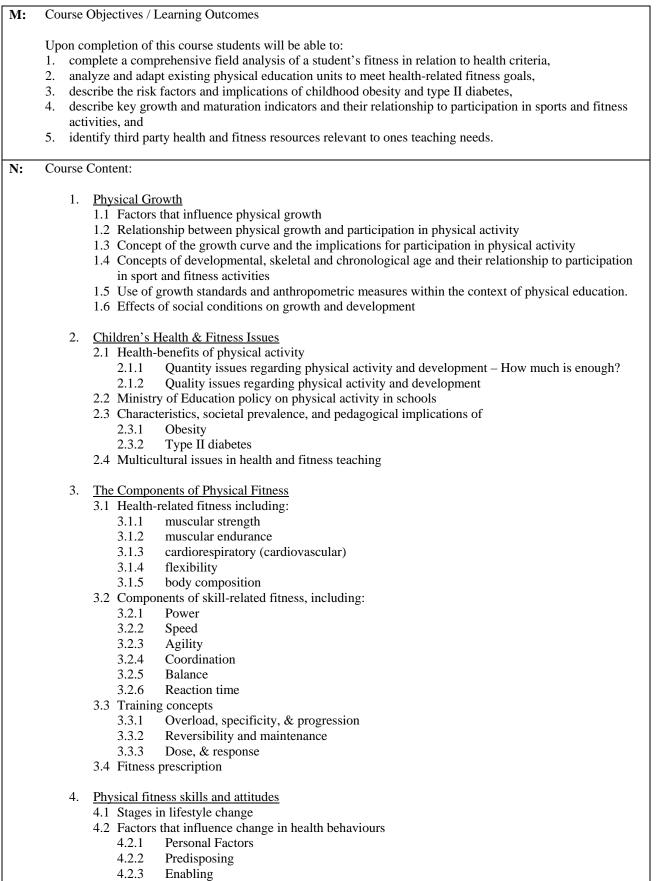


EFFECTIVE: SEPTEMBER 2005 CURRICULUM GUIDELINES

A.	Division:	Academic	Ef	fective Date:		September 2005			
B.	Department / Program Area:	Science and Technology Sport Science	Re	vision		New Course	X		
C:	SPSC 5391	-	Re Da Da	Revision, Section(s) wised: tte of Previous Revisio tte of Current Revision related Fitness to Chil	:	E: 3			
	Subject & Cour	rse No. Descrip	tive Ti	tle	Sen	nester Credits			
F:	Calendar Description: This unique course investigates the different components of health-related fitness, the health benefits of physical fitness, and some methods of teaching and assessing health-related fitness. The current health and activity levels of Canadian children will be examined in order to establish the background for changes in the health-related fitness levels of elementary-aged children.								
G:	/ Learning Settin	-	H:	Course Prerequisites	:				
	Learning Setting	assroom		I: Course Corequisites:					
	Classroom Practical/lab			None					
				J: Course for which this Course is a Prerequisite SPSC 5495					
	Classroom = 2 Practical/lab = 1 Number of Weeks per Semester: 15		K:	Maximum Class Size	e:				
				30					
L:	PLEASE INDICATE:								
	Non-Credi	t							
	X College Cr	edit Non-Transfer							
	College Cr	College Credit Transfer:							
	SEE BC TRANS	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)							



- 4.2.4 Reinforcing
- 4.3 Self-management skills

	Tage 0 010						
	5. <u>Physical Fitness Assessment</u>						
	5.1 Discuss the role of physical fitness assessment with respect to exercise programs						
	5.2 Introduce relevant field tests of fitness assessment for school-aged populations						
	5.3 Describe the purposes of physical fitness assessment						
	6. Applying Health-related Physical Fitness Curriculum						
	6.1 Selecting pedagogical orientation:						
	6.1.1 Innovative practices						
	6.1.2 Traditional practices						
	6.2 Assessing and creating warm-up and the cool-down phases of fitness activities						
	6.3 Applying physical fitness training principles for children						
	6.4 Identifying physical fitness demands of physical education units						
	6.5 Adapting physical education units to meet health-related fitness goals						
	6.6 Identifying factors associated with injury prevention						
	6.7 Adapting fitness curriculum for individual differences and students with special needs						
0:	Methods of Instruction						
	Lecture						
	Discussion groups (in class)						
	Practical Application						
	Student presentations						
	Problem-based learning						
P:	Textbooks and Materials to be Purchased by Students						
	·						
	A list of recommended textbooks and materials is provided on the Instructor's Course Outline, which is						
	available to students at the beginning of each semester.						
Q:	Means of Assessment						
	The selection of evaluation tools for this course is based upon:						
	1. Adherence to college evaluation policy regarding number and weighing of evaluations, for example a						
	course of three credits or more should have at least three separate evaluations.						
	 A developmental approach to evaluation that is sequenced and progressive. Evaluation is used as a tagching tool for both students and instructors. 						
	 Evaluation is used as a teaching tool for both students and instructors. Commitment to student participation in evaluation through such processes as solf and near evaluation 						
	4. Commitment to student participation in evaluation through such processes as self and peer evaluation,						
	and program/ instructor evaluation.						
	The following is presented as an example assessment format for this course						
	Curriculum Analysis Project 25%						
	Mini-Research Assignment(s) 20%						
	Mini-lesson(s) teaching and/or labs 25%						
	Exam(s) and/or Quizzes 30%						
	100%						
R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR						
	Yes						
1							

Brian Storey Course Designer(s)

Education Council / Curriculum Committee Representative

Dean / Director

Registrar

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