

MEMORANDUM

To..... SENATE

From..... SENATE COMMITTEE ON UNDERGRADUATE STUDIES

Subject..... PROPOSED ATHLETICS COURSES

Date..... JANUARY 16, 1985

Action undertaken by the Senate Committee on Undergraduate Studies at its meeting of January 15, 1985 gives rise to the following motion:

MOTION:

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.85-5 , the proposed courses -

Athletics 200-3 Gymnastics
Athletics 201-3 Individual and Dual Activities
Athletics 202-3 Team Games
Athletics 203-3 Outdoor Pursuits
Athletics 204-3 Track and Field,

and that a steering committee comprising the

Director of Athletics (or designate)
Chairman of Kinesiology (or designate)
Dean, Faculty of Education (or designate)
Dean, Faculty of Interdisciplinary Studies (or designate) , and
a student

should have the responsibility for the scheduling of courses, approval of instructors and administration of the courses."

Note from the Secretary of SCUS to Senate:

SCUS approved that the proposed courses in Athletics carry a three credit hour designation, but those course credit hours will not be applicable towards any degree credit hour requirements. A clear statement will appear prior to the course listings in the calendar. SCUS also approved that the Credit/No Entry procedures for grading shall apply.

S I M O N F R A S E R U N I V E R S I T Y

MEMORANDUM

TO: SENATE COMMITTEE ON
UNDERGRADUATE STUDIES

SUBJECT: Proposed Courses in Athletics

FROM: W.R. Heath
Registrar

DATE: January 15, 1985

Following the meeting of SCAP at which the proposed courses in Athletics were accepted in principle, I have met with Drs. Dickinson and Stirling to convey some procedural concerns I have relative to the proposals.

The first concern is Item 2 of the memorandum from Dickinson to Calvert (ISC 84-14) in this package. It is proposed that these courses be graded "satisfactory/unsatisfactory". This adds a new grading category (i.e. unsatisfactory). I would like to propose that the existing 'Credit/No Entry' procedure be used. Dr. Dickinson has indicated his support for this modification to the proposal.

The second and greater concern centres on the 'no credit' component of the proposal. As I understand it, the designation of 'no credit' is to prevent any student from using these courses for credit towards the degree requirements. I have no quarrel with this. However, most administrative procedures and some 'academic' procedures are driven by credit hours. I will refer to some specific examples later. It is also understood that the design of these courses is such that the work load/contact hours will be equivalent to three (3) credit hours, and in selecting a course load for a semester, students will be advised to allow for a work load appropriate to a 3 credit hour course. Although not stated in the proposal, it was anticipated that the tuition charge would be the same as or approximate that of a 3 credit hour course. We would be happy to proceed with the administration of these courses on the understanding that they are equivalent to a 3 credit hour course for all purposes except that they are not applicable to any degree credit hour requirements. Failure to recognize the three credit hours inherent in the design of the courses will have a negative impact on the students and on existing procedures in the following instances:

1. If the three credit hours are not recognized, these courses cannot be used by the student for tuition claims, T2202A claims (Education Deduction). These both specify qualification in terms of credit hours.
2. The current student accounting system including tuition calculation and refunds is "credit" driven. The proposal moves us to a manual entry for such courses.

3. Since these courses will represent an additional 3 hours of instruction as for other courses, they probably should be considered under the current procedures for course overloads. This won't happen if they are 0 credit.
4. These courses would not qualify for recognition as part of the credit load for purposes of intercollegiate athletic participation.
5. If the transcript carries '0' credit for a course, such entries are not well understood by external agencies, especially those outside the province who do not deal with our courses on a regular basis. As such our graduates may face some unwarranted devaluation of their experience by merit of the '0' entry. Zero credit may severely downplay the quality of these courses.

For these reasons I would request consideration of a 3 credit hour designation with the calendar statement and the credit hour calculations clearly stating that these courses are not applicable towards any degree at SFU. Even this route will cause some systems problems, but it does address most of the problems set out above.

SIMON FRASER UNIVERSITY

SCUS 85-4

MEMORANDUM

To..... W. R. HEATH, SECRETARY
..... SENATE COMMITTEE ON UNDERGRADUATE
..... STUDIES
Subject..... PROPOSED ATHLETICS COURSES

From..... W. J. WATTAMANIUK, SECRETARY
..... SENATE COMMITTEE ON ACADEMIC PLANNING
Date..... JANUARY 10, 1985

At its meeting of January 9, 1985, the Senate Committee on Academic Planning considered and approved the following motion:

"That the proposed program of "athletics" courses, as set out in SCAP 85-1, be approved in principle."

Accordingly, could you please see that this matter is referred back to the Senate Committee on Undergraduate Studies for action on the actual proposals.

It should be noted that in discussion, the Senate Committee on Academic Planning considered the issues of need, required resources and administration for the proposed athletics courses.

Regarding need, it was pointed out that currently no physical activity skills courses are offered to secondary school physical education students in PDP at SFU, although Ministry of Education guidelines for the certification of secondary school physical education teachers now call for a formal background in such courses. Without the acquisition of skills as required in the Ministry's guidelines, students in secondary school physical education from SFU will have increasing difficulty in securing teaching positions.

On the question of resources, it was noted that the proposed courses would be taught as part-of-load by Athletics Department coaches. The attached memorandum from the Vice-President Administration approves the arrangement, subject to review at the end of one year.

As to administration, there was general agreement with the concept of the steering committee and it was suggested that a student representative be added to such committee.

SIMON FRASER UNIVERSITY

SCAP 85-1

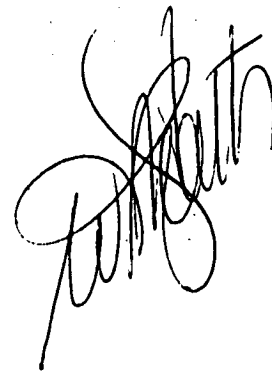
MEMORANDUM

To..... W. WATTAMANIUK, SECRETARY
..... SENATE COMMITTEE ON ACADEMIC PLANNING
Subject..... PROPOSED "ATHLETICS" COURSES

From..... W. R. HEATH, SECRETARY
..... SENATE COMMITTEE ON UNDERGRADUATE
..... STUDIES
Date..... NOVEMBER 19, 1984

The attached proposals for five zero-credit athletic skill courses were recently presented to the Senate Committee on Undergraduate Studies for consideration. Before taking action on the actual proposals SCUS felt that SCAP should first consider the issue of principle.

Accordingly, could you please see that this matter is presented to SCAP in the near future.



Note to SCAP from the Secretary

Since SCUS referred this matter to SCAP, a memorandum has been received from the Vice-President Administration concerning the commitment of teaching resources for the proposed Athletics Courses (attached).

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dr. G. Ivany, Vice-President.....
..... Academic.....
Subject..... COACHES TEACHING.....

From..... G. Stuart, Vice-President.....
..... Administration.....
Date..... December 4, 1984.....

I am prepared to go ahead as suggested by Tom Calvert on a non-stipend basis. However, I am worried about the potential impact of this added work load when joined with added fund raising expectations now required from the coaches.

May I suggest that the best way to handle this is that for me to give conditional approval to go ahead subject to review at the end of one year.

GS/rb

c.c. L. Davies

W. Wattamaniuk ✓

SIMON FRASER UNIVERSITY

MEMORANDUM

SCUS 84-37

To.....Dr. J.W.G. Ivany.....
Chairman of SCUS and SCAP
.....
Subject.....ATHLETICS COURSES.....

From.....Thomas W. Calvert.....
Dean,
.....Faculty of I.D.S.....
Date.....September 26, 1984.....

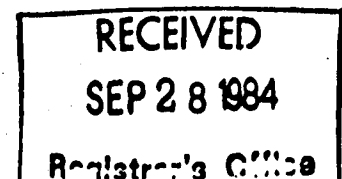
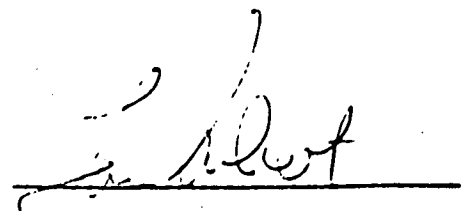
I attach a recommendation from the Kinesiology Department for the establishment of 5 zero-credit athletic skill courses. These courses and the proposed mechanism for administering them have been reviewed in principle by the Faculty of Interdisciplinary Studies Undergraduate Curriculum Committee. Our Committee considered that SCUS (and/or SCAP) would be better able to consider the issues of principle and detail which are involved.

I know that you are generally familiar with the background to this proposal. For at least 12-14 years it has been recognized that students need a formal background in sports skills prior to entering PDP in Secondary School Physical Education. More recently the Ministry of Education has become quite insistent. During the past two years we have discussed mechanisms by which these courses could be offered, with the actual teaching being done as "part-of-load" by Athletics Department coaches. It is my understanding that both Kinesiology and Education feel that the courses are appropriately designated "Athletics" and administered by a special Steering Committee.

These courses are considered crucial for Kinesiology majors, about half of whom enter careers in teaching. Courses of this nature are offered for credit by most major universities in North America.

Encl:
TWC/rj
cc:

J. Dickinson
N.M.G. Bhakthan
J. Tuinman
D. Stirling
R. Heath✓



SIMON FRASER UNIVERSITY

MEMORANDUM

..... Mr. R. Heath
..... Registrar and Secretary to the
..... Senate Committee on Undergraduate
..... Studies
Subject... PROPOSAL FOR THE OFFERING OF...
ATHLETICS COURSES IN SERVICE TO

From..... Janet Blanchet.....
Administrative Assistant
..... Faculty of I.D.S.....
Date..... September 24, 1984.....

THE SECONDARY PHYSICAL EDUCATION
PROGRAM (ISC 84-14)

At a Meeting of the Faculty of Interdisciplinary Studies Undergraduate Curriculum Committee held on Tuesday, September 18, 1984 the following motion was passed:

The Faculty of Interdisciplinary Studies Undergraduate Curriculum Committee endorses the offering of the following courses:

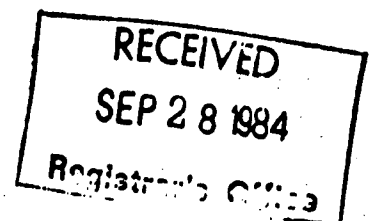
Athletics 200-0	Gymnastics
Athletics 201-0	Individual and Dual Activities
Athletics 202-0	Team Games
Athletics 203-0	Outdoor Pursuits
Athletics 204-0	Track and Field

As there is a need for the foregoing courses for the purpose of teacher certification this Committee proposes that a mechanism for mounting them be discussed by the Senate Committee on Undergraduate Studies.

Would you please place this item on the next agenda of the Senate Committee on Undergraduate Studies.

JB/rj

J. Y. Blanchet



(ISC 84-14)

SIMON FRASER UNIVERSITY

MEMORANDUM

To...Dr...T.W...Calvert.....
...Dean...E.I.D.S.....
Subject.....

From.....J...Dickinson.....
.....Chairman...Kinesiology Dept.....
Date.....

Proposal for Athletics Courses in service to the Secondary Physical Education Program

A lengthy review of the Secondary Physical Education program undertaken by Dr. David Stirling (KIN/EDUC) indicated a need for providing physical skills courses for students. Demonstrated physical skill in a number of areas is also required in the Ministry of Education physical education guidelines. (I attach a letter from the Ministry of Education regarding training). Currently no skills courses are offered to secondary P.E. students on this campus. Neither the Kinesiology Department nor the Faculty of Education are prepared to propose such courses. In part this is due to pressures on teaching resources, but also reflects the more philosophical problem of including skills courses in academic departments.

Without the acquisition of skills required in the Ministry's guidelines, students in Secondary Physical Education will have increasing difficulty in securing teaching positions. School districts will increasingly seek teachers who can implement the secondary physical education program outlined in the guide.

After considerable deliberation of alternatives, the following proposal is made for a sequence of five zero credit courses in Athletics.

Summary of Proposal

1. The courses proposed are:

Athletics	200-0	Gymnastics
Athletics	201-0	Individual and Dual Activities
Athletics	202-0	Team Games
Athletics	203-0	Outdoor Pursuits
Athletics	204-0	Track and Field

These courses would be required for those pursuing the Secondary School Physical Education Program.

/contd...

2. All courses are to be graded satisfactory/unsatisfactory. Instructors will hold a "challenge" session at the beginning of the semester.

3. Courses will appear on the student's transcript and transfer credit will be awarded for approved courses from other institutions.

4. Instructors for the courses will be provided from Athletics and Recreation. The assignment to instructor positions will be the responsibility of the Director of Athletics. Course instruction will represent a new "part-of-load" component of duties for designated coaching staff.

5. Scheduling of courses, approval of instructors and administration will be the responsibility of a steering committee. The suggested composition of the committee is:

Director of Athletics (or designate)
Chairman of Kinesiology (or designate)
The Dean, Faculty of Education
(or designate)
The Dean, F.I.D.S. (or designate)

Implications

Completion of the courses will be required for entry into PDP. This will increase the requirements (but not the credit) placed on students. A reduction in other required courses is therefore recommended. Since this represents a change in Faculty of Education requirements any proposal should originate there. However I would recommend that a student completing a minor or major in Kinesiology should have no further Kinesiology course requirements identified for entry into PDP except KIN 470-3 and KIN 471-3.

Since Athletics is not an Academic department and is not part of a faculty, it is debatable to which undergraduate curriculum committee this proposal should be submitted. I hope that you will feel able to take this to the UCC of F.I.D.S. for discussion before submission to S.C.U.S.

c.c. Dr. Jaap Tuinman,
Dean of Education
Dr. Lorne Davis, Director
Athletics and Recreation.



Dr. David Stirling,
Assistant Professor,
Department of Kinesiology,
Simon Fraser University,
BURNABY, B.C.
V5A 1S6

May 29, 1984

Dear Dr. Stirling,

Certification Requirements for Physical Education Teachers

Reference is made to our recent telephone conversation, and your subsequent correspondence of May 16, 1984, related to this topic.

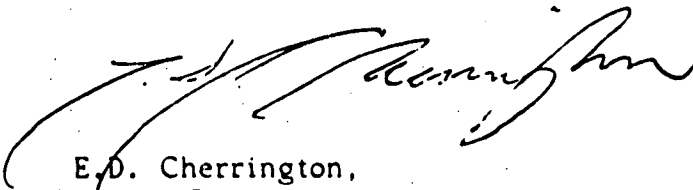
You will recall that the Ministry of Education recently developed guidelines for the certification of physical education teachers and that these expectations were conveyed to your Faculty by Dr. Bruce Andrews. Our basic policy thrust, and that of the Certification Advisory Committee, was to ensure that those trained as teachers of physical education in our universities had a balance of theoretical knowledge and skills training for instructing the provincial curriculum. The Ministry acknowledges the excellent theoretical background of Kinesiology graduates but identified basic weaknesses in the skills area.

The physical activity skills courses defined in the new course proposals for the Faculty of Interdisciplinary Studies would satisfy the Ministry's and the C.A.C.'s, concerns. Kinesiology students who have elected teaching at the secondary level as a career goal should be advised to incorporate these courses within the structure of their undergraduate degree programs, if possible, or to complete the course sequence following graduation, as a condition for admission to the Professional Development Program. Graduates from the Faculty of Education whose transcripts reflect an appropriate combination of kinesiology and physical education skills courses would be issued non-expiring Professional Certificates.

I understand that it is proposed that the five new courses will not bear a formal credit assignment. This is already a common practice in a number of provincial Bachelor of Education programs (e.g. no credit is assigned for basic typing and accounting skills courses in U.B.C.'s Bachelor of Education (Secondary) program in Business Education) and will not impact on certification requirements.

Please let me know if you require further information or clarification.

Yours sincerely,



E.D. Cherrington,
Acting Director,
Teacher Services

EDC:sk

cc: Ian Andrews,
Faculty of Education,
Simon Fraser University

ATHLETICS 200

CALENDAR INFORMATION

DEPT.: Athletics
COURSE NO.: 200-0
CREDIT HRS.: Zero
VECTOR: 0 - 1 - 3
TITLE: Olympic and Educational Gymnastics

CALENDAR DESCRIPTION

This course will cover the historical development, skill analyses, progressions, spotting techniques and evaluative procedures for olympic and educational gymnastic activities.

PREREQUISITES: None
SCHEDULING: Once per year - Fall Semester
SEMESTER WHEN IT WILL BE FIRST OFFERED: Fall 1985

OBJECTIVES OF COURSE:

This course is designed to provide students with basic knowledge and practical skills to teach educational and men's and women's olympic gymnastics.

FACULTY:

- (1) Coaching Staff
- (2)

STAFF: None

LIBRARY: Adequate

AUDIOVISUAL: \$500.00

SPACE Use of teaching gym in M.P.X.

EQUIPMENT: Modification kit - Uneven parallel bars

OUTLINE OF TOPICS:

In any semester offering of Athletics 200⁹ olympic gymnastics a minimum of 10 events would be covered depending upon the semester, faculty available, and facilities

1. History of Gymnastics
 - (a) Olympic gymnastics
 - (b) Medical gymnastics
 - (c) Educational gymnastics
2. Tumbling Skills and Movement Patterns
 - (a) Balance Skills - individual skill analysis, progressions and spotting techniques.
 - (b) Agility Skills - individual skill analysis, progressions and spotting techniques.
 - (c) Free Exercise Routines - composition, execution and evaluation
3. Parallel Bars' Skills and Movement Patterns
 - (a) Parallel bars
 - (b) Uneven Bars
4. Pommel Horse and Vaulting Skills and Movement Patterns
 - (a) Pommel Horse
 - (b) Box and Long Horse
 - (c) Springboard, springboard trampoline, boatboard.
5. Balance Beam Skills and Movement Patterns
6. Ring Skills and Movement Patterns
7. High Bar Skills and Movement Patterns
8. Trampoline Skills and Movement Patterns
9. Rope Climbing and Movement Patterns
10. Educational Gymnastics
 - (a) Movement analysis
 - (b) Progressions and evaluation
 - (c) Safety procedures.

COURSE REQUIREMENTS

A student's grade for this course will be based upon the following criteria:

- (1) Knowledge of the rules, historical and cultural development of olympic gymnastics. (Written exam - 10%)
- (2) Knowledge of skill analysis, progressive safety procedures and evaluative techniques. (Written exam - 40%)
- (3) Personal performance of individual skills and routines. Demonstrations of level of performance rather than a performance level based upon excellence of skill or playing ability.

SELECTED REFERENCES

- Canadian Gymnastic Association. Level II Coaching Certificate Manual. Canadian Gymnastics Federation, 1978.
- Loken, N.C. and R.J. Willoughby. The Complete Book of Gymnastics 3rd ed., Englewood-Cliffs: Prentice-Hall, 1977.
- Johnson, M. Programmed Basic Gymnastic Routines. Eastern Michigan University, 1976.
- Kirchner, Cunningham, Warrel. Introduction to Movement Education 2nd ed. Dubuque: Wm. C. Brown Co., 1978.
- Ryerson, O. A Manual for Tumbling and Apparatus Stunts, 6th ed. Dubuque: Wm. C. Brown Co., 1976.
- Siedel et al. Sports Skills: A Conceptual Approach to Meaningful Movement.
- Szypula, G. Tumbling and Balancing For All, 2nd ed. Dubuque: Wm. C. Brown Co., 1968.

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ATHLETICS 201

CALENDAR INFORMATION:

DEPT.: Athletics
COURSE NO.: 201-0
CREDIT HRS.: Zero
VECTOR: 0 - 1 - 3
TITLE: Individual and Dual Activities

CALENDAR DESCRIPTION

This course will cover the historical development, skill analyses, progressions, and evaluative procedures for individual and dual activities.

PREREQUISITES: None
SCHEDULING: Once per year - Spring Semester
SEMESTER WHEN IT WILL BE FIRST OFFERED: Spring 1986
OBJECTIVES OF COURSE:

This course is designed to provide students with the basic knowledge and practical skills needed to teach selected individual and dual sports (badminton, tennis, wrestling, golf, handball, racquetball and squash).

FACULTY:

Suggested personnel:

(1) Coaching staff

STAFF:

Technician to service these and other Kinesiology/Education courses requiring equipment and apparatus. See introductory statement.

LIBRARY: Adequate
AUDIOVISUAL: \$1,500.00
SPACE: Use of teaching gym in MPX, main gymnasium and outdoor facilities

EQUIPMENT: New list to be provided

OUTLINE OF TOPICS:

In any semester offering of Athletics 201-0 of individual and dual activities a minimum of 5 (three) of badminton, tennis, wrestling, golf, racquetball, handball and squash will be covered depending upon the semester, faculty availability and facilities.

1. History of selected Individual and Dual Sports

Examples: Current emphasis on Secondary School Curriculum

- (a) Badminton
- (b) Tennis
- (c) Wrestling
- (d) Golf
- (e) Racquet Ball

2. Skills and Movement Patterns of Badminton

- (a) Skill analyses and progressions
- (b) Defensive skills and strategies
- (c) Offensive skills and strategies
- (d) Rules and regulations

3. Skills and Movement Patterns of Tennis

- (a) Skills analyses and progressions
- (b) Defensive skills and strategies
- (c) Offensive skills and strategies
- (d) Rules and regulations

4. Skills and Movement Patterns of Wrestling

- (a) Skills analyses and progressions
- (b) Defensive skills and strategies
- (c) Offensive skills and strategies
- (d) Rules and regulations

5. Skills and Movement Patterns of Racquet Ball

- (a) Skills analyses and progressions
- (b) Defensive skills and strategies
- (c) Offensive skills and strategies
- (d) Rules and regulations

6. Skills and Movement Patterns of Golf

- (a) Skills analyses and progressions
- (b) Rules and regulations

COURSE REQUIREMENTS

A student's grade for this course will be based upon the following criteria.

- (1) Knowledge of the rules and historical and cultural development of individual and dual sport (Written exam - 10%)
- (2) Knowledge of skill analysis, progressions, safety procedures and evaluative techniques. (Written exam - 40%)
- (3) Personal performance of individual skills and movement patterns. Demonstration level of performance rather than a performance level based upon excellence of skill or playing ability. (50%)

SELECTED REFERENCES:

To be prepared.

ATHLETICS 202

CALENDAR INFORMATION

DEPT: Athletics
COURSE NO. 202-0
CREDIT HRS.: Zero
VECTOR: 0 - 1 - 3
TITLE: Team Games

CALENDAR DESCRIPTION:

This course is designed to provide students with the basic knowledge and practical skills needed to teach basketball, field hockey, lacross, rugby, soccer, team handball and volleyball.

PREREQUISITES: None

SCHEDULING: One per year

SEMESTER WHEN IT WILL BE FIRST OFFERED: Fall 1985

OBJECTIVES OF COURSE:

This course is designed to provide the student with a basic knowledge appreciation and skill proficiency in basketball, field hockey, lacross, rugby, soccer, team handball and volleyball.

FACULTY:

(1) Coaching Staff

STAFF: None

LIBRARY: Adequate

AUDIOVISUAL: \$1,500.00

SPACE: Use of teaching gym in M.P.X.

EQUIPMENT: None

OUTLINE OF TOPICS:

In any semester offering of Athletics 202 of team sports a minimum of five of basketball, field hockey, lacross, rugby, soccer, team handball and volleyball will be covered depending upon the semester, faculty availability and facilities.

- (1) History, rules of the game and officiating techniques for each team sport for basketball, field hockey, lacrosse, rugby, soccer, team handball, and volleyball.
- (2) Basic skills - individual skill analysis, teaching progressions and training techniques for each team sport.
- (3) Individual offensive skills
 - a) basketball - individual skill analysis and execution
 - b) field hockey - individual skill analysis and execution
 - c) lacrosse - individual skill analysis and execution
 - d) rugby - individual skill analysis and execution
 - e) soccer - individual skill analysis and execution
 - f) team handball - individual skill analysis and execution
 - g) volleyball - individual skill analysis and execution
- (4) Individual defensive skills
 - a) basketball - individual skill analysis and execution
 - b) field hockey - individual skill analysis and execution
 - c) lacrosse - individual skill analysis and execution
 - d) rugby - individual skill analysis and execution
 - e) soccer - individual skill analysis and execution
 - f) team handball - individual skill analysis and execution
 - g) volleyball - individual skill analysis and execution

COURSE REQUIREMENTS:

A students grade for this course will be based upon the following criteria:

1. Knowledge of rules, officiating, and the historical and cultural developments of team sports. (10%)
2. Knowledge of skill analysis teaching progressions and training techniques (written exam 40%).
3. Personal performance of the basic skills as they relate to each of the team sports (proficiency exam).

SELECTED REFERENCES:

Basketball

Cooper, John Giller, and Daryl Siedentop. The Theory and Science of Basketball. Philadelphia: Lea and Febiger, 1975.

Cousy, Bob, and Frank Power Jr. Basketball: Concepts and Techniques. Boston: Allyn and Bacon, 1970.

Newell, Pete, and John Benington. Basketball Methods. New York: Ronald Press, 1962.

Schaafsma, Frances. Basketball for Women. Dubuque, Iowa: W.C. Brown Publishing, 1977.

Wooden, John R. Practical Modern Basketball. New York: Ronald Press, 1966.

Field Hockey

Bryant, Carol Ann. Hockey for Schools. London: Pelham Books, 1976.

C.W.F.H.A./C.F.H.A. Rules of the Game of Field Hockey. Ontario: Canadian Field Hockey Council, 1979.

Cadel, Marjorie. Coaching Hockey: An ABC. England: Marjorie Pollard Publications, 1977.

Heyhoe, R. "Just for kicks" -- A guide for Hockey Goalkeeping. Wolverhampton, England: W. Gibbons and Son, nd.

John, Jenny: "Field Hockey Teaching, Booklets I & II". Vancouver, B.C.: Sports B.C., 1979.

Macheath, Jean Audrey. 1001 Practices and Points for hockey. England: Marjorie Pollard Publications, 1970.

Wein, Horst. The Science of Hockey. London: Pelham Books, 1978.

Lacrosse

B.C. Lacrosse Association. Coaching Development Manual. Vancouver, B.C.: Lacrosse Association, 1977.

Hinkson, Jim. Box Lacrosse, The Fastest Game on Two Feet. Toronto: J.M. Dent and Sons, 1974.

Scott, Bob. Lacrosse: Technique and Tradition. Baltimore, U.S.A.: John Hopkins University Press, 1976,

Rugby

Canadian Rugby Union. Mini Rugby. Ottawa: Canadian Rugby Union, 1978.

Robinson, D. Rugby: Success Starts Here. London: Pelham Books, 1975.

Rugby Football Union. A Guide for Players. Middlesex, England: Walker and Co., 1973.

Rugby Football Union. Better Rugby. Middlesex, England: Walker and Co., 1975.

Rutherford, Don. Rugby for Coach and Player. London: Barker, 1971.

Talbot, John. Inside Rugby: The Team Game. Chicago: Regnery Pub., 1976.

Soccer

Bein, George. Principles of Modern Soccer. Boston: Houghton Mifflin, 1976.

Gibbon, Alan and John Cartwright. Teaching Soccer to Boys. London: Bell, 1972.

Moffat, B. The Basic Soccer Guide. Mountain View, California: World Publications, 1975.

Pele, Edson. Play Football with Pele. Toronto: Hedder and Stoushton Publ., 1975.

Vogelsinger, Hubert. The Challenge of Soccer: A Handbook of Skills, Techniques and Strategy. Boston: Allyn and Bacon, 1973.

Wade, Allen. Coach Yourself Association Football. Wakefield, England: E.P. Pub., 1972.

Team Handball

Blazic, Branko, and Zorbo Saric. Team Handball. Vanier, Ontario: Canadian Coaching Association, n.d.

Neil, Graham. Modern Team Handball - Beginner to Expert. Montreal: McGill University, n.d.

Volleyball

Bratton, Rober D. 300 Plus Volleyball Drills and Ideas. Ottawa, Ontario: Canadian Volleyball Association, 1975.

Canadian Volleyball Association. Coaches Manual: Level I. Ottawa, Ontario: Canadian Volleyball Association, 1977.

Canadian Volleyball Association. Coaches Manual: Level II. Ottawa, Ontario: Canadian Volleyball Association, 1979.

Keller, Val. Point, Game and Match. Hollywood, California: Creative Sports Books, 1968.

Nicholls, Keith. Modern Volleyball: For Teacher, Coach and Player. 2nd ed. London: Lepus Books, 1978.

Prsala, Jan. Fundamental Volleyball Contacts. Edited by William White. Scarborough, Ontario: Canadian Volleyball Association, 1971.

Scates, Allen E. Winning Volleyball: Fundamentals, Tactics and Strategy. Boston: Allyn and Bacon, 1972.

Tennant, Mark. Volleyball Team Play. Ottawa, Ontario: Canadian Volleyball Association, 1977.

ATHLETICS 203

CALENDAR INFORMATION

DEPT.: Athletics
COURSE NO.: 203 -0
CREDIT HRS.: Zero
VECTOR: 0 - 1 - 3
TITLE: Outdoor Pursuits

CALENDAR DESCRIPTION:

This is both a theory and laboratory course aimed at developing knowledge and the practical skills needed to teach outdoor pursuits such as backpacking, camping, canoeing, cross-country skiing, alpine skiing, orienteering, and skating to secondary school students. NOTE: The content of this course may vary depending upon semester taught and instructor/faculty availability

PREREQUISITES: None

SCHEDULING: Once per year

SEMESTER WHEN IT WILL BE FIRST OFFERED: Fall 1986

OBJECTIVES OF COURSE:

This course is designed to provide basic knowledge as well as practical skills involved in selected outdoor pursuit through study and practical laboratory experience.

FACULTY:

Suggested personnel:

(1) Coaching Staff

STAFF: None

LIBRARY: Adequate

AUDIOVISUAL: \$1,500

SPACE: Use of teaching gym in M.P.X. and athletic facilities as well as off campus instruction

EQUIPMENT: None

OUTLINE OF TOPICS:

In any semester offering of Athletics 203 - Outdoor Pursuits, camping skills and a minimum of three of the following areas will be taught depending upon the semester, faculty availability and facilities.

- (a) camping skills
- (b) backpacking, hiking
- (c) orienteering
- (d) canoeing, kayaking, sailing
- (e) cross-country skiing
- (f) downhill skiing
- (g) snowshoeing
- (h) ice skating

The following is a list of general topics which will be taught for each outdoor activity followed by a more detailed outline of the camping skills.

1. Introduction: Goals, logistics and legal aspects of developing a secondary school outdoor education and activity program.
2. Integration of classroom subjects with an outdoor activity program.
3. Outdoor safety as applied to various activities:
 - a) water and boating safety
 - b) fire safety
 - c) mountaineering and hiking safety
 - d) avalanche and winter safety
 - e) first aid and emergency procedures.
4. Basic survival skills
 - a) water supply
 - b) food supply
 - c) warmth and shelter
 - d) survival equipment
5. Historical and cultural development of selected outdoor pursuits.
6. Planning an outdoor activity or trip.
 - a) equipment check
 - b) menu planning
 - c) packing techniques
 - d) planning your route
 - e) pre-trip activities and exercises
7. Camping skills and activities.
8. Orienteering - map and compass skills.
9. Backpacking and hiking techniques.
10. Canoeing and kayaking techniques.

11. Sailing techniques
12. Cross-country skiing techniques.
13. Downhill skiing techniques.
14. Snowshoeing techniques
15. Ice skating techniques.

COURSE REQUIREMENTS

A student's grade for this course will be based upon the following criteria.

1. Knowledge of historical/cultural development of outdoor skills. (Written exam - 10%)
2. Knowledge of skill analysis, progressions, safety procedures and evaluative techniques. (Written exam - 50%).
3. Personal performance of individual skills and movement patterns. Demonstration level of performance rather than a performance level based upon excellence of skill or playing ability. (50%)

SELECTED REFERENCES:

Pamphlets

- "Beware of Hypothermia". Department of Recreation and Conservation and the Provincial Emergency Program.
- "The A.B.C.'s of Wilderness Survival - Being Prepared on Nature's Trails". Department of Recreation and Conservation and the Provincial Emergency Program.
- "Canoeing - A Guide to Safety in British Columbia". Canoe Sport British Columbia and Outdoor Recreation Council of B.C.
- "Kayaking - A Guide to Safety in British Columbia". Canoe Sport British Columbia and Outdoor Recreation Council of B.C.
- "Waterfront Safety - A Guide for British Columbia". British Columbia Camping Association and Outdoor Recreation Council of B.C.
- "Hiking - a Guide to Safety in British Columbia". Outdoor Council of British Columbia.
- "Horse Riding - A Guide to Safety in British Columbia". B.C. Horse Owner's Association and Outdoor Recreation Council of B.C.
- "Cross Country Skiing - A Guide to Safety in British Columbia." Outdoor Recreation Council of B.C.

"Be Prepared for Canoeing". Parks Branch, Ministry of Recreation and Conservation.

"Play Safe Always". Canadian Red Cross Society Water Safety Service.

"Everyone Should be Able to Use a Map". Surveys and Mapping Branch, Energy Mines and Resources Canada.

"Outdoor Recreationists Self Registration Form". Outdoor Recreation Council of British Columbia.

"Bear and Cougar Safety Facts". Ministry of Recreation and Conservation.

"Bear!" Ministry of Lands, Parks and Housing.

Books

Backpacking and Hiking

Bunnelle, Hasse. Food for Knapsackers. San Francisco: Sierra, 1971 (\$4.95).

Colwell, Robert. Introduction to Backpacking. Harrisburg: Stackpole, 1970 (\$4.95 in paperback).

Elman, Robert. The Hiker's Bible. New York: Doubleday, 1973 (\$2.75).

Kinmont, V. and Axcell, C. Simple Foods for the Pack. San Francisco: Sierra, 1976, (\$7.50).

Mendenhall, Ruth and John. Beginner's Guide to Rock and Mountain Climbing. Harrisburg: Stackpole, 1975 (\$3.95)

Mohney, Russ. The Master Backpacker. Harrisburg: Stackpole, 1976 (\$3.75).

Mohney, Russ. Trailside Cooking. Harrisburg: Stackpole, 1976 (\$3.50).

Van Lear, Denise. The Best About Backpacking. San Francisco: Sierra, 1974 (\$9.95).

Wolfran, Gerry. Walk into Winter. New York: Scribner, 1978 (\$5.95).

Camping

Angier, Bradford. How to Stay Alive in the Woods. New York: Macmillan, 1962, (\$2.50 in paperback).

Berglund, Berndt. Wilderness Survival. New York: Scribner, 1975, (\$4.95 in paperback).

Berglund, Berndt. The Complete Wilderness Almanac. New York: Scribner (\$7.95).

British Columbia Hydro and Power Authority. Winter Survival. Vancouver.

British Columbia Ministry of Forests and Ministry of Environment.
Outdoor Safety and Survival. Victoria.

British Columbia Ministry of Forests, Ministry of Recreation and
Conservation, Ministry of the Provincial Secretary and Travel
Industry. Wilderness Survival. Victoria (\$1.00 in paperback).

Merrill, W.K. All About Camping. Harrisburg: Stackpole, 1970 (\$4.95).

Riviere, Bill. The Camper's Bible. New York: Doubleday, 1970 (\$3.25).

Canoeing

American National Red Cross. Canoeing. New York: Doubleday, 1977.

Anderson, Luther A. A Guide to Canoe Camping. Chicago: Reilly and Lee,
1969.

Angier, Bradford and Taylor, Zack. Introduction to Canoeing.
Harrisburg: Stackpole, 1973 (\$4.95).

Bearse, Ray. The Canoe Camper's Handbook. New York: Winchester Press,
1974.

Bridge, Raymond. The Complete Canoeist's Guide. New York: Scribner,
1978, (\$12.95).

Canadian Red Cross Society. National Small Craft Safety Instructor
Course Guide. Toronto: Canadian Red Cross Society, 1977.

Canoe Sport British Columbia. Instructor's Manual. Canoe Sport B.C.,
Vernon: Recreational Canoeing Association, 1975.

McNair, Robert E. Basic River Canoeing. Martinsville, Ind.: American
Camping Association, 1972.

Mead, Robert Douglas. The Canoer's Bible. New York: Doubleday, 1976
(\$2.75).

Orienteering

Anthony, A. Orienteering is Fun - Teaching and Resource Package.
Vancouver Lesson Aids Service, B.C.T.F., 1977.

Disley, John. Your Way with Map and Compass. Willowdale, Ontario:
Canadian Orienteering Services, 1975.

Gilchrist, James. Teaching Orienteering. Willowdale, Ontario: Canadian
Orienteering Services, 1975.

Kjellstrom, B. Be Expert with Map and Compass. New York: C. Scribner
and Sons, 1976.

Snowshoeing

Osgood, William and Hurley, Leslie. The Snowshoe Book. Brattleboro: Greene, 1975 (\$6.75).

Mitchell, Dick. Mountaineering First Aid. Seattle, Washington: The Mountaineers, 1975.

Prater, Gene. Snowshoeing. Seattle, Washington: The Mountaineers, 1974.

Wilkerson, James A. Medicine for Mountaineering. Seattle, Washington: The Mountaineers, 1975.

Cross-Country Skiing

Brady, Michael. Nordic Touring and Cross-Country Skiing. Oslo: Breyer, 1971.

Caldwell, John H. The New Cross-Country Ski Book. Brattleboro, Vermont: Greene Press, 1973.

Lederer, W.J., and J.P. kWilson. Complete Cross-Country Skiing and Ski Touring. New york: Norton Publishing Co., 1972.

Lund, Morten. The Pleasures of Cross-Country Skiing. New York: Outerbridge and Lazard, 1972.

Rees, David. Cross-Country Skiing: Touring and Competition. Vancouver, B.C.: Copp Clark, 1975.

ATHLETICS 204

CALENDAR INFORMATION:

DEPT: Athletics
COURSE NO.: 204 - 0
CREDIT HRS.: Zero
VECTOR: 0 - 1 - 3
TITLE: Track and Field

CALENDAR DESCRIPTION:

This course will cover the historical development, skill analyses and officiating techniques in Track and Field.

PREREQUISITES: None

SCHEDULING: Once per Year

SEMESTER WHEN IT WILL BE FIRST OFFERED: Fall 1985 Summer 1986

OBJECTIVES OF COURSE:

This course is designed to provide the student with the basic knowledge and practical skills to teach in track and field

FACULTY:

Suggested Personnel:

1) Coaching Staff

STAFF: None

LIBRARY: Adequate

AUDIOVISUAL: \$500.00

SPACE: Use of teaching gym in M.P.X.

EQUIPMENT: None

OUTLINE OF TOPICS:

In any semester offering of Athletics 204 - Track and Field, a minimum 10 events of sprints, middle distance, hurdles, relays, shot put, discus, javelin, long jump, high jump, triple jump, pole vault, will be covered depending upon the semester, faculty availability and facilities.

1. History of Track and Field
2. Running Skills
 - a) sprints - skill analysis and training techniques
 - b) middle distance - skill analysis and training techniques
 - c) hurdles - skill analysis and training techniques
 - d) relays - skill analysis and performance strategies
3. Throwing Skills
 - a) shot put - skill analysis and training techniques
 - b) discus - skill analysis and training techniques
 - c) javelin - skill analysis and training techniques
4. Jumping Skills
 - a) long jump - skill analysis and training techniques
 - b) high jump - skill analysis and training techniques
 - c) triple jump - skill analysis and training techniques
 - d) pole vault - skill analysis and training techniques

COURSE REQUIREMENTS:

1. Knowledge of historical and cultural developments of track and field, rules and officiating procedures (Written exam 10%).
2. Knowledge of skill analysis teaching progressions and training techniques (Written exam 40%).
3. Personal performance of the running, jumping and throwing skills (Proficiency exam 50%).

SELECTED REFERENCES:

Canadian Track and Field Association. Canadian Track and Field Coaching. Vanier, Ontario: Canadian Track and Field Association, 1975.

Cooper, John M., J. Lowery and W. Percin. Track and Field for Coach and Athlete. Englewood Cliffs, N.J.: Prentice-Hall, 1970.

Doherty, J.K. Modern Track and Field. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Foreman, Kenneth E., and Virginia E. Husted. Track and Field. Dubuque, Iowa: W.C. Brown, 1966 (no later edition).

Kay, David R. Learning to be a Better Athlete. London: W. Collins and Sons, 1975.

Powell, John. Track and Field Fundamentals for Teacher and Coach. Champaign, IL: Stripes Pub. Co., 1978.

Wilt, Fred. The Complete Canadian Runner. Vanier, Ontario: Canadian Track and Field Association, 1976.