language for teaching.
- Apply theories of cognition and neuroplasticity to tailor teaching style to various ages.

- Maintain control of a class in challenging situations such as fear and accidents.
- Demonstrate an effective teaching process/flow through lesson planning.
- Apply sports instruction principles to teach snowboard lessons.

### SEMESTER 3

#### **CORE130A – English as a Second Language – 45 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge A1 level. Topics covered will include “Holidays”, and “Here and now”. Students will develop the ability to talk about a recent vacation and write a comment on an online forum. Students will be able to communicate using the past simple (including negatives and questions) and the present continuous.

##### Course Learning Requirements

- Demonstrate Cambridge A1 level speaking, listening, writing, and reading skills.
- Discuss holidays and vacations
- Communicate with a friend in the context of a phone conversation to make plans.
- Talk about the seasons and the weather.
- Write a diary entry.
- Identify and apply the past simple tense including questions and negatives.
- Identify and apply the present continuous.

#### **CORE130B – English as a Second Language – 45 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge A2 level. Topics covered will include “Weather”, “Books and Studying”, “The World of Work” and “Transport”. Students will develop the ability to use the present perfect and modal verbs. Vocabulary acquired will include words associated with work and jobs, the weather, transport and books.

##### Course Learning Requirements

- Demonstrate Cambridge A2 level speaking, listening, writing, and reading skills.
- Identify and appropriately use unit vocabulary relating to the weather, work, studying and transport.
- Identify and apply the present perfect tense.
- Distinguish between and use modal verbs including “must”, “mustn’t”, “don’t have to”, “should”, “need to”, and “needn’t”.
- Use (*not*) *as...as*, *enough*, and *too* in appropriate contexts.

#### **CORE130C – English as a Second Language – 45 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge B1 level. Topics covered will include “Fit and Healthy”, including vocabulary related to health and exercise, and “A Question of Taste” including vocabulary related to food and drink. Students will develop the ability to use the past perfect simple as well as which, that, who, whose, when and where clauses.

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- Demonstrate Cambridge B1 level speaking, listening, writing, and reading skills.
- Identify and appropriately use unit vocabulary relating to health, exercise, illness, accidents, food, drink, shops and services.
- Write a short story.
- Identify and produce *which, that, who, whose, when* and *where* clauses.
- Identify and apply the past perfect simple.

**CORE130D – English as a Second Language – 45 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge B2 level. Topics covered will include “Spend, Spend, Spend?”, “Medical Matters”, and “Animal Kingdom”. Students will develop the ability to use modals expressing ability and the third conditional. Also covered will be idiomatic expressions and phrasal verbs.

Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Identify and apply phrasal verbs such as *come up with, hang around with, wear out* and *be up to*.
- Identify and use idiomatic expressions including *rub shoulders with, get to the bottom of something* and *feel under the weather*.
- Apply the third conditional.
- Apply modals expressing ability.
- Write a letter giving advice.

**CORE132 – Resistance Training and Program Design – 15 Hours**

In this course participants will continue to develop their knowledge of resistance training and program design through the design of a program that takes muscle endurance, hypertrophy, and maximum strength into account. Students will learn intermediate concepts of the mechanics and function of resistance training equipment, as well as the process and importance of calculating resistance. Also emphasized in this course is the selection of goal-appropriate equipment and their application to the principles of reps, sets, and timing of lifts.

Course Learning Requirements

- Develop a personal fitness program.
- Explain the mechanics and function of resistance training equipment.
- Explain the process and significance of calculating resistance.
- Identify the appropriate equipment (i.e. stack machines, dumbbells, kettlebells, medicine balls, body weight, and bars) to apply the principles of reps, sets, and timing of lifts.
- Apply appropriate fitness assessments and explain how these assessments contribute to training.

**CORE133 – Media Production – 30 Hours**

This course will prepare teams of students to create a promotional marketing flyer. Students will increase their awareness of various software programs (e.g. power point, excel) as well as many photography skills

(shutter skills, exposure, composition) and design tips (e.g. white space, colour, layout, reading gravity). Students will collaboratively prepare and present their promotional flyer to the class.

#### Course Learning Requirements

- Work collaboratively as a team to produce a professional marketing flyer.
- Improve their working knowledge of two or more software programs.
- Support the design of their flyer through research and theory.
- Apply design principles in the development of their flyer.
- Improve their collaborative skills when working on a team project.

### **SNSP134 – Equipment Advanced (Instructor only) – 15 Hours**

In this course students will learn more about ski and snowboarding equipment, focusing primarily on the importance of establishing a good ski boot fitting and advanced ski tuning techniques. Students will apply their knowledge of foot mechanics and alignment to create a proper boot fitting. Students will apply this knowledge when fixing, adjusting, maintaining and repairing ski boots for both skiers and snowboarders.

#### Course Learning Requirements

- Explain how body mechanics and foot mechanics can impact ski performance.
- Solve basic ski boot problems (e.g. insoles, punching out boot).
- Apply foot mechanics, such as alignment, to adjust, fit and repair ski boots.
- Customize a boot fitting.
- Select the appropriate shell and liner for an individual.
- Flex of the boot shell (width/last).
- Adjust the shell (mould and shape) of an 'off the shelf' boot (boot punching).
- Customize an insole/foot bed for snowboard boot.
- Refine their waxing (according to weather conditions) and edging skills (sharpening) at an advanced level.

### **SNSP136 – Athlete Skills Development (Athlete only) – 45 Hours**

In this course students will improve their mental, physical and technical skills in order to improve their performance on the snow. Physical and technical skills will involve trampoline practice, on-snow training, and gym time. Mental training will consist of pre-competition mental planning, debriefing, and self-analysis.

#### Course Learning Requirements

- Apply visualization to improve performance.
- Apply self-talk exercises when performing jumps.
- Apply positive thinking techniques when performing jumps and air tricks.
- Demonstrate trampoline flipping skills.
- Demonstrate appropriate and effective use of free weights, resistance training, chin-ups, and pull-ups.

### **SNSP138A – CSIA Theory and Skills Development, Level 1 (Instructor only) – 150 Hours**



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This course develops the teaching skills and riding ability necessary to complete the CSIA Level 1 exam. Students will develop the CSIA general skills such as turning led by the lower body, upper and lower body separation that allows angulation to provide grip, use of all joints to maintain a centered stance, and movement patterns that are coordinated for efficient turn linking. Additionally, students will develop good decision-making skills, apply the experiential learning model, and adhere to learning contract principles. Specific skills such as gliding, direction change, speed management, and mobility will be developed at the CSIA Level 1 standard. Focus will be on beginner and intermediate terrain (groomed).

Course Learning Requirements

- Demonstrate gliding at the CSIA Level 1 standard.
- Demonstrate direction change at the CSIA Level 1 standard.
- Demonstrate speed management at the CSIA Level 1 standard.
- Demonstrate mobility at the CSIA Level 1 standard.
- Demonstrate technical reference points at the CSIA Level 1 standard.
- Apply technical reference points through analysis of skiers.
- Demonstrate professionalism in the teaching and learning environment.
- Apply appropriate teaching pedagogies to beginner and intermediate skiers.

**SNSP138B – CSIA Theory and Skills Development, Level 1 (Instructor only) – 150 Hours**

This course focuses on the necessary skills to develop a personal riding style and prepare students for CASI certification Level 1. Students will develop the CASI basic competencies like centered and mobile stance, turning with the lower body, and balance over the working edge. Specific skills such as skating, straight running, side slipping, pendulum, and speed control will be developed at the CASI Level 1 standard.

Course Learning Requirements

- Display the three Basic Riding Competencies, in beginner and intermediate terrain:
- Centered and mobile position
- Turning with the lower body
- Balance over the working edge
- Ride consistently on intermediate terrain at moderate speeds
- Show some ability to adjust their technique to a variety of turn types and different snow conditions
- Control speed
- Adjust skills to provide technically sound demonstrations, which are easy to copy
- Apply technical reference points through analysis of snowboarders
- Demonstrate professionalism in the teaching and learning environment
- Apply appropriate teaching pedagogies to beginner and intermediate snowboarders
- Display skills at the Consolidation stage of the basic competencies Motor Skills Development model

**SNSP138C –Athlete Theory and Skills Development, Level 1 (Athlete only) – 120 Hours**

This course focuses on the development of freeriding and freestyle ski and snowboard skills. Specific attention for skiers will be given to the acquisition of turning led by the lower body, upper and lower body



separation that allows angulation to provide grip, use of all joints to maintain a centered stance, and movement patterns that are coordinated for efficient turn linking. Specific attention for snowboarders will be given to the acquisition of basic competencies, including a centered and mobile position, turning with the lower body, and balance over the working edge. Focus will be on beginner and intermediate terrain (groomed).

#### Course Learning Requirements

- Demonstrate freeriding and freestyle ski or snowboard skills.
- Demonstrate proper balanced body position.
- Demonstrate proper turning procedures.
- Demonstrate basic park skills.
- Demonstrate straight air with grabs.
- Demonstrate basic rail slides.
- Develop self-assessment skills.

### **SEMESTER 4**

#### **CORE140A – English as a Second Language – 30 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge A1 level. Topics covered will include “Achievers” and “Plans”. Students will develop the ability to talk about abilities using can and can’t and talk about future plans with going to. Future time expressions and common verbs will also be covered.

#### Course Learning Requirements

- Demonstrate Cambridge A1 level speaking, listening, writing, and reading skills.
- Identify and apply ‘going to’ (positive, negative and questions) in future contexts.
- Ask and answer questions about abilities using ‘can’.
- Demonstrate appropriate word and sentence stress.
- Identify and apply common verbs and collocations

#### **CORE140B – English as a Second Language – 30 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge A2 level. Topics covered will include “Science and Technology”, “Health and Wellbeing”, “Language and Communication” and “People”. Students will develop the ability to use the first conditional and prepositions of time and place. Collocations with get, give, have, make, see and watch will be covered.

#### Course Learning Requirements

- Demonstrate Cambridge A2 level speaking, listening, writing, and reading skills.
- Identify appropriately use unit vocabulary related to science and technology, health and wellbeing, language and communication, and people.
- Identify and apply the first conditional and prepositions of time and place.
- Use collocations with get, have, make, see and watch.

#### **CORE140C – English as a Second Language – 30 Hours**

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This course will continue to equip students to speak, listen, read, and write at the Cambridge B1 level. Topics covered will include “Conserving Nature”, including vocabulary related to the natural world and the environment, and “What did you say?” including vocabulary related speaking and slang. Students will develop the ability to use the passive, reported speech, indirect questions and comparative and superlative adjectives.

Course Learning Requirements

- Demonstrate Cambridge B1 level speaking, listening, writing, and reading skills.
- Identify and appropriately use vocabulary relating to the natural world, the environment, speaking and slang.
- Write a letter.
- Identify and produce reported speech, reported commands, reported questions, indirect questions and the passive.
- Use prepositions of place.

**CORE140D – English as a Second Language – 30 Hours**

This course will continue to equip students to speak, listen, read, and write at the Cambridge B2 level. Topics covered will include “House Space”, including vocabulary related to spaces, place and locations, and “Fiesta!” including vocabulary related to festivals and celebrations. Students will develop the ability to express obligation and permission.

Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Identify and appropriately use vocabulary relating to locations, places, spaces, festivals and celebrations.
- Identify and apply the passive.
- Express obligation and permission.

**CORE142 – Resistance Training and Program Design, Level 3 (Instructor only) – 15 Hours**

In this course students will build upon foundation skills acquired in CORE132 Resistance Training and Program Design, Level 2. The purpose of the course is to develop skills that allow the participant to maintain their fitness levels and stay in top physical shape for their chosen physical activities, as well as the design of and adherence to a personal program.

Course Learning Requirements

- Design a personal program using resistance training equipment.
- Apply the mechanics and function of resistance training equipment to maintain fitness level.
- Integrate other disciplines into personal fitness programing.
- Create a log book.

**CORE144 – Avalanche Skills Training Course – 30 Hours**

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The Avalanche Skills Training Level 1 Course will provide an entry-level decision-making framework that is based on the most advanced knowledge available. It is suitable for use by people with basic training and little experience.

In addition, the course will:

- Provide the prerequisite knowledge required for further avalanche training.
- Introduce and promote the Avalanche Skills Training Level 2 Course as the logical next step for gaining intermediate-level decision-making skills.

Course Learning Requirements

- Understand the basics of avalanche formation and release.
- Identify avalanche terrain.
- Know the steps required to plan and carry out a trip.
- Use the Avaluator2.0 as a decision-making tool in areas where trips are rated using the Avalanche Terrain Exposure Scale (ATES) and where avalanche bulletins are available.
- Find resources for obtaining ATES terrain ratings if their trip is not rated.
- Find resources for obtaining avalanche danger ratings and avalanche bulletins if these are not available.
- Use appropriate travel techniques in avalanche terrain.
- Carry out a companion rescue.
- Understand the limits of their training.

**SNSP146 – Athlete Skills Development (Athlete only) – 45 Hours**

In this course students will improve their mental, physical and technical skills in order to improve their performance on the snow. Physical and technical skills will include trampoline practice and gym time. Mental training will consist of pre-competition mental planning, debriefing, and self-analysis.

Course Learning Requirements

- Apply visualization to improve performance.
- Apply self-talk exercises when performing jumps.
- Apply positive thinking techniques when performing jumps and air tricks.
- Demonstrate trampoline flipping skills.
- Demonstrate appropriate and effective use of free weights, resistance training, chin-ups, and pull-ups.

**SNSP148A – CSIA Theory and Skills Development, Level 2 (Instructor only) – 170 Hours**

This course develops the teaching skills and riding ability necessary to complete the CSIA Level 2 exam. Students will develop the CSIA general skills such as turning led by the lower body, upper and lower body separation that allows angulation to provide grip, use of all joints to maintain a centered stance, and movement patterns that are coordinated for efficient turn linking. Additionally, students will develop good decision-making skills, apply the experiential learning model, and adhere to learning contract principles.

Specific skills such as gliding, direction change, speed management, and mobility will be developed at the CSIA Level 2 standard. Focus will be on intermediate terrain (groomed and ungroomed).

#### Course Learning Requirements

- Demonstrate gliding at the CSIA Level 2 standard
- Demonstrate direction change at the CSIA Level 2 standard
- Demonstrate speed management at the CSIA Level 2 standard
- Demonstrate mobility at the CSIA Level 2 standard
- Demonstrate technical reference points at the CSIA Level 2 standard
- Apply technical reference points through analysis of skiers
- Demonstrate professionalism in the teaching and learning environment
- Apply appropriate teaching pedagogies to beginner and intermediate skiers.

### **SNSP148B – CASI Theory and Skills Development, Level 2 (Instructor only) – 170 Hours**

This course focuses on the necessary skills to develop a personal riding style and prepare students for CASI certification Level 2. Students will develop the CASI basic competencies on intermediate terrain (groomed and ungroomed) like centered and mobile stance, turning with the lower body, and balance over the working edge. Specific skills such as short radius turns, carving, basic terrain adaptation, basic freestyle maneuvers, and speed control will be developed at the CASI Level 2 standard. Students will acquire the 5 teaching skills required of a CASI Level 2 teacher.

#### Course Learning Requirements

- Display the 5 teaching skills of a CASI Level 2 teacher.
- Display the three Basic Riding Competencies, in intermediate terrain:
  - centered and mobile position.
  - turning with the lower body.
  - balance over the working edge.
- Ride consistently on intermediate terrain (groomed and ungroomed) at moderate speeds.
- Show some ability to adjust their technique to a variety of turn types and different snow conditions.
- Control speed.
- Adjust skills to provide technically sound demonstrations, which are easy to copy:
  - sliding turns.
  - basic and intermediate carved turns.
  - basic and intermediate terrain adaptation.
  - basic and intermediate freestyle maneuvers (switch riding, flatland tricks, small straight airs).

### **SNSP148C – Athlete Theory and Skills Development, Level 2 (Instructor only) – 140 Hours**

This course focuses on the development of freeriding and freestyle ski and snowboard skills. Specific attention for skiers will be given to the acquisition of turning led by the lower body, upper and lower body separation that allows angulation to provide grip, use of all joints to maintain a centered stance, and movement patterns that are coordinated for efficient turn linking. Specific attention for snowboarders will be given to the acquisition of

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basic competencies, including a centered and mobile position, turning with the lower body, and balance over the working edge. Focus will be on intermediate and advanced terrain (groomed).

Course Learning Requirements

- Demonstrate intermediate freeriding and freestyle ski or snowboard skills.
- Demonstrate proper balanced body position at an intermediate level.
- Demonstrate intermediate proper turning procedures.
- Demonstrate intermediate park skills.
- Demonstrate straight air with grabs at an intermediate level.
- Demonstrate intermediate rail slides.
- Develop self-assessment skills.
- Develop analysis skills for other skiers/snowboarders.

**SEMESTER 5**

**CORE250 – English as a Second Language – 60 Hours**

*\*See CORE110*

**CORE251 – Applied Health and Fitness – 30 Hours**

In this course, the student builds upon foundational health and fitness concepts developed in the prerequisites. Emphasis is placed upon the creation and design of fitness programs that reflect high risk environments, nutrition plans, cardio programs, and resistance training programs.

Course Learning Requirements

- Assess high risk athletic environments.
- Design nutrition plans.
- Design a cardio program.
- Design a resistance training program.
- Apply best practices for health and fitness.

**CORE252 – Applied Sports Biomechanics – 30 Hours**

In this course students will build upon foundational skills acquired in CORE112 Introduction to Biomechanics. The purpose of this course is to analyze skills for efficiency and effectiveness in order to perform the various skills at an appropriate level.

Course Learning Requirements

- Perform striking skills.
- Perform throwing skills.
- Perform edge sports skills.
- Perform spin sports skills.
- Analyze skills to determine efficiency and effectiveness.

**CORE253 – Applied Sports Leadership – 45 Hours**

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In this course the student will acquire the skills to make appropriate decisions in the planning of one three-day back-country trip. Specific skills emphasized will be leadership, teamwork, and responsibility as students lead a team into a back-country environment.

Course Learning Requirements

- Apply leadership skills in an appropriate context.
- Plan an overnight back-country trip.
- Delegate roles and responsibilities for equipment and food.
- Acquire appropriate supplies for an overnight back-country trip.
- Determine potential hazards.
- Document travel plans.
- Obtain appropriate permits and permissions.
- Create pre- and post-trip checklists.
- Make appropriate back-country decisions.

**SNSP258 – Summer Conditioning Camp – 105 Hours**

This course is held towards the end of the season in the high alpine and on the glacier. Students will determine the intermediate and advanced skills they need to develop based upon a self-analysis. Focus will be given on aspects such as balance, stance, gliding, edge control, separation, and angulation in intermediate and advanced environments.

Course Learning Requirements

- Develop advanced skills for skiing/snowboarding on soft snow.
- Develop advanced analysis skills.
- Develop advanced self-assessment skills.
- Demonstrate proficiency in the key areas of skiing/snowboarding in intermediate and advanced environments.
- Develop written, reading, listening and verbal English communication skills for application in their chosen field.

**SEMESTER 6**

**CORE260 – English as a Second Language – 75 Hours**

*\*See CORE120*

**CORE263 – Applied Sports Leadership – 45 Hours**

In this course the student will refine a number of skills in order to make appropriate decisions in the planning of a one three-day back-country trip. Specific skills emphasized will be leadership, teamwork, safety, risk analysis and responsibility as students lead a team into a back-country environment.

Course Learning Requirements

- Apply leadership skills in a safe and appropriate manner.
- Develop a comprehensive plan for an overnight back-country trip.

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- Delegate roles and responsibilities for equipment and food.
- Acquire appropriate supplies for an overnight back-country trip.
- Determine potential hazards and safety protocols.
- Document and file travel plans.
- Obtain appropriate permits and permissions.
- Create pre- and post-trip checklists for all participants.
- Make safe, ethical and appropriate back-country decisions.

### **SNSP265 – Dryland Training – 45 Hours**

Students will participate in a variety of dryland training activities (e.g. Mountain bike, Skateboard, Inline skating, Gym/Weight training) in order to maintain and improve their personal fitness level. Students will create a personalized fitness plan, setting personalized goals, both short and long range. Students will utilize a SMART goal framework in order to create goals that are specific, measurable, achievable, realistic and timely.

#### Course Learning Requirements

- Create a personalized fitness plan, including a workout routine.
- Set personalized goals, both short and long range.
- Review and re-set goals according to developmental progress.
- Set SMART goals, that are specific, measurable, achievable, realistic and timely.

### **SNSP266 – Athlete Skills Development (Athlete only) – 125 Hours**

In this course students will improve their mental, physical and technical skills in order to improve their performance on the snow. Physical and technical skills will involve skateboarding, trampoline practice, gym training, soccer, tennis, and running to increase fitness levels. Students will have the opportunity to listen to a sport psychologist or elite athlete who will visit class and share their insights.

#### Course Learning Requirements

- Develop trampoline skills (back tuck; gainer back tuck; barani tuck and barani pike; Misty 540).
- Demonstrate skateboarding (Ollie; front and backside turns on an incline or quarter pipe).
- Use the gym (power lifting) to improve strength and coordination.
- Use tennis and soccer to improve body coordination.
- Explain the basic principles of mental training.

### **SNSP268A – Snow Sports Level 3 Instruction Methods (Instructor only) – 25 Hours**

In this course students will be introduced to Level 3 teaching methodologies as required by CSIA. Students will be able to apply these methodologies when they are on the slopes with clients. Specific attention will be given to experiential learning, creating a good client experience, and developing communication skills. Students will focus on what is good ski instructor teaching, and how this impacts client experience. This course is specifically designed to prepare the student to write the CSIA Level 3 exam.

#### Course Learning Requirements

- Determine client needs.

- Create a positive learning experience.
- Apply experiential learning theory.
- Explain the pedagogical models of the CSIA Level 3.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

### **SNSP268B – Snow Sports Level 3 Instruction Methods (Instructor only) – 25 Hours**

In this course students will be introduced to Level 3 teaching methodologies as required by CASI. Students will be able to apply these methodologies when they are on the slopes with clients. Specific attention will be given to experiential learning, creating a good client experience, and developing communication skills. Students will focus on what is good snowboard instructor teaching, and how this impacts client experience. This course is specifically designed to prepare the student to write the CASI Level 3 exam.

#### Course Learning Requirements

- Determine client needs.
- Create a positive learning experience.
- Apply experiential learning theory.
- Explain the pedagogical models of the CASI Level 3.
- Develop communication skills.
- Develop personal awareness of their style as a snowboard instructor.

### **SNSP269 – Self-Directed Study (Instructor only) – 55 Hours**

In this course, students will have the opportunity to explore athletic pursuits beyond their chosen field of focus. Through the exploration of new sports, students will broaden their personal interests and develop through the benefits of cross-discipline training. Students will be expected to consult with their instructor to determine appropriate activities.

#### Course Learning Requirements

- Develop personal interests in athletic pursuits outside their chosen field.
- Explain the benefit of participating in sports and athletic pursuits outside their chosen field.
- Develop cross-discipline skills.
- Demonstrate leadership and initiative in seeking new activities.
- Develop written, reading, listening, and verbal English communication skills for application to their chosen field.

## **SEMESTER 7**

### **CORE270 – English as a Second Language – 45 Hours**

*\*See CORE130*

### **SNSP276 – Athlete Skills Development (Athlete only) – 45 Hours**



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In this course students will improve their mental, physical and technical skills in order to improve their performance on the snow. Physical and technical skills will involve trampoline practice, gym training, and running to increase fitness levels.

Course Learning Requirements

- Demonstrate trampoline skills (back tuck; gainer back tuck; barani tuck and barani pike; Misty 540 and Misty 720; Cork 720; Rodeo 540).
- Use gym (power lifting) to improve strength and coordination.
- Explain the basic principles of mental training.

**SNSP278A – CSIA Theory and Skills Development (Instructor only) – 215 Hours**

This course develops the teaching skills and riding ability necessary to complete the CSIA Level 3 exam. Students will develop the CSIA general skills such as. Additionally, students will develop good decision-making skills, apply the experiential learning model, and adhere to learning contract principles. Specific skills such as gliding, direction change, speed management, and mobility will be developed at the CSIA Level 3 standard. Focus will be on intermediate and advanced terrain (groomed and ungroomed).

Course Learning Requirements

- Demonstrate gliding at the CSIA Level 3 standard.
- Demonstrate direction change at the CSIA Level 3 standard.
- Demonstrate speed management at the CSIA Level 3 standard.
- Demonstrate mobility at the CSIA Level 3 standard.
- Demonstrate technical reference points at the CSIA Level 3 standard.
- Apply technical reference points through analysis of skiers.
- Demonstrate professionalism in the teaching and learning environment.
- Apply appropriate teaching pedagogies to beginner and intermediate skiers.

**SNSP278B – CASI Theory and Skills Development (Instructor only) – 215 Hours**

This course develops the teaching skills and riding ability necessary to complete the CASI Level 3 exam. Students will develop the CSIA general skills such as maintaining strength and glow, arc-to-arc, loading and deflection, and steering versatility. Additionally, students will develop good decision-making skills, apply the experiential learning model, and adhere to learning contract principles. Specific skills such as gliding, direction change, speed management, and mobility will be developed at the CASI Level 3 standard. Focus will be on intermediate and advanced terrain (groomed and ungroomed).

Course Learning Requirements

- Display the 5 teaching skills of a CASI Level 3 teacher.
- Display the three Basic Riding Competencies, in intermediate terrain:
  - centered and mobile position.
  - turning with the lower body.
  - balance over the working edge.
- Ride consistently on intermediate terrain (groomed and ungroomed) at moderate speeds.

- Show intermediate ability to adjust their technique to a variety of turn types and different snow conditions.
- Control speed at an intermediate level.
- Adjust skills to provide technically sound demonstrations, which are easy to copy:
  - sliding turns.
  - intermediate carved turns.
  - intermediate terrain adaption.
  - intermediate freestyle maneuvers (switch riding, flatland tricks, small straight airs).

### **SNSP278C – Athlete Theory and Skills Development (Athlete only) – 170 Hours**

This course focuses on the development of freeriding and freestyle ski and snowboard skills. Specific attention for skiers will be given to the acquisition of turning led by the lower body, upper and lower body separation that allows angulation to provide grip, use of all joints to maintain a centered stance, and movement patterns that are coordinated for efficient turn linking. Specific attention for snowboarders will be given to maintaining strength and flow, arc to arc, loading and deflection, and steering versatility. Focus will be on advanced terrain (groomed and ungroomed).

#### Course Learning Requirements

- Develop freeriding and freestyle ski and snowboard skills.
- Demonstrate proper balanced body position at an advanced level.
- Demonstrate advanced turning procedures.
- Demonstrate advanced park skills.
- Demonstrate maintaining strength and flow.
- Demonstrate arc to arc.
- Demonstrate loading and deflection.
- Demonstrate steering versatility.

#### **SEMESTER 8**

### **CORE280 – English as a Second Language – 30 Hours**

*\*See CORE140*

### **SNSP286 – Athlete Skills Development (Athlete only) – 45 Hours**

In this course, students apply visualization exercises including self-talk and positive thinking to perform freestyle performances in a high stress competition setting. Physical and technical skills will involve trampoline practice, gym training, and running to increase fitness levels.

#### Course Learning Requirements

- Demonstrate trampoline skills (Porpoise (back drop front flip to back drop); Ballout Tuck (back drop to front flip to feet); Superman front flip).
- Use the gym (power lifting) to improve strength and coordination.
- Apply advanced principles of mental training for application in competition settings.

- Explain the basic principles of mental training.

### **SNSP288A – CSIA Theory and Skills Development (Instructor only) – 220 Hours**

This course continues to develop the teaching skills and riding ability necessary to complete the CSIA Level 3 exam. Students will develop the CSIA general skills such as. Additionally, students will develop good decision-making skills, apply the experiential learning model, and adhere to learning contract principles. Specific skills such as gliding, direction change, speed management, and mobility will continue to be developed at the CSIA Level 3 standard. Focus will be on advanced terrain (ungroomed).

#### Course Learning Requirements

- Demonstrate gliding at the CSIA Level 3 standard
- Demonstrate direction change at the CSIA Level 3 standard
- Demonstrate speed management at the CSIA Level 3 standard
- Demonstrate mobility at the CSIA Level 3 standard
- Demonstrate technical reference points at the CSIA Level 3 standard
- Apply technical reference points through analysis of skiers
- Demonstrate professionalism in the teaching and learning environment
- Apply appropriate teaching pedagogies to intermediate and advanced skiers.

### **SNSP288B – CASI Theory and Skills Development (Instructor only) – 220 Hours**

This course develops the teaching skills and riding ability necessary to complete the CASI Level 3 exam. Students will develop the CSIA general skills such as maintaining strength and glow, arc-to-arc, loading and deflection, and steering versatility. Additionally, students will develop good decision-making skills, apply the experiential learning model, and adhere to learning contract principles. Specific skills such as gliding, direction change, speed management, and mobility will be developed at the CASI Level 3 standard. Focus will be on advanced terrain (ungroomed).

#### Course Learning Requirements

- Display the 5 teaching skills of a CASI Level 3 teacher.
- Display the three Basic Riding Competencies, in advanced terrain:
  - centered and mobile position.
  - turning with the lower body.
  - balance over the working edge.
- Ride consistently on advanced terrain (ungroomed) at moderate speeds.
- Show advanced ability to adjust their technique to a variety of turn types and different snow conditions.
- Control speed at an advanced level.
- Adjust skills to provide technically sound demonstrations, which are easy to copy:
  - sliding turns.
  - advanced carved turns.
  - advanced terrain adaption.
  - advanced freestyle maneuvers (switch riding, flatland tricks, small straight airs).

**SNSP288C – Athlete Theory and Skills Development (Athlete only) – 175 Hours**

This course focuses on the development of freeriding and freestyle ski and snowboard skills. Specific attention for skiers will be given to the acquisition of turning led by the lower body, upper and lower body separation that allows angulation to provide grip, use of all joints to maintain a centered stance, and movement patterns that are coordinated for efficient turn linking. Specific attention for snowboarders will be given to maintaining strength and flow, arc to arc, loading and deflection, and steering versatility. Focus will be on advanced terrain (ungroomed).

Course Learning Requirements

- Develop freeriding and freestyle ski and snowboard skills on ungroomed terrain.
- Demonstrate proper balanced body position at an advanced level on ungroomed terrain.
- Demonstrate advanced turning procedures on ungroomed terrain.
- Demonstrate advanced park skills.
- Demonstrate maintaining strength and flow at an advanced level on ungroomed terrain.
- Demonstrate advanced arc to arc on ungroomed terrain.
- Demonstrate advanced loading and deflection on ungroomed terrain.
- Demonstrate advanced steering versatility on ungroomed terrain.

## Institutional Policies

### NON-COMPLETION POLICY

#### Retaking Exams, Quizzes and Tests:

A student may retake a quiz/test/exam or resubmit an assignment up to a maximum of two times. All 'retake' exams, tests and/or quizzes will be awarded 60% on the student's official transcript.

#### Retaking a Course:

If a student fails to successfully pass a course after retaking/resubmitting quizzes/tests/assignments twice, the student has the option of retaking the course at a later date, at the student's own cost.

#### Instructor's Special Permission:

An instructor may permit a student to continue in their studies (despite not having met the required pre-requisites) for successive courses.

#### Program Extensions:

If necessary, the school will assist the student in extending their student visa (at the student's own cost) in order to re-take certain courses and fulfill requirements of the school's program.

### GRADE APPEAL POLICY

If a student is dissatisfied with a grade received and can provide evidence that a higher grade is warranted, he or she should discuss with his or her instructor. The instructor will reconsider the grade and, if warranted, assign a different grade.

If the student is not satisfied with the outcome of his or her appeal to the instructor, he or she should submit a written appeal to the Director of Studies.

The Director of Studies will obtain a copy of the assignment or test in question from the instructor and will have another instructor re-assess the test.

If the student achieves a higher grade on re-assessment, the higher grade will be assigned to the student. If the student achieves a lower grade on re-assessment, the original grade will be retained.

The grade will be considered final and cannot be appealed.

The decisions on the grade appeal will be provided to students within 30 school days of CSBA's receipt of the written appeal.