



## Course outline

COURSE : **Health and Fitness**

PROGRAM : 280.C0 Aircraft Maintenance



DISCIPLINE : 280 Aeronautics

WEIGHTING : *Theory* : 1 *Practice* : 1 *Personal Study* : 1

Teacher(s)	Office	 extension	 e-mail ou website
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### Office hours

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Morning					
Afternoon					

Coordinator(s)	Office	 extension	 e-mail
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## 1 CONTEXT OF THIS COURSE WITHIN THE PROGRAM

-Physical Education Courses→ 3 Blocks

Courses offered in physical education are divided in three blocks. In order to obtain the three mandatory physical education credits, students must pass one course in each block. There are no pre-requisites for courses in Blocks 1 and 2. However, passing the first two courses is a pre-requisite for taking a course in Block 3.

-BLOCK 1

You will evaluate your personal physical condition and lifestyle. You will identify your needs and suggest physical activities in line with your intended health benefits, your motivation and your ability.

– Students must keep this course outline for the duration of their studies as it will be useful for the comprehensive assessment at the end of the program.

**Transport Canada** : This course outline meets the requirements of Training Organisation Certification Manual (MCF) of Transport Canada. The Department applies Transport Canada standard which allows a maximum absence of 5% for the course (theory and laboratory). The department compiles absences of all students enrolled in Aircraft Maintenance (280.C0) according to Transport Canada requirements. The application of Transport Canada policies regarding absences is available on the [Ma réussite à l'ÉNA](#) website under the heading « Privilèges accordés par Transports Canada ».

## 2 COMPETENCIES OF THE EXIT PROFILE (STUDENT SKILL PROFILES)

– Not applicable

## 3 MINISTERIAL OBJECTIVE(S) AND COMPETENCIES

**4EPO** Analyser sa pratique d'activité physique au regard des habitudes de vie favorisant la santé.  
(Analyzing one's personal level of physical activity in view of promoting a healthy lifestyle.)

## 4 TERMINAL OBJECTIVE OF THE COURSE (FINAL COURSE OBJECTIVE)

After passing the Multisports (fitness version) course, the student will be able to understand the relationship between his lifestyle habits and his health and the improvement thereof by the practice of regular physical activity and will recognize his needs, his capacities and the factors motivating him to a practice a sufficient level of physical activity.

## 5 TEACHING AND LEARNING STRATEGIES

A 30-hour course includes 2 consecutive hours in class per week and 15 hours (one hour per week) of personal work outside of class.

While helping the student assess the short-term effects of lifestyle habits on his health and physical condition, the review of information from scientific studies or from the media will also allow the student to recognize and understand the various aspects of global health and to develop critical thinking regarding a healthy lifestyle and the effects of physical activity on his health. The student will then be capable of analyzing his test and evaluation results, of understanding the influence of culture and society on his lifestyle and of projecting himself in the future.

The student will undergo physical activity situations which will help him develop his capacity to apply the rules of and take the steps to healthier living.

The student will be required to acknowledge his capacities, his aptitudes and identify the factors which may motivate him to be and remain active and healthy. The student will be required to develop physical evaluation strategies to help himself attain optimal goals of physical fitness and activeness.

The student will be asked to track his personal progress and elaborate a plan of action including the practice of a physical activity which will help him adopt or maintain a healthy lifestyle. This action plan shall represent the logical and realistic outcome of his personal analyses. He will be asked to both clearly and coherently present and discuss the steps to a long-term, personal approach to maintaining good health.

<https://mareussite.cegepmontpetit.ca/ena/>

## 6 COURSE PLAN

### LEARNING OBJECTIVES

1. Practice physical activity using a health-promoting approach.
2. Recognize their needs, abilities and motivational factors related to regular and sufficient practice of physical activity.
3. Distinguish the elements related to their lifestyle and the impacts on their practice of physical activity and their overall health.
4. Analyze lifestyle habits that promote health.
5. Suggest physical activities promoting one's own health.

WEEK	# OBJECTIVE	CONTENT	MODE OF INSTRUCTION AND LEARNING ACTIVITIES	DOCUMENTATIONS, RESOURCES, TECHNOLOGICAL TOOLS AND URL ADDRESS
1		Course outline presentation. Get active questionnaire. Introduction to Moodle and Runkeeper.	Meeting point = gymnasium.  Calendar on Moodle.	Runkeeper app.  Check your access to Moodle (course information are all there).  Read PPT 1: Lifestyle habits & health components
2	2 & 3	Physical activity. Theory on health. Starting profile presentation.	Training and theory.  Calendar on Moodle.	Read PPT 4: Principle of fitness and SMART.  Use Runkeeper App to record all your in class activities and out of class activities.
3	1 & 3	Physical activity. Theory on health.	Physical activity in class <b>formative</b> (runkeeper). Physical activity outside of class 20%(runkeeper).	Read PPT 10: Stress and sleep Enter physical activities on Runkeeper.  Starting profile to complete on Moodle and to submit (PDF).
4	1 & 3	Zenétudes. Theory on stress and sleep. Physical activity.	Physical activity in class formative (runkeeper). Physical activity outside of class 20 %(runkeeper). <b>Submission of Starting profile 20% (Moodle)</b>	Read PPT 6: Cardiorespiratory capacity Enter physical activities on Runkeeper.
5	1 & 3	Physical activity. Theory on health.	Physical activity in class formative (runkeeper). Physical activity outside of class 20 %(runkeeper).	Read PPT 7: Muscular capacity Enter physical activities on Runkeeper.
6	1 & 3	Physical activity. Theory on health.	Physical activity in class formative (runkeeper). Physical activity outside of class 20 %(runkeeper).	Read PPT 3: Nutrition Enter physical activities on Runkeeper.
7	1 &	Physical activity. Theory on health.	Physical activity in class formative (runkeeper). Physical activity outside of class 20 %(runkeeper).	Read PPT 5: Body composition and energy balance

WEEK	# OBJECTIVE	CONTENT	MODE OF INSTRUCTION AND LEARNING ACTIVITIES	DOCUMENTATIONS, RESOURCES, TECHNOLOGICAL TOOLS AND URL ADDRESS
	3			Enter physical activities on Runkeeper.
8	1 & 3	Physical activity. Theory on health.	Physical activity in class <b>summative 10 %</b> (runkeeper). Physical activity outside of class 20 %(runkeeper).	Read PPT 8: Flexibility Enter physical activities on Runkeeper.
9	1 & 3	Physical activity. Theory on health.	Physical activity in class summative 10% (runkeeper). Physical activity outside of class 20 %(runkeeper).	Read PPT 9: Posture Enter physical activities on Runkeeper.
10	1 & 3	Physical activity. Theory on health.	Physical activity in class summative 10% (runkeeper). Physical activity outside of class 20 %(runkeeper).	Enter physical activities on Runkeeper.
11	1 & 3	Physical activity. Theory on health.	Physical activity in class summative 10 %(runkeeper). Physical activity outside of class 20 %(runkeeper). Study for theory exam on week # 12.	Enter physical activities on Runkeeper.
12	3	<b>Theoretical exam on Powerpoint presentations in class : 20%.</b>	The exact location of the exam is to be determined. Physical activity outside of class 20 %(runkeeper).	Enter physical activities on Runkeeper.
13	1	Physical activity. Return on the theorotical exam. <b>Presentation of the homework (excel File) outside of class activities on Runkeeper 20%.</b>	Physical activity in class summative 10 %(runkeeper). Physical activity outside of class 20 %(runkeeper).	Enter physical activities on Runkeeper.
14	1	Physical activity. <b>Presentation of the Final Assessment 30%.</b>	Physical activity in class summative 10 %(runkeeper). Physical activity outside of class 20 %(runkeeper). <b>Submission of Outside of class activities (excel file) 20%</b>	Enter physical activities on Runkeeper.
15	1 & 4 & 5	Physical activity.	Physical activity in class summative 10 % ( <b>FINAL</b> ) Review of the semester. <b>Submission of the Final assessment: 30%</b>	Enter physical activities on Runkeeper.

## 7 SYNTHESIS OF SUMMATIVE EVALUATION METHODS

Description of Evaluation Activity	Context	Learning objective(s)	Evaluation Criteria	Due Date (approximate date assignment due or exam given)	Weighting (%)
<p><b>Starting profile report</b></p> <p>Complete the starting profile report : physical condition tests, needs, capacity, motivational factors.</p>	Perform the physical tests and complete the initial assessment individually	2.1, 2.2, 2.3	<p>Use the measurements of the various assessments, the available standards and the proposed theoretical framework to take a critical look at their physical condition and lifestyle. (20 - 40%)</p> <p>Identifies the lifestyle habits that generate health (strong point) and those that represent a risk (point to improve) and, if necessary, identify the risk. (20 - 40%)</p> <p>Identifies the physical capacities and needs that their assessment highlights. (20 - 40%)</p>	Week 4	20%
<p><b>Practice</b></p>	Practice of physical activity in class and outside of class	1.1, 1.2	<p>Performs a complete workout in a structured and consistent manner that respects the rules inherent in physical activity.</p> <p>Adjusts progressive overload settings based on ability and progression.</p> <p>Records all data related to the practice of the activity, for example: the application of progressive overload on the training sheets (exercise HR, sets, repetitions, etc.).</p>	Week 3 to 14 (periodic)	30%
<p><b>Monitoring of theoretical knowledge</b></p> <p>Theoretical exam on theoretical presentations</p>	Theoretical exam on theoretical powerpoint presentations on health.	3.1	Knowledge assessment (for example: theoretical exam).	Week 12	20%
<p><b>Final evaluation</b></p> <p><b>Final assessment</b></p> <p>Complete the final assessment by making the appropriate links and proposing a relevant choice of activity.</p>	Following the final physical condition tests, the student will have to complete a final assessment of his practice of physical activity and his lifestyle.	4.1, 5.1	<p>Communicates his analysis in a clear and reasoned manner. (20 - 40%)</p> <p>Analyzes the results of the tests carried out. (5 - 15%)</p> <p>Interprets the links between the results of the tests carried out and the critical assessment of their lifestyle. (30 - 50%)</p> <p>Offers a choice of activity (s) consistent with the priority needs identified and the health benefits sought. (10 - 20%)</p>	Week 15	30%
				<b>TOTAL</b>	<b>100%</b>

## 8 REQUIRED MATERIAL

- Note book or laptop
- Smartphone (runkeeper)
- Adequate clothing and footwear
- Towel and bottle of water

## 9 MEDIAGRAPHY

- Bradette, A., et Charbonneau, E., *En Action*, Chenelière Éducation, 2016.
- CHEVALIER, R., *Fitness Now*, Pearson, 2006
- CROISETIÈRE, R., *Abdominaux*, répertoire d'exercices, Édition RC 2004;
- CROISETIÈRE, R., *Musculation*, répertoire d'exercices, 3e édition RC, 70 pages;
- CHEVALIER, R., *À vos marques, prêts, santé!*, Édition du Renouveau pédagogique inc. 6e édition 2010.
- HARVEY, J-F., *Courir Mieux*, Les Édition de l'homme, 2013.
- LEDOUX, M., LACOMBE, N. et ST-MARTIN, G., *Nutrition sport et performance*, Géo Plein Air, 2006.
- LUSSIER, M. et TOUSSAINT, P-M., *Mythes et réalités sur l'entraînement physique*, Les Éditions de l'homme, 2012.
- LUSSIER, M. et TOUSSAINT, P-M., *Mythes et réalités sur la musculation*, Les Éditions de l'homme, 2013.
- THIBAUT, G., *Entraînement cardio, sports d'endurance et performance*, Vélo Québec Éditions, 2009.

## 10 REQUIREMENTS TO PASS THE COURSE

### 1. Passing Mark

The passing mark for this course is 60% by adding the marks for the theory and practical work for the course.

### 2. Attendance for Summative Evaluations

Students must be present for summative evaluations and must comply with the instructions given by the instructor to carry out the evaluation activity and written in the course outline. Unexcused tardiness for a summative evaluation could result in being excluded from the activity. Any absence from a summative evaluation that is not due to serious reasons (illness, death in the family, etc.) could result in a mark of zero (0) for the activity.

Students are responsible for meeting with the instructor before an evaluation activity is held or immediately upon returning to ENA to explain the reason for an absence. Proper documentation, such as a medical certificate, a death certificate, legal papers, etc., must be shown if the reason for absence is serious and recognized as such by the instructor(s), arrangements will be made between the instructor(s) and the student to make up the activity.

### 3. Submitting Assignments

The work required by a professor must be submitted on the date, at the place and at the time fixed. Penalties resulting from delays are established according to departmental rules (PIEA, article 5.2.5.2).

For any work submitted late, the penalty will be **10%** of its value **per day** of delay, **up to 7 days** after which the score of zero will be awarded.

### 4. Presentation of Written Work

The instructor(s) will provide students with information and guidelines regarding the presentation of written work. When the presentation of an assignment is unacceptable, the work will be penalized as a late assignment until an acceptable version is submitted. In this case, the penalties for late work will be applied.

Students must follow the standards adopted by the Cégep for written work (« *Normes de présentation matérielle des travaux écrits* »). These can be found at : <http://rmsh.cegepmontpetit.ca/normes-de-presentacion-materielle-des-travaux-ecrits-du-cegep/>.

## **5. Plagiarism**

Any breach of intellectual honesty, even if it is a result of collaborative work, will receive a grade of 0 (zero) for the exam, assignment or evaluation activity in question. In this case, the instructor will send a written report to the Department coordinator who will forward it to the Academic Dean (*Direction des Études*). (PIÉA, 6.6.1)

<https://mareussite.cegepmontpetit.ca/ena/mes-outils/integrite-intellectuelle-et-droit-dauteur/>

## **6. Grade reviews**

Students who believe that they have been treated unfairly may lodge a complaint with the appropriate administrator in Program Services in compliance with Article 6.3.4.

<https://mareussite.cegepmontpetit.ca/ena/mon-parcours/mes-evaluations-et-resultats/revison-de-note/>

## **7. Language quality**

The student must present his assessments in correct English. This is a formal requirement that authorizes the teacher to refuse an assessment or to delay its acceptance until he is satisfied (PIÉA 6.3.1). The delay in submitting the work in correct English is then subject to the penalty provided for this eventuality.

Deductive correction (100% - 10%).

The student does not have the possibility of correcting his mistakes to recover his points lost for the quality of the English language.

# **11 METHODS OF COURSE PARTICIPATION**

Student dynamic and enthusiastic participation is required throughout the course. The student must communicate positively and respectfully with the teacher and his peers; he will otherwise be asked to adapt his language or his behavior or will be asked to leave the course. Inappropriate clothing could lead to being denied access to the course, in which case an absence will be noted to the student's file.

### **Bimodal class or online class**

By attending online classes through videoconference technology, the student understands that his image and voice may be captured on video in the context of his courses and agrees to this. Videos are only visible during live classes and by the teacher and other participants exclusively.

For pedagogical reasons, some courses may be recorded. It is the teacher's responsibility to clearly inform students beforehand when their images and voices are to be captured on video. Any student opposed to his image and/or voice being recorded may turn off his camera and microphone but will be required to participate in writing through means established by the teacher. Otherwise, students who activate their cameras or their microphones are deemed to have agreed to their images and voices being taped. These recordings of courses will be available for the express and sole use of those students registered in the courses for the duration of the semester. It is strictly forbidden to broadcast these recordings in any public manner or to use them other than for pedagogical purposes.

No student may record an online course without prior consent from the teacher. Students whose personal information (voices and images) is captured on video may exercise such remedies as provided by the right to access records and the right of rectification per the Act respecting access to documents held by public bodies and the protection of personal information through the Cégep's Secretary General's Office.



## 12 OTHER DEPARTMENTAL REGULATIONS

### 1. Class attendance is mandatory

Any absence will be recorded in the student's file regardless of the reason. Class attendance cannot be recorded if the student is present but is not able to actively participate. The student cannot accumulate more than 4 hours of absence; from the 5<sup>th</sup> hour of absence, the student is excluded from the course. If the student can justify his 5<sup>th</sup> hour of absence for a major reason (death, illness, case of force majeure), he will have to make up the missed course. This special measure can only be used once.

### 2. Catching up on a missed course

The instructor will erase the absence in the student's file when the student makes up the missed class according to the conditions and specifications provided by the teacher.

The teacher will encourage to retake the class whenever possible.

### 3. Tardiness

Lateness is considered as one hour of absence. The teacher can refuse access to the class. Lateness is noted from the very beginning of the course if the student is not present or not ready to work.

### 4. Early departure

The student must be present from the beginning of the course to its end for the attendance to be registered.

## 13 INSTITUTIONAL POLICIES AND REGULATIONS

All students enrolled at Cégep Édouard-Montpetit must become familiar with and comply with the institutional policies and regulations. In particular, these policies address learning evaluations, maintaining admission status, French language policies, maintaining a violence-free and harassment-free environment, and procedures regarding student complaints. The French titles for the policies are: *Politique institutionnelle d'évaluation des apprentissages* (PIEA), la *Politique institutionnelle de la langue française* (PILF), la *Politique pour un milieu d'études et de travail exempt de harcèlement et de violence* (PPMÉTEHV), les *Conditions d'admission et cheminement scolaire*, la *Procédure concernant le traitement des plaintes étudiantes dans le cadre des relations pédagogiques*.

The full text of these policies and regulations is accessible on the Cégep web site at the following address:

<http://www.cegepmontpetit.ca/ena/a-propos-de-l-ecole/reglements-et-politiques>. If there is a disparity between shortened versions of the text and the full text, the full text will be applied and will be considered the official version for legal purposes.

## 14 STUDENT ACCESSIBILITY CENTER - FOR STUDENTS WITH DISABILITIES

Students having received a professional diagnosis of impairment (motor skills, neurological, organic, sensory, learning difficulties, mental health, autism spectrum disorder or other) or suffering from a temporary medical condition may request special accommodations.

Students seeking these accommodations must forward their diagnosis to the CSA by either MIO to "Service, CSA-ENA" or email to "servicesadaptesenacegepmontpetit.ca".

Students already registered with the CSA must communicate with their teachers at the beginning of the semester to discuss those accommodations they have been awarded by the CSA.

## 15 ANNEX

Language quality

<b>English correcting table</b>		
<b>Excellent</b>	<ul style="list-style-type: none"> <li>- The ideas are clear. The point is coherent.</li> <li>- Very good use of vocabulary related to the discipline.</li> <li>- In general, respect of the spelling and grammatical code (few or no mistakes).</li> </ul>	<b>10/10</b>
<b>Average</b>	<ul style="list-style-type: none"> <li>- The ideas are relatively clear. The point is generally coherent.</li> <li>- Most of the time, the choice of vocabulary related to the discipline is judicious.</li> <li>- The text contains a number of grammatical or spelling errors.</li> </ul>	<b>6/10</b>
<b>Poor</b>	<ul style="list-style-type: none"> <li>- The text is difficult to understand; the content is affected.</li> <li>- Misuse of vocabulary related to the discipline.</li> <li>- The text has too many grammar or spelling mistakes.</li> </ul>	<b>0/10</b>