

		<b>Universitas Negeri Surabaya</b> <b>Faculty of Sports and Health Sciences</b> <b>Bachelor of Sports Science Study Program</b>					<b>Document Code</b>																																								
<b>SEMESTER LEARNING PLAN</b>																																															
<b>Courses</b>		<b>CODE</b>	<b>Course Family</b>	<b>Credit Weight</b>			<b>SEMESTER</b>	<b>Compilation Date</b>																																							
SPORT AND ENVIRONMENT		8920102109		T=2	P=0	ECTS=3.18	6	July 17, 2024																																							
<b>AUTHORIZATION</b>		<b>SP Developer</b>		<b>Course Cluster Coordinator</b>			<b>Study Program Coordinator</b>																																								
		.....		.....			Dr. Heri Wahyudi, S.Or., M.Pd.																																								
<b>Learning model</b>	Case Studies																																														
<b>Program Learning Outcomes (PLO)</b>	PLO study program that is charged to the course																																														
	Program Objectives (PO)																																														
	PLO-PO Matrix																																														
		<div style="border: 1px solid black; padding: 5px; display: inline-block;">P.O</div>																																													
	PO Matrix at the end of each learning stage (Sub-PO)																																														
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td rowspan="2" style="width: 5%;">P.O</td> <td colspan="15" style="text-align: center;">Week</td> </tr> <tr> <td style="width: 3%;">1</td> <td style="width: 3%;">2</td> <td style="width: 3%;">3</td> <td style="width: 3%;">4</td> <td style="width: 3%;">5</td> <td style="width: 3%;">6</td> <td style="width: 3%;">7</td> <td style="width: 3%;">8</td> <td style="width: 3%;">9</td> <td style="width: 3%;">10</td> <td style="width: 3%;">11</td> <td style="width: 3%;">12</td> <td style="width: 3%;">13</td> <td style="width: 3%;">14</td> <td style="width: 3%;">15</td> <td style="width: 3%;">16</td> </tr> </table>															P.O	Week															1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
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<b>Short Course Description</b>	This course is designed to examine the concept of sport as it intersects with the environment. This course discusses the concept of sport and the environment, the role of sport in supporting environmental sustainability, the application of the concept of environmental sustainability in organizing sports events, the impact of the economic environment on sports events, the impact of sport on the environment, etc. by implementing a project based learning system.																																														
<b>References</b>	<b>Main :</b>																																														
	1. McCullough, B.P. & Kellison, T.B. 2017. Routledge Handbook of Sport and The Environment. London: Routledge. Dingle, G. & Cheryl Mallen. 2020. Sport and Environmental Sustainability: Research and Strategic Management. Canada: Routledge Reilly, T. & Waterhouse, J. 2004. Sport Exercise and Environmental Physiology . Churchill Livingstone: Elsevier. Schmitt, P. 2005. Manual on Sport and The Environment. Lausanne: International Olympic Committee																																														
	<b>Supporters:</b>																																														
<b>Supporting lecturer</b>	Indra Himawan Susanto, S.Or., M.Kes. Yetty Septiani Mustar, S.KM., M.P.H. Anindya Mar'atus Sholikhah, S.KM., M.Kes.																																														
<b>Week-</b>	<b>Final abilities of each learning stage (Sub-PO)</b>	<b>Evaluation</b>		<b>Help Learning, Learning methods, Student Assignments, [ Estimated time ]</b>		<b>Learning materials [ References ]</b>	<b>Assessment Weight (%)</b>																																								
		<b>Indicator</b>	<b>Criteria &amp; Form</b>	<b>Offline ( offline )</b>	<b>Online ( online )</b>																																										
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)																																								

1	Understand the learning outline of sports and environmental subjects	Understanding the learning contract: learning outcomes, methods used, tasks, and assessment components		2 X 50			0%
2	Students can understand the concept of sports and the environment	2.1 Accurately understanding the concept of sport and the environment 2.2 Understanding the scope of sport and the environment 2.3 Outlining the types of environment Applying knowledge about the concept of sport and the environment in everyday life.		2 X 50			0%
3	Students can describe and analyze the relationship between sport and the environment	1.1 Accurately understanding the concept and relationship between athletes, sports and the environment 1.2 Understanding the concept of environmental health and its application in the field of sports 1.3 Outlining environmental factors that influence or are related to sports 1.4 Explaining the relationship between sports and the environment (SDGs 2030)		2 X 50			0%
4	Students can explain the concept of environmental sustainability and its relationship to sports science (1)	4.1 Explaining the concept of sustainable environment 4.2 Understanding the importance of the environment in the world of sports 5.1 Explaining the ethical foundation in efforts to create a living environment Explaining the role of sport, sports institutions and sport science in creating a sustainable environment in accordance with SDGs 2030		2 X 50			0%

5	Students can explain the concept of environmental sustainability and its relationship to sports science (1)	4.1 Explaining the concept of sustainable environment 4.2 Understanding the importance of the environment in the world of sports 5.1 Explaining the ethical foundation in efforts to create a living environment Explaining the role of sport, sports institutions and sport science in creating a sustainable environment in accordance with SDGs 2030		2 X 50			0%
6	Students can analyze the role of the environment as a sports facility	6.1 Understanding water, water, and sport facilities: an overview of water and air quality, their purposes and benefits in the world of sport 6.2 Analyzing issues regarding water, air and sport facilities and their relationship to athlete performance and health		2 X 50			0%
7	Students can analyze the role of the environment as a sports facility	6.1 Understanding water, water, and sport facilities: an overview of water and air quality, their purposes and benefits in the world of sport 6.2 Analyzing issues regarding water, air and sport facilities and their relationship to athlete performance and health		2 X 50			0%
8							0%
9							0%
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11							0%
12							0%
13							0%
14							0%
15							0%

16							0%
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**Evaluation Percentage Recap: Case Study**

No	Evaluation	Percentage
		0%

**Notes**

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.