



Canadian Sports Business Academy

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## **Snow Sports Professional One Year Program**

*Document Revision Date: October 6th, 2017*

## Program Purpose

### Program Length

One 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 to 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. Ski Instructor students will focus on developing the skills of a CSIA Level 2 instructor and Snowboard Instructor students will focus on developing the skills of a CASI Level 2 instructor. Ski and snowboard athletes will focus on developing the skills needed to participate in a ski or snowboard competition at a level that is appropriate for their ability. Students of all streams will learn and become aware about applied leadership, fitness, technical skill development and basic first aid.

*Student chose from one of three streams:*

- A. *Ski Instructor*
- B. *Snowboard Instructor*
- C. *Ski or Snowboard Athlete*

### Program Learning Outcomes

1. Perform the CASI or CSIA snow technical skills. (Ski/Snowboard Instructor students)
2. Understand the role of an instructor.
3. Create positive learning environments that reflect experiential education learning.
4. Recognize and identify leadership skills when working in teams or organizing events.
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 writing, reading, speaking, listening and communication skills in English.

**Course Overview – Ski Instructor**  
**Snow Sports Professional One Year Courses**

	Course Number	Course Name	Approximate Hours		
			Theory		Total
			Course	ESL	
Semester 1 May - July	CORE110	English as a Second Language (ESL)	60	-	<b>60</b>
	CORE111	Foundations of Health and Fitness	20	10	<b>30</b>
	CORE112	Introduction to Biomechanics	20	10	<b>30</b>
	CORE113	Foundations of Sports Leadership	20	25	<b>45</b>
	SNSP114	Equipment Basics	10	-	<b>10</b>
	SNSP115	Skills Development	90	-	<b>90</b>
<i>Total Semester Hours</i>					<b>265</b>
Semester 2 Aug - Sept	CORE120	English as a Second Language (ESL)	75	-	<b>75</b>
	CORE121	Wilderness First Aid	20	-	<b>20</b>
	CORE122	Resistance Training and Program Design, Level 1	39	6	<b>45</b>
	CORE123	Applied Sports Leadership	35	10	<b>45</b>
	SNSP125A	Dryland Training	45	-	<b>45</b>
	SNSP128A	Snow Sports Level 1 and 2 Instruction Methods	25	-	<b>25</b>
<i>Total Semester Hours</i>					<b>255</b>
Semester 3 Nov - Jan	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>
	SNSP134A	Equipment Advanced	15	-	<b>15</b>
	SNSP138A	CSIA Theory and Skills Development, Level 1	150	-	<b>150</b>
<i>Total Semester Hours</i>					<b>255</b>
Semester 4 Feb - Mar	CORE140	English as a Second Language (ESL)	30	-	<b>30</b>
	CORE142	Resistance Training and Program Design, Level 3	15	-	<b>15</b>
	SNSP144	Avalanche Skills Training Course	30	-	<b>30</b>
	SNSP148A	CSIA Theory and Skills Development, Level 2	170	-	<b>170</b>
<i>Total Semester Hours</i>					<b>245</b>

**Course Overview – Snowboard Instructor**  
**Snow Sports Professional One Year Courses**

	Course Number	Course Name	Approximate Hours		
			Theory		Total
			Course	ESL	
Semester 1 May - July	CORE110	English as a Second Language (ESL)	60	-	<b>60</b>
	CORE111	Foundations of Health and Fitness	20	10	<b>30</b>
	CORE112	Introduction to Biomechanics	20	10	<b>30</b>
	CORE113	Foundations of Sports Leadership	20	25	<b>45</b>
	SNSP114	Equipment Basics	10	-	<b>10</b>
	SNSP115	Skills Development	90	-	<b>90</b>
				<i>Total Semester Hours</i>	<b>265</b>
Semester 2 Aug - Sept	CORE120	English as a Second Language (ESL)	75	-	<b>75</b>
	CORE121	Wilderness First Aid	20	-	<b>20</b>
	CORE122	Resistance Training and Program Design, Level 1	39	6	<b>45</b>
	CORE123	Applied Sports Leadership	35	10	<b>45</b>
	SNSP125B	Dryland Training	45	-	<b>45</b>
	SNSP128B	Snow Sports Level 1 and 2 Instruction Methods	25	-	<b>25</b>
				<i>Total Semester Hours</i>	<b>255</b>
Semester 3 Nov - Jan	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>
	SNSP134B	Equipment Advanced	15	-	<b>15</b>
	SNSP138B	CASI Theory and Skills Development, Level 1	150	-	<b>150</b>
				<i>Total Semester Hours</i>	<b>255</b>
Semester 4 Feb - Mar	CORE140	English as a Second Language (ESL)	30	-	<b>30</b>
	CORE142	Resistance Training and Program Design, Level 3	15	-	<b>15</b>
	SNSP144	Avalanche Skills Training Course	30	-	<b>30</b>
	SNSP148B	CASI Theory and Skills Development, Level 2	170	-	<b>170</b>
				<i>Total Semester Hours</i>	<b>245</b>

**Course Overview – Ski or Snowboard Athlete**  
**Snow Sports Professional One Year Courses**

	Course Number	Course Name	Approximate Hours		
			Theory		Total
			Course	ESL	
<b>Semester 1</b> May - July	CORE110	English as a Second Language (ESL)	60	-	<b>60</b>
	CORE111	Foundations of Health and Fitness	20	10	<b>30</b>
	CORE112	Introduction to Biomechanics	20	10	<b>30</b>
	CORE113	Foundations of Sports Leadership	20	25	<b>45</b>
	SNSP114	Equipment Basics	10	-	<b>10</b>
	SNSP115	Skills Development	90	-	<b>90</b>
				<i>Total Semester Hours</i>	<b>265</b>
<b>Semester 2</b> Aug - Sept	CORE120	English as a Second Language (ESL)	75	-	<b>75</b>
	CORE121	Wilderness First Aid	20	-	<b>20</b>
	CORE123	Applied Sports Leadership	35	10	<b>45</b>
	SNSP126C	Athlete Skills Development	115	-	<b>115</b>
				<i>Total Semester Hours</i>	<b>255</b>
<b>Semester 3</b> Nov - Jan	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>
	SNSP136C	Athlete Skills Development	45	-	<b>45</b>
	SNSP138C	Athlete Theory and Skills Development	120	-	<b>120</b>
				<i>Total Semester Hours</i>	<b>255</b>
<b>Semester 4</b> Feb - Mar	CORE140	English as a Second Language (ESL)	30	-	<b>30</b>
	SNSP144	Avalanche Skills Training Course	30	-	<b>30</b>
	SNSP146C	Athlete Skills Development	45	-	<b>45</b>
	SNSP148C	Athlete Theory and Skills Development, Level 2	140	-	<b>140</b>
				<i>Total Semester Hours</i>	<b>245</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 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 by *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 followed by *to* or *-ing*.

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

This course will equip students to speak, listen, read, and write at the Cambridge B2 level. This course will cover unit 1, “A family affair”. Students will learn vocabulary relating to phrasal verbs appropriate for home and family contexts. Students will develop the ability to use the present perfect simple, present perfect continuous tenses, apply phrasal verbs such as *get on with* and *do up* and produce collocations with *make* and *do*.

##### 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*, etc.
- Produce correct collocations with *make* and *do*.
- Apply present perfect simple and present perfect continuous tenses.

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

This course will continue to equip students to speak, listen, read and write at the Cambridge B2 level. The course will cover unit 1, “A family affair” and unit 2, “Leisure and pleasure”. In unit 1, students will learn vocabulary relating to phrasal verbs appropriate for home and family contexts. Students will develop the ability to use the present perfect simple, present perfect continuous tenses, apply phrasal verbs such as *get on with* and *do up* and produce collocations with *make* and *do*. In unit 2, students will learn vocabulary related to phrasal verbs appropriate for hobbies and free time contexts. Students will be able to make

comparisons, appropriately use *-ed* or *-ing* adjective endings and use phrasal verbs and expressions: *take up, sum up, etc.*

#### 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, etc.*
- Produce correct collocations with *make* and *do*.
- Apply present perfect simple and present perfect continuous tenses.
- Identify and appropriately apply phrasal verbs such as *take up, and sum up, etc.*
- Write compound and complex sentences.
- Make comparisons and use adjectives with *-ed* or *-ing*.

### **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.

Canadian Sports Business Academy  
Snow Sports Professional Program – Program Guide

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- 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.



### **SNSP115 – Skills Development – 90 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 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”.

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

This course will equip students to speak, listen, read, and write at the Cambridge B2 level. This course will cover unit 2, “Leisure and pleasure”. Students will learn vocabulary related to phrasal verbs appropriate for hobbies and free time contexts. Students will be able to make comparisons, appropriately use *-ed* or *-ing* adjective endings and use phrasal verbs and expressions: *take up, sum up, etc.*

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing, and reading skills.
- Identify and appropriately apply phrasal verbs such as *take up*, and *sum up, etc.*

- Write compound and complex sentences.
- Make comparisons and use adjectives with *-ed* or *-ing*.

### **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. This course will cover unit 3, “Happy holidays?” and unit 4, “Food, glorious food”. In unit 3, students will learn vocabulary related to travelling. Students will also develop the ability to use the past simple, past continuous, past perfect simple and past perfect continuous. Students will be able to use *at*, *in* or *on* in time phrases and learn adjective suffixes. In unit 4, students will learn to use *so* and *such* and *too* and *enough* and learn vocabulary relating to food and restaurants. Students will be able to hold in class discussions and support their opinions with reasons and examples.

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing and reading skills.
- Apply past simple, past continuous, past perfect simple and past perfect continuous tenses.
- Use *at*, *in* or *on* in time phrases
- Identify and appropriately use words, “so” and “such”, and “too” and “enough”.
- Have class discussions and support their own opinions.

### **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 (Instructor only) – 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,

Canadian Sports Business Academy  
Snow Sports Professional Program – Program Guide

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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 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.

**SNSP125A and SNSP125B – 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.

### **CORE126C – Athlete Skills Development (Athlete only) – 115 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 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.

### **SNSP128A and SNSP128B– 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 or 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 ski or 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 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.

### **CORE130C – 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. This course will cover unit 3, “Happy holidays?”. Students will learn vocabulary related to travelling. Students will also develop the ability to use the past simple, past continuous, past perfect simple and past perfect continuous. Students will be able to use *at, in* or *on* in time phrases and learn adjective suffixes. Students will also work on a final project (a presentation, report, video, etc.) throughout the semester with guidance of the instructor.

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing and reading skills.
- Apply past simple, past continuous, past perfect simple and past perfect continuous tenses.
- Use *at, in* or *on* in time phrases
- Demonstrate effective presentation skills in presenting their final project

### **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 unit 5, “Study time” and unit 6, “My first job”. Students will be able to use the zero, first and second conditionals and understand countable and uncountable nouns. Students will also be able to use phrasal verbs such as *get over, live up to, etc.* They will be able to form nouns from verbs and use collocations with *work* and *job*. Students will also be able to give reasons, offer ideas and describe similarities and differences when comparing.

#### Course Learning Requirements

- Demonstrate Cambridge B2 level speaking, listening, writing and reading skills.
- Use the zero, first and second conditionals
- Understand countable and uncountable nouns
- Use phrasal verbs such as *get over, live up to, etc.*
- Form nouns from verbs
- Use collocations with *work* and *job*.

- Describe similarities and differences when making comparisons.

### **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.

### **SNSP134A and SNSP134B – Equipment Advanced (Ski/Snowboard 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.

### **SNSP136C – Athlete Skills Development (Ski/Snowboard 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 (Ski/Snowboard Instructor only) – 150 Hours**

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 – CASI Theory and Skills Development, Level 1 (Ski/Snowboard 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 (Ski/Snowboard 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**

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**

Canadian Sports Business Academy  
Snow Sports Professional Program – Program Guide

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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 “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 (Ski/Snowboard 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 programming.
- Create a log book.

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

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.

### **SNSP146C – Athlete Skills Development (Ski/Snowboard 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 (Ski/Snowboard 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 (Ski/Snowboard Instructor only) – 170 Hours**

Canadian Sports Business Academy  
Snow Sports Professional Program – Program Guide

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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).

<b>SNSP148C – Athlete Theory and Skills Development, Level 2 (Ski/Snowboard Athlete only) – 140 Hours</b>
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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 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.

**\*Completion Requirement**

- Student must achieve a passing grade in all courses in order to complete the program.

## 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.