

I. COURSE DESCRIPTION:

CICE students, with assistance from a learning specialist, will learn to participate in a basic examination of the latest research and trends in the rapidly-changing fitness and health promotion industry. Through discussion and independent study the CICE students will learn to acknowledge information and industry fads. Group and individual presentation of findings will assist students in developing their practical health promotion skills.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

1. Demonstrate a basic understanding of types of research, the research process and its use in the field of fitness and health.

Potential Elements of the Performance:

- Describe Analytical Research
- Describe Descriptive Research
- Describe Experimental Research
- Describe Qualitative Research
- Describe parts of the thesis; introduction, method, results, discussion and conclusion

2. Demonstrate the basic skills necessary to complete research in the field of fitness and health.

Potential Elements of the Performance:

- Identify and utilize professional publications
- Demonstrate the computer literacy skills necessary to complete research
- Demonstrate a basic understanding of appropriate referencing

3. Demonstrate a basic ability to analyze and interpret valid research articles and popular trends.

Potential Elements of Performance:

- Define and describe the difference between trends and fads
- Ability to identify current trends
- Demonstrate the ability to search for credible, peer-reviewed literature

- Demonstrate the ability to identify unbiased research
 - Demonstrate the ability to summarize research into their own words
 - Demonstrate an understanding of sample size, sources, duration, and validity of articles
4. Discuss and apply basic knowledge of research articles and trends to the field of fitness and health.

Potential Elements of Performance:

- Demonstrate the ability to discuss the difference between conflicting articles

III. TOPICS:

1. Introduction to Research and Trends in Physical Activity
2. Reading and Interpreting Physical Activity Research and Trends
3. Types of Research
5. Consulting Secondary Sources
6. Referencing

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Readings as Required

V. EVALUATION PROCESS/GRADING SYSTEM:

8 quizzes – 40%

In class presentations –20%

Final Assignment – 30%

In class discussions – 10%

Total: 100%

The following semester grades will be assigned to students:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00

D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

VI. SPECIAL NOTES:

Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

VII. COURSE OUTLINE ADDENDUM:

The provisions contained in the addendum located on the portal form part of this course outline.

Addendum:

Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and agreed upon by the instructor.

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.
4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

B. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

C. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

D. Evaluation:

Is reflective of modified learning outcomes.