



## **Sports Trainer 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 sports trainer and promote English language development. Focused English language training and academic preparation will prepare the student to communicate effectively and write the various external certification exams. Year 1 focuses on applied leadership, fitness, technical skill development and wilderness first aid. Year 2 takes those topics to a deeper level, with advance biomechanics, in-depth sports leadership, and program design.

### **Program Learning Outcomes**

1. Develop ability to make nutrition, risk management, and health programming choices that positively impact health and fitness.
2. Use critical thinking and the application of fitness principles for athletic self-correction to improve performance and reduce risk of injury.
3. Develop skills of performance analysis to detect and correct errors and to improve overall athletic performance.
4. Understand how to safely and effectively use resistance equipment.
5. Develop leadership skills and professionalism necessary for management and business ownership.
6. Develop skills for the prevention and treatment of common sports-related injuries.
7. Develop ability to design advanced performance programs.
8. Develop relational and communication skills required for effective leadership.
9. Develop English reading, writing, and verbal skills.

## Course Overview

### Sports Trainer Year 1 Course

	Course Number	Course Name	Hours				
			Theory		Practical	Total	
			Course	ESL			
Semester 1 May - July	CORE110	English as a Second Language (ESL)	60	-	-	60	
	CORE111	Foundations of Health and Fitness	10	10	10	30	
	CORE112	Introduction to Biomechanics	10	10	10	30	
	CORE113	Foundations of Sports Leadership	5	10	30	45	
	SPTR115	Anatomy	15	10	-	25	
	SPTR117	Sports Management Practicum	10	15	55	80	
					<i>Total Semester Hours</i>		<b>270</b>
Semester 2 Aug - Sept	CORE120	English as a Second Language (ESL)	75	-	-	75	
	CORE121	Wilderness First Aid	8	-	12	20	
	CORE122	Resistance Training and Program Design	15	-	30	45	
	CORE123	Applied Sports Leadership	5	10	30	45	
	SPTR125	Growth & Development of Human Movement	10	10	5	40	
	SPTR129	Work Experience	5	5	50	60	
					<i>Total Semester Hours</i>		<b>270</b>
Semester 3 Nov - Jan	CORE130	English as a Second Language (ESL)	45	-	-	45	
	SPTR131	Care and Prevention of Athletic Injuries	20	5	20	45	
	CORE132	Resistance Training and Program Design	-	-	15	15	
	CORE133	Media Production	10	-	20	30	
	SPTR134	Foundations of Sports Management	15	5	-	20	
	SPTR136	Sports Conditioning and Program Design	10	-	30	40	
	SPTR137	Sports Management Practicum	5	5	35	45	
	SPTR138	Self-Directed Certification	25	5	-	30	
					<i>Total Semester Hours</i>		<b>270</b>
Semester 4 Feb - Mar	CORE140	English as a Second Language (ESL)	30	-	-	30	
	CORE142	Resistance Training and Program Design	-	-	15	15	
	SPTR144	Sports Business Foundations	10	5	10	25	
	SPTR146	Sports Conditioning and Program Design	15	5	25	45	
	SPTR147	Sports Management Practicum	5	5	45	55	
	SPTR148	Self-Directed Study, Level 1	55	5	-	60	
					<i>Total Semester Hours</i>		<b>230</b>

**Sports Trainer Year 2 Courses**

	Course Number	Course Name	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>
	SPTR255	Advanced Anatomy	15	10	-	<b>25</b>
	SPTR257	Sports Management Practicum	10	10	60	<b>80</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>
	SPTR268	Self-Directed Study, Level 2	25	5	-	<b>30</b>
	SPTR269	Work Experience	5	5	110	<b>120</b>
<i>Total Semester Hours</i>						<b>270</b>
<b>Semester 7</b> Nov - Jan	CORE270	English as a Second Language (ESL)	45	-	-	<b>45</b>
	SPTR274	Applied Sports Business, Level 1	15	5	-	<b>20</b>
	SPTR278	Self-Directed Study, Level 3	55	5	-	<b>60</b>
	SPTR279	Work Experience	5	5	125	<b>135</b>
<i>Total Semester Hours</i>						<b>260</b>
<b>Semester 8</b> Feb - Mar	CORE280	English as a Second Language (ESL)	30	-	-	<b>30</b>
	SPTR284	Applied Sports Business, Level 2	10	5	10	<b>25</b>
	SPTR288	Self-Directed Study, Level 4	45	5	-	<b>50</b>
	SPTR289	Work Experience	5	5	125	<b>135</b>
<i>Total Semester Hours</i>						<b>240</b>

## Course Descriptions

### **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.

### **SPTR115 – Anatomy – 25 Hours**

This foundational anatomy course is designed to introduce basic structure and functional relationship of the human body. Students will learn about the basic language of Gross Anatomy and Histology in order to understand the workings of the muscular and skeletal systems. ESL support will be provided throughout the course in preparation of quizzes.

#### Course Learning Requirements

- Apply appropriate anatomical terms and concepts for the purpose of identification, effective communication, and critical reading of relevant literature.
- Explain the anatomy of the tissues and organs that constitute the human body.
- Recognize anatomical structures and identify the physiological functions of body systems.
- Describe the relationship between histology and anatomy with respect to structure and function of the human body.
- 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.

### **SPTR117 – Sports Management Practicum – 80 Hours**

This is a combined skills course. In this course students will be engaged in an embedded job-shadowing experience. Students will be involved in three sports events during this field experience (practicum experiences will vary to reflect current sporting events being held in the area). In doing so, students will become more aware of the planning, organizational and marketing skills that are required when hosting a sports event. Students will also become more aware of the importance of managerial/leadership/interpersonal skills as well as the vital role that professionalism plays in the field of sports. ESL support will be provided throughout the course in the form of assistance with writing reports.

#### Course Learning Requirements

- Apply planning, organizational, and marketing skills to manage events; assist in the management of a sports event.
- Develop the ability to work and communicate efficiently and effectively as part of a team.
- Develop interpersonal and command skills and explain their importance in leadership roles.
- 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 management.
- Demonstrate an increased English vocabulary in topics related to sports management.
- Develop ability to conduct business, complete work, and communicate in a professional manner.

**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**

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**

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 – 45 Hours**

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.

### **SPTR125 – Growth & Human Movement – 40 Hours**

This is a combined skills 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 integrate their learning and develop strategies to foster optimal motor development in every individual. ESL support will be provided throughout the course in the form of assistance with preparation of presentations and writing reports.

#### Course Learning Requirements

- Identify major muscle groups, joints, tendons, ligaments, and fascia in a particular context.
- Explain the roles and functions of the skeletal and articular systems, particularly as they relate to human movement.
- Apply the functional anatomy and human movement knowledge and skills to a variety of contexts.
- Describe the fundamental concepts of the neuromuscular system (including motor control theory) as they relate to movement, exercise, and sport.
- Utilize appropriate physical tests to analyze specific exercise movements.
- 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.

### **SPTR129 – Work Experience – 60 Hours**

This course allows students to develop personally, athletically, and professionally through engagement in jobsite work experience. Students will be expected to apply for employment locally, and to focus on developing their ability to interact with customers as well as their general English language skills. Consulting the instructor for assistance in seeking and applying for suitable employment is recommended.

#### Course Learning Requirements

- Demonstrate professionalism in the context of employment.
- Demonstrate responsible behavior expected of an employee in a Canadian business.
- Explain daily business operations of a Canadian business.
- Identify beneficial business practices that can be applied to future business pursuits.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

## **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.

#### Course Learning Requirements

- 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.

### **SPTR131 – Care and Prevention of Athletic Injuries – 45 Hours**

This is a combined skills course. In this course, students will learn about the role health issues play in fitness and athletic performance, the prevention and care of common sports injuries, and how to identify hazards in high-risk sports. Specific skills developed will include proper taping procedures and how to treat concussions. This course will emphasize the prevention and “prehabilitation” of sports injuries. ESL support will be provided throughout the course through study assistance for quizzes and preparation for the report.

#### Course Learning Requirements

- Explain the ways in which health issues can impact fitness and/or performance.
- Identify common sports injuries and the immediate care required.
- Demonstrate proper taping techniques for common injuries.
- Explain prevention and prehabilitation of injuries.
- Explain baseline and prevention of concussion.
- Identify the potential hazards associated with high-risk sports.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

### **CORE132 – Resistance Training and Program Design, Level 2 – 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.

### **SPTR134 – Foundations of Sports Management – 20 Hours**

This course introduces the student to the diverse career paths and opportunities available in the sports industry. Specific attention will be spent exploring the economic role of sports businesses, potential career paths in sports training, the development of the sports industry, certifications required, and the industry knowledge needed for a sports training career. ESL support will be provided in preparation for tests and the final presentation.

#### Course Learning Requirements

- Identify the various aspects of the sports business industry.
- Describe the role of sports businesses in the economy.
- Describe various sport trainer career paths.
- Describe skills and certification requirements for various roles within the sports industry.
- Explain the development of the sports industry.
- Describe future trends of the sports industry.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

### **SPTR136 – Sports Conditioning and Program Design – 30 Hours**

In this course, students will learn how to apply conditioning methods to high performance sports and physical activities. Specific skills covered will include conditioning exercise techniques that focus on body position, speed and control of movement, range of motion, progression, cueing, muscular involvement, breathing, spotting and safety guidelines, and functional movement. Students will also learn how to compare exercise techniques and appraisal methods for fitness.

#### Course Learning Requirements

- Demonstrate high performance methods for conditioning.

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- Explain appraisal methods for fitness in high performance sports and physical activities.
- Compare exercise techniques using body position, speed/control of movement, range of motion, progression, cueing, muscular involvement, breathing, spotting/safety guidelines, and functional movement for effectiveness.
- Create a program that incorporates conditioning methods.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

**SPTR137 – Sports Management Practicum – 45 Hours**

In this course students will engage in an embedded job-shadowing experience. Students will observe three sports events during this field experience (practicum experiences will vary depending on seasons) to develop the planning, organizational, and marketing skills that are required when hosting a sports event. Students will also be able to explain the importance of managerial/leadership/interpersonal skills as well as the vital role that professionalism plays in the field of sports. ESL support will be provided throughout the course.

Course Learning Requirements

- Apply planning, organizational, and marketing skills to manage events.
- Assist in the management of a sports event.
- Explain the role of interpersonal and command skills in leadership roles.
- Develop professionalism in conducting business, completing work, and communication.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

**SPTR138 – Self-Directed Certification – 30 Hours**

This self-directed course allows the student to complete one external certification course in relation to their chosen specialty. The student will work in conjunction with the instructor to select an appropriate certification course.

Course Learning Requirements

- Provide rationale for certification selection.
- Display the characteristics of a self-regulated learner.
- Demonstrate professionalism in a variety of settings.
- Develop oral and written communication 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**

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 – 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 programming.
- Create a log book.

### **SPTR144 – Sports Business Foundations – 25 Hours**

In this combined skills course students will be introduced to the foundational skills of business planning. Specific attention will be given to marketing, budgeting, employee relations, owner rights and responsibilities, what makes a business successful, and identifying the target market. Participants will come away with a greater awareness of the diverse requirements of running a small sports business. ESL assistance will be provided for preparation of quizzes and oral presentation.

#### Course Learning Requirements

- Describe the purpose of a business plan.
- Identify the parts of a business plan.
- Identify the characteristics of a good business location.
- Identify a target market.
- Describe a marketing plan.
- Explain how social media can be used to market a business.
- Describe the rights and responsibilities of small business owners.
- Describe the rights and responsibilities of employees.
- List requirements to start a small business.
- Identify the common causes of small business failure.
- Explain the importance of budgeting.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

### **SPTR146 – Sports Conditioning and Program Design – 45 Hours**

In this course students will learn how to design an advanced periodized sports performance program, taking into account long term athlete development and how to create an integrated support team for their clients.

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Students will apply their personal trainer instruction skills by role-playing the process of client consultation and assessment, including the initial interview, appraisal of health and medical history, evaluating fitness, and basic nutrition review. Students will then also design a program that incorporates goal-setting and training adaptations. ESL support will be provided throughout the course in preparation of role-playing sessions.

Course Learning Requirements

- Demonstrate professional and customer service skills required for client interactions.
- Conduct client consultation for medical history and health appraisal, fitness evaluation, and basic nutrition review.
- Design a program that establishes goals for motivation and adapts training to exercise-induced changes to body structures and systems.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field

**SPTR147 – Sports Management Practicum – 55 Hours**

This is a combined skills course. In this course students will be engaged in an embedded job-shadowing experience. Students will observe three sports events during this field experience (practicum experiences will vary depending on seasons). In doing so, students will become more aware of the planning, organizational and marketing skills that are required when hosting a sports event. Students will also become more aware of the importance of managerial/leadership/interpersonal skills as well as the vital role that professionalism plays in the field of sports. ESL support will be provided throughout the course.

Course Learning Requirements

- Apply planning, organizational, and marketing skills to manage events
- Develop their ability to work and communicate efficiently and effectively as part of a team.
- Develop interpersonal and command skills and their importance in leadership roles.
- Develop ability to conduct business, complete work, and communicate in a professional manner.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

**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**

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.

### **SPTR255 – Advanced Anatomy – 25 Hours**

This is a combined skills course. This advanced course in human anatomy is designed for sport coaches and personal trainers. The focus of the course will be relating anatomical structures to human activity and function. Topics will include detailed examinations of the musculoskeletal, cardiovascular, and nervous systems with a focus on how they are interconnected. Students will be expected to interpret functional relevance of selected structural features, compare the key components, organization, and function of the various nervous systems, and classify joints of the spine, trunk, and upper and lower limbs. ESL support will be provided throughout the course in the form of assistance with preparation of presentations and writing reports.

#### Course Learning Requirements

- Describe the structural features of the trunk, thorax, pelvis, and limbs, and relate them to the anatomical position and anatomical planes.
- Identify the name and location of the bones of the axial or appendicular skeleton.
- Interpret the functional relevance of selected structural features, and correlate major bony landmarks with surface anatomy.
- Describe the general organization and components of the cardiovascular system and relate its key features to the distribution of blood to the trunk and limbs.
- Compare the key components, organization, and function of the central, peripheral and autonomic nervous systems and name and locate major branches of the peripheral nervous system.
- Classify the joints of the spine, trunk, and upper and lower limbs, and compare the anatomical features that contribute to the range and planes of movement and degree of mobility and stability of key joints.
- Describe the location, attachments, actions, and functions of selected muscles of the trunk, abdomen, pelvis and limbs, and explain their functional contribution to the major muscle groups.

### **SPTR257 – Sports Management Practicum – 80 Hours**

This is a combined skills course. In this course students will be engaged in an embedded job-shadowing experience. Students will observe three sports events during this field experience (practicum experiences will vary depending on seasons). In doing so, students will become more aware of the planning, organizational and marketing skills that are required when hosting a sports event. Students will also become more aware of the importance of managerial/leadership/interpersonal skills as well as the vital role that professionalism plays in the field of sports. ESL support will be provided throughout the course in the form of assistance with writing reports.

#### Course Learning Requirements

- Apply planning, organizational, and marketing skills to manage events.
- Develop the ability to work and communicate efficiently and effectively as part of a team.
- Develop interpersonal and command skills and explain their importance in leadership roles.
- 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 management.
- Demonstrate an increased English vocabulary in topics related to sports management.
- Develop ability to conduct business, complete work, and communicate in a professional manner.
- 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.
- 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.

**SPTR268 – Self-Directed Study – 30 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. Suggested activities include the following:

- BCRPA Personal Training Program
- NSCA Certified Personal Training Program
- NSCA Certified Strength and Conditioning Specialist
- NASM Certified Personal Training Program
- NASM Corrective Exercise Specialist Program
- NASM Performance Enhancement Specialist Program

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.

**SPTR269 – Work Experience – 120 Hours**

This course allows students to develop personally, athletically, and professionally through engagement in jobsite work experience. Students will be expected to apply for employment locally, and to focus on developing their ability to interact with customers as well as their general English language skills.

Consulting the instructor for assistance in seeking and applying for suitable employment is recommended.

Course Learning Requirements

- Demonstrate professionalism in the context of employment.
- Demonstrate responsible behavior expected of an employee in a Canadian business.
- Explain daily business operations of a Canadian business.
- Identify beneficial business practices that can be applied to future business pursuits.

- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

## SEMESTER 7

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

*\*See CORE130*

### **SPTR274 – Applied Sports Business, Level 1 – 20 Hours**

This is a combined skills course that introduces the student to specific skills required to start a small business in the sports industry. Specific skills covered will include determining start-up costs, product pricing, location, identifying local bylaws and zoning considerations, and identifying competitors. All this will lead to the creation of a small business plan.

#### Course Learning Requirements

- Create a small business plan.
- Determine size and capacity of business space.
- Determine start-up costs and financing considerations.
- Determine product pricing.
- Select equipment.
- Determine appropriate location.
- Identify target market.
- Identify local bylaws and zoning considerations.
- Identify competitors.
- Describe competitive advantage.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

### **SPTR278 – Self-Directed Study, Level 3 – 60 Hours**

In this course, students will have the continue to 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. Suggested activities include the following:

- BCRPA Personal Training Program
- NSCA Certified Personal Training Program
- NSCA Certified Strength and Conditioning Specialist
- NASM Certified Personal Training Program
- NASM Corrective Exercise Specialist Program
- NASM Performance Enhancement Specialist Program

#### Course Learning Requirements

- Develop personal interests in athletic pursuits outside their chosen field.

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- 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.

**SPTR279 – Work Experience – 135 Hours**

This course allows students to develop personally, athletically, and professionally through engagement in jobsite work experience. Students will be expected to apply for employment locally, and to focus on developing their ability to interact with customers as well as their general English language skills. Consulting the instructor for assistance in seeking and applying for suitable employment is recommended.

Course Learning Requirements

- Demonstrate professionalism in the context of employment.
- Demonstrate responsible behavior expected of an employee in a Canadian business.
- Explain daily business operations of a Canadian business.
- Identify beneficial business practices that can be applied to future business pursuits.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

**SEMESTER 8**

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

*\*See CORE140*

**SPTR284 – Applied Sports Business, Level 2 – 25 Hours**

This combined skills course prepares students for the basic administrative functions of operating a small sports business. Specific focus will be given to the creation of a marketing plan, the creation of a job posting, conducting a hiring interview, and determining suppliers.

Course Learning Requirements

- Create a marketing plan.
- Use social media to promote a small business.
- Explain small business financial terms.
- Create a job posting.
- Conduct a hiring interview.
- Determine appropriate suppliers.
- Create a pricing structure.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

**SPTR288 – Self-Directed Study, Level 4 – 50 Hours**

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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. Suggested activities include the following:

- BCRPA Personal Training Program
- NSCA Certified Personal Training Program
- NSCA Certified Strength and Conditioning Specialist
- NASM Certified Personal Training Program
- NASM Corrective Exercise Specialist Program
- NASM Performance Enhancement Specialist Program

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.

**SPTR289 – Work Experience – 135 Hours**

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This course allows students to develop personally, athletically, and professionally through engagement in jobsite work experience. Students will be expected to apply for employment locally, and to focus on developing their ability to interact with customers as well as their general English language skills. Consulting the instructor for assistance in seeking and applying for suitable employment is recommended.

Course Learning Requirements

- Demonstrate professionalism in the context of employment.
- Demonstrate responsible behavior expected of an employee in a Canadian business.
- Explain daily business operations of a Canadian business.
- Identify beneficial business practices that can be applied to future business pursuits.
- Develop written, reading, listening, and verbal English communication skills for application in their chosen field.

## 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.