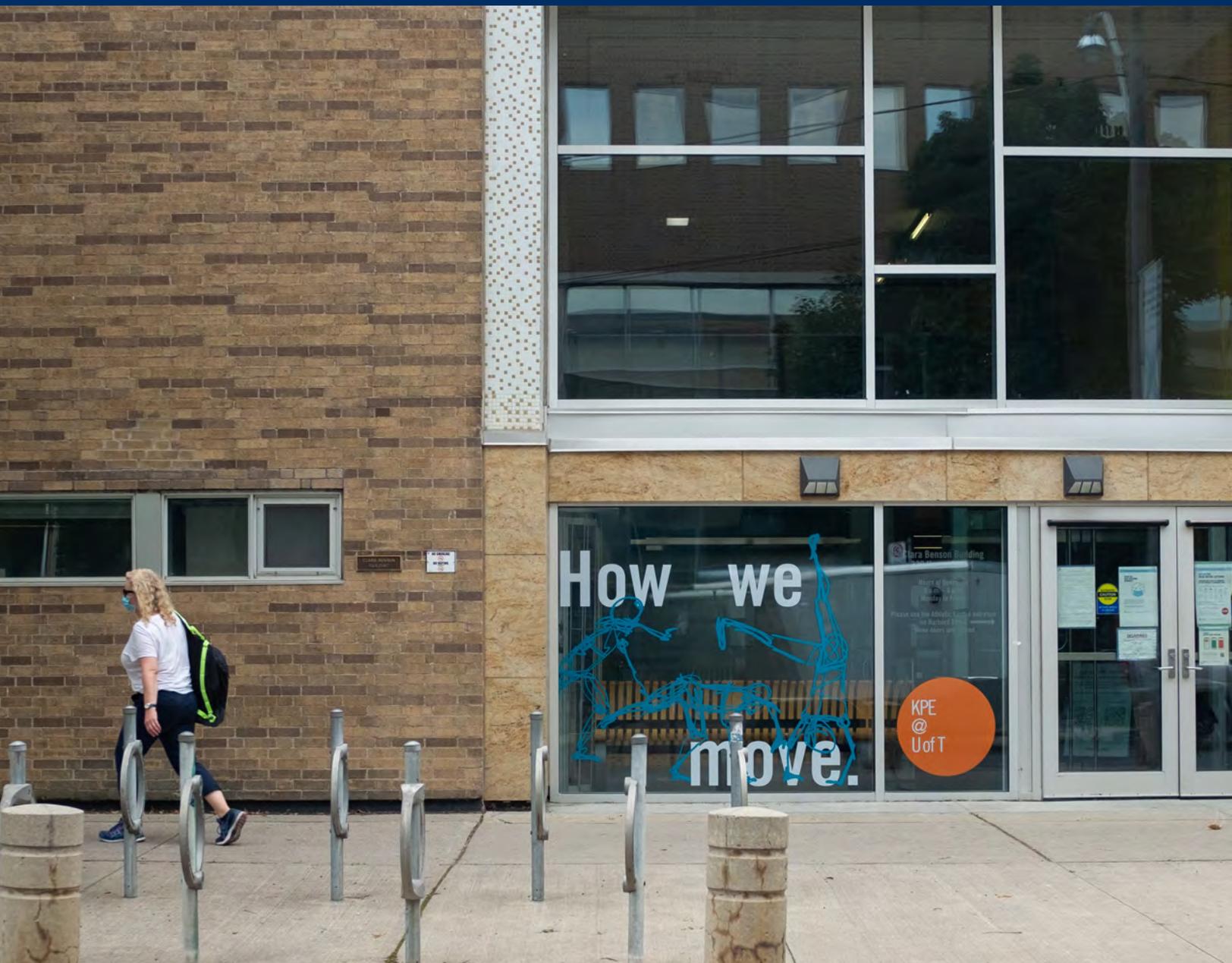


FACULTY OF KINESIOLOGY AND PHYSICAL EDUCATION

2021/2022

UNDERGRADUATE PROGRAM CALENDAR



UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

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Message from the Dean

Welcome to the Faculty of Kinesiology and Physical Education.

I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Our mission is to “develop, advance and disseminate knowledge about physical activity, health and their interactions through education, research, leadership and the provision of opportunity.” We deliver this mission through the synergies among the outstanding research, education and broad spectrum of co-curricular physical activity and sport programs that are all resident within the Faculty.

The importance of our mission has never been more urgent given what we now know about the personal health and well-being benefits of healthy active living, and the costs to our personal health and our health care system of physical inactivity. The scientific support is unequivocal: those who participate in co-curricular physical activity and sports programs are likely to reap huge benefits for their academic experience, their health, their social networks, and their leadership skills. The BKin degree program is designed to provide students with the foundation of knowledge and critical thinking skills to become informed participants and developing leaders in addressing such complex and important issues.

The Faculty offers outstanding undergraduate (BKIN) and graduate (MPK, MSc, PhD) degree programs where the cutting-edge research of our faculty members is brought into the classroom. In addition to academic theory courses, students engage in practica which provide important opportunities for applying and demonstrating the theories that are learned in the classroom; moreover, they provide an opportunity to practice what we preach about the importance of physical activity for our physical, social and psychological health and well-being. We encourage students to take advantage of professional placement opportunities made available in education, kinesiology, sports and healthcare settings. Through these placement experiences, students may apply their knowledge and skills in professional and community settings and contribute their ideas and energies to the promotion of health, physical activity, and sport both locally and globally. There are also opportunities for undergraduate research experiences under the direction of our professors who are leaders in their fields. Our graduates work in universities, research institutes, schools, sports

organizations, and with government programs nationally and internationally.

Outstanding professors, student support staff, facilities, and a multi-disciplinary curriculum are key strengths of our program. All courses are taught by accomplished scholars and scientists who bring their scholarship and research expertise into their classrooms and teaching labs. Our students also have access to the unrivaled resources of the entire University of Toronto, truly one of the world's great universities.

I hope you have a challenging, enjoyable, physically-active and rewarding year.

With best wishes,

Gretchen Kerr, PhD
Dean, Faculty of Kinesiology and Physical Education

Mission of the Faculty

The Faculty aims to develop, advance and disseminate knowledge about physical activity, health, and their interactions through education, research, leadership, and the provision of opportunity.

Physical activity is the term used to represent a very broad spectrum that ranges from physical inactivity due to a sedentary life style or disability right through to those who engage in chronic exercise because they are high performance athletes.

Physical activity includes exercise, sport, dance, and play.

Our definition of “health” follows that of the World Health Organization:

“Health is the state of complete physical, psychological, and social well-being and not merely the absence of disease. It is indicated by the extent to which an individual or a group is able to realize aspirations, satisfy needs, and harmoniously co-exist with the environment. Health is therefore seen as a resource for living. It is a positive concept, emphasizing personal and social resources and physical capacity.”

The Faculty provides students with a strong multidisciplinary background in the behavioural, biophysical, and physical cultural bases of physical activity and health, and the skills necessary for a lifetime of learning and leadership in a rapidly changing world. We also equip our graduates with the ability to conduct research and to become engaged in major social challenges such as changing public behaviour about physical activity. This is done within a framework that reinforces our key values of integrity, respect, equity and diversity, leadership and excellence within the domain of physical activity.

The Faculty offers a Bachelor of Kinesiology undergraduate degree. The Faculty also offers MSc and PhD degree programs and a professional Master of Professional Kinesiology degree program through our Graduate Department of Kinesiology. Our Faculty also provides the organizational framework for the provision of co-curricular athletics and physical activity programs, services and facilities for all University of Toronto students, faculty, staff, alumni/ae, and community members. This integration of academic and co-curricular programs provides a rich educational and research platform for KPE students and faculty members.

Our graduates have pursued a wide array of careers in diverse areas, including: health sciences, regulated health professions, education, fitness and recreation, sports administration, outdoor education, coaching, public policy, business, law, event management, marketing and

promotion, clinical kinesiology, ergonomics, government scientists, clinical trials management, and academia.

Through their research and other scholarly activities, our professors and students generate new knowledge that is communicated through scientific fora, taught in our classes, and disseminated to the broader public. Members of the Faculty also contribute to the strengthening of professional and community associations.

We are committed to assisting, inspiring and enabling our students to:

- a. acquire the skills and habits of critical thinking and research,
- b. acquire knowledge relevant to the understanding of human physical activity and health in Canadian society and beyond,
- c. develop the knowledge and skills to promote physical activity as a means to good health,
- d. develop the knowledge and skills of effective leadership in the broad field of kinesiology and physical education,
- e. develop the knowledge base and skills for lifelong learning.

Faculty Leadership & History

The University of Toronto has long been in the forefront of leadership development in kinesiology and physical education.

In 1900, it established a three-year diploma course in Gymnastics and Physical Drill to meet the demand for qualified teachers, professional youth workers, and community leaders. The following year, the course was lengthened to four years. Students took practical courses in first aid, teaching methods, and a variety of exercises and sports, in conjunction with their undergraduate study in arts and sciences. Those who were successful graduated with both a diploma and a bachelor's degree. Although initially intended exclusively for men, women were quick to enroll. During the 1920s, it became a women's-only program. In 1928, the course was renamed Physical Education.

Despite the success of the diploma course, the faculty and staff at U of T realized that an even more ambitious program of professional preparation was needed and that it should be available to both genders. The construction of school gymnasiums and swimming pools during the prosperity of the 1920s and the requirement that all high school students take physical education created a demand for better teachers, while the ravages of the depression made improved national fitness among the entire population an urgent public priority. In 1940, the Senate approved a proposal for a specialized three-year degree program in Physical and Health Education. U of T was thus the first university in the British Commonwealth to offer a degree in this field. Six men and 11 women began the course in September of that year.

From its beginnings, the school was concerned with the connection between physical activity and health. The first director, Dr. Stanley Ryerson, was a leading exponent of "positive health" as a form of disease prevention, and he often chided his medical colleagues for their narrow focus on the treatment of disease. The school developed close links with the other health science divisions at U of T (dentistry, medicine, nursing, and pharmacy), stressing the importance of the biophysical aspects of physical activity and health. Courses in the social sciences were subsequently added to enable students to gain a multidisciplinary, holistic grounding in the knowledge and skills necessary to provide opportunities for health and well-being.

In 1962, the program was extended to four years. In 1979, the school assumed responsibility for the Graduate Program in Applied Physiology (from the School of Hygiene) and changed the name to Exercise Sciences.

In 1998, the school was merged with the Department of Athletics and Recreation, which provides co-curricular programs, services, and facilities to all U of T students, faculty, staff, alumni/ae, and community members. At the same time the Graduate Program in Exercise Sciences became a department within the Faculty. The idea was to create a 'teaching health centre', in which research, teaching, and practice are closely linked to the benefit of both students in the Faculty's degree programs, and other U of T students.

There is growing public awareness of the consequences of inactivity and the importance of daily physical education within the school system for cognitive and social development, thus increasing the relevance of our degree. There is also a growing awareness of the role of physical activity/exercise in the prevention and treatment of the leading causes of illness and death. Kinesiology refers to the study of human movement in the broadest sense and as such involves an integrated range of knowledge spanning the biophysical, psychological, and physical cultural areas of study.

In January 2012, the Faculty changed its name to the Faculty of Kinesiology and Physical Education, a change that better reflects the breadth of its degree programs and the range of activities that happen under its umbrella.

Today, approximately 1000 undergraduate and 100 graduate students are enrolled in the Faculty's degree programs, and over 80,000 students are eligible for the co-curricular programs.

Faculty members have made notable contributions to research and the development of community institutions. Dr. Harry Ebbs, director between 1953-63 and 1967-72, was a pioneer in the health screening of school age children and the training of summer camp leaders. Dr. Juri Daniel, director between 1972 and 1979, is a pioneer in the study of stress and the development of adult fitness programs. Dr. Roy Shephard, director between 1979 and 1991, is a world-renowned investigator in exercise physiology. Dr. Bruce Kidd, director between 1991 to 1998 and dean between 1998-2010, is a leading sports historian and Olympic analyst. Dr. Ira Jacobs, dean between 2010-2021, is an internationally recognized exercise physiologist. Dr. Gretchen Kerr, who became dean in July 2021, is an internationally esteemed scholar in sport psychology.

Faculty Listing

Professor and Dean

*G. Kerr, BPHE, MA, PhD

Associate Professor, Teaching Stream and Vice Dean, Academic Affairs

*A. Stirling, BPHE, MSc, PhD

Professor, and Associate Dean, Research

*T. Welsh, BPHE, MSc, PhD

Professor, and Director, Graduate Studies

*M. Atkinson, BA, MA, PhD

Assistant Professor, Teaching Stream and Director, Undergraduate Studies

*C. Amara, BSc, MSc, PhD

Assistant Professor, Teaching Stream and Director, Master of Professional Kinesiology Program

*D. Frost, BSc, BA, BPHE, MSc, PhD

Professors Emeriti

J. V. Daniel, BPHE, BA, MS, PhD, Dr(hc)

*P. Donnelly, BA, MS, PhD

*B. Kidd, OC, BA, AM, MA, PhD

*L. M. Leith, BA, MA, PhD

*R. J. Shephard, MBBS, MD (Lond), BSc, PhD, DipPE (Hon. Caus), FACSM., FFISM

Associate Professor Emeritus

P. Klavora, BA, MPE, PhD

Associate Professor, Teaching Stream Emeritus

D. Cooper, BEd, MSc

Senior Lecturer Emeriti

M. J. Stratten, BPHE, MA

D. Taylor, BA, MA, PhD

Professors

*J. Goodman, BPHE, MSc, PhD

*I. Jacobs, MHK, DrMedSc

*C. M. Sabiston, BScK, MHK, PhD

*S. Thomas, BSc, MSc, PhD

Associate Professors

*K. P. Arbour-Nicitopoulos, HBKin, MSc, PhD

*C. Fusco, BA, CertEd, MSc, PhD

*M. Hutchison BPHE, MSc, PhD

*M. Locke, BA, BSc, PhD

*M. MacNeill, BPHE, MA, PhD

*L. M. Mainwaring, BA, BHK, MHK, PhD, CPsych.

*D. Moore, B Hon Kin, MSc, PhD

*D. Santa Mina, BSc, MSc, PhD

*K. Tamminen, HonBA, MA, PhD

*L. Tremblay, BSc, MSc, PhD

Assistant Professors

*R. Bentley, BSc, BPHE, MSc, PhD

*T. Burkhardt, PhD

*J. Chen, BSc, PhD

*S. Darnell, BHK, MA, PhD

*J. Gillen, BSc, PhD

*J. Joseph, PhD

*A. Kirkham, BSc, ATTH, MSc, PhD

*L. Trinh, BPHE/BA, MA, PhD

Associate Professors, Teaching Stream

P. Patchet-Golubev, BA, MA

*D. Richards, MD, DipSM

*T. Taha, BA (PE), MEd, PhD

Assistant Professor, Teaching Stream and Director, Health Sciences Writing Center

B. Samuels, BA, MEd, PhD

Assistant Professor, Teaching Stream

T. Finlay-Watson, BPHE, BEd

Assistant Professor, Teaching Stream, Limited Term

*A. Ali, BPHE, MA, PhD

Senior Athletic Instructors

B. Brophey, BA

K. Drakich, BA

C. Georgevski, BPHE

L. Kiefer, BPHE, BEd

D. Lowe, BPHE, BEd

B. MacDonald, BComm, MA

J. Mallon, BSc, MHSc, NCI Level 4 Coach

**Faculty with School of Graduate Studies appointments*

Administration & Governance

Faculty Council

The responsibility for academic policy rests with the Faculty Council. It is composed of the president, vice-president and provost, the dean, the vice dean, the associate and assistant deans, the chief administrative officer, professors emeritae/i, all full-time faculty, the registrar, and representatives of the Council of Athletics and Recreation (CAR), of the practica instructors, of the student body, the administrative and technical support staff, and alumni/ae.

Committees of Council

The following standing committees report to the Faculty Council:

Executive Committee

The Executive Committee is composed of the dean, vice dean(s), associate dean(s), assistant dean(s), chief administrative officer, registrar, chair of Faculty Council, and the president of the KPEUA. The purpose of this committee is to monitor the functioning of the Council and its committees, as well as to serve as the striking committee that determines the memberships of the rest of the standing committees of Council.

Admissions Committee

The Admissions Committee is responsible for the selection of students from among applicants to the undergraduate program in the Faculty and for making recommendations concerning admission scholarships. It is composed of the dean, vice dean, director - undergraduate program, two faculty, one staff, the registrar, two students and one alumni/ae representative.

Curriculum Committee

The Curriculum Committee is responsible for the curriculum of the undergraduate program. It recommends the addition/ revision/deletion of courses and administers course evaluations. It also approves course outlines and calendar materials. The committee makes recommendations to the dean regarding complement planning. It is composed of the dean, vice dean, director - undergraduate program, the physical practicum co-ordinator, three faculty members, the registrar as well as one undergraduate student, one athletic instructor and one alumni/ae representative.

Examinations Committee

The Examinations Committee is responsible for implementing the University's grading practices policy for the undergraduate program. It reviews policy concerning examinations (including the examination timetables) and examination results, and makes recommendations on academic status, graduation and the award of all

academic based scholarships and bursaries except admission scholarships to Faculty council. All petitions pertaining to grades and academic status are received and reviewed by the examinations committee subject to appeal to the appeals committee. The examinations committee is composed of the dean, vice dean, director - undergraduate program, one faculty member, one practicum instructor, the registrar, the KPEUA president, and one alumni/ae representative.

Appeals Committee

The Faculty administers academic appeals of prior rulings, normally from the examinations committee, by appointing an Appeals Committee for each specific case. Each committee will consist of two of the three faculty representatives from a range of disciplines covered by the Faculty's undergraduate programs as well as one KPEUA representative or designate. None of the members shall have any prior involvement with the case(s) to be heard. The chair of each appeals committee will be one of the two faculty members and will be entitled to vote.

Research Committee

The Research Committee is responsible for the development and overseeing of the Faculty's research. It advises on matters related to allocation of research space and financial resources for faculty and student research. It advises on the operation of, and financial resources made available to, the research centres of the Faculty. It monitors and reports on faculty and graduate student research activity and the integration of research and teaching within the Faculty. It is composed of the dean, the associate dean research, director of graduate studies, three faculty members (representing the range of disciplines in the Faculty), one graduate student representative, one undergraduate student representative, representatives from Faculty research groups, and directors of the Faculty's research centres.

Awards Committee (Joint with CAR)

The Awards Committee is responsible for policy and overseeing the administration of the Faculty's leadership, co-curricular and curricular awards. The awards committee is composed of the dean, Faculty Council chair, one faculty member, one co-curricular instructor or staff, one undergraduate student appointed by KPEUA, one student appointed by CAR, one alumni/ae representative, one representative of the University of Toronto's Enrolment Service's Office and one member of the KPE advancement staff as awards officer and secretary (non-voting).

Restricted Funds Committee (Joint with CAR)

The Restricted Funds Committee is responsible for providing an impartial review of and ongoing advice on the management of the Faculty's restricted fund accounts with a view to ensure appropriate expenditure of funds and reports on activity for the benefit of all stakeholders. The committee is composed of the dean, Faculty Council chair, four alumni/ae, one CAR co-chair, a senior member of the alumni affairs and development staff, and two

students, one representing the Varsity Board and the other the Faculty's academic programs.

Equity Committee (Joint with CAR)

The Equity Committee is responsible for reviewing equity issues in the Faculty's current and proposed curricular and co-curricular programs and services. The committee is composed of the dean, Faculty Council chair, one student and one non-student representative from CAR, one undergraduate student representative from the KPEUA, one member of the teaching staff, four University of Toronto students, and one University of Toronto equity officer.

Sponsorship Committee (Joint with CAR)

The Sponsorship Committee is responsible for ensuring that the sponsorship policies of the Faculty are followed and that revenues generated are appropriately used. The committee is composed of the dean, the director of advancement, one undergraduate student representative from the KPEUA, one graduate student representative from KPEGS, two student members of CAR, two non-student members of CAR, one Faculty Council member and one alumni member.

Policies & Procedures

Admissions Information

The following is a brief synopsis of application information for the BKin program. You can also obtain customized information from [Apply to U of T web tool](#)

General Information

The Bachelor of Kinesiology (BKin) program (accredited in Kinesiology and Physical Education Teacher Preparation by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) is in great demand by students. Our Admissions Committee is dedicated to selecting the best kinesiology specialists and physical and health educators for the future. Incoming students are assessed for both intellectual and physical activity leadership potential as submitted on the required Statement of Interest. Please see "Additional Requirement". Information on all undergraduate programs offered by the University of Toronto is available on-line at utoronto.ca/future-students or by mail to: Enrolment Services, University of Toronto, 172 St. George Street, Toronto, Ontario, M5R 0A3.

APPLICATION PROCESS

A) Applicants from Ontario High Schools

Current full-time Ontario secondary school grade 12 students receive information on the application process from their high schools in the fall. Depending on the student's background, proof of English facility may be required.

B) All Other New Candidates

Application requirements and procedures are available at [Apply to U of T website](#)

Apply online at [Ontario Universities Application Centre](#). Paper applications can be ordered by sending an email to: access@ouac.on.ca or write to the Ontario Universities' Application Centre, 170 Research Lane, Guelph, Ontario, Canada, N1G 5E2; tel: 519-823-1940.

C) Returning Students

Returning students who have previously completed at least one academic course at the Faculty, but who have not been in attendance for one or more sessions, do not need to reapply for admission. They must apply for re-registration through the Registrar's Office, Faculty of Kinesiology and Physical Education, 55 Harbord Street, Toronto, Ontario, M5S 2W6. Students away for more than two years must fulfill the requirements of the curriculum currently in place. Registration must be completed prior to the commencement of a session. All students must complete their degree within 10 calendar years of initial admission.

D) Internal University of Toronto Applicants

Applicants who have previously registered at the University of Toronto in a degree, diploma or certificate program or as either a non-degree or visiting student should apply through the Ontario Universities' Application Centre, using the internal application form available online at [Apply to U of T website](#).

Admission Scholarships

Refer to the Scholarships, Awards and Academic Prizes section for information regarding entrance scholarships.

General Requirements for all Applicants

ALL applicants must demonstrate:

- a commitment to a lifestyle of physical activity as a means of maintaining health; and
- leadership experience in some aspect of kinesiology, physical education and health.

ADMISSION REQUIREMENTS

A) Admission with O.S.S.D. Grade 12 or Equivalent

Entrance to first-year is offered to candidates who graduate from the Ontario secondary school program with above average standing in a full academic program. Students must obtain standing in six courses including:

- English (ENG4U)
- One of: Biology (SBI4U)/Chemistry (SCH4U)/Physics (SPH4U)
- One of: Advanced Functions (MHF4U)/Calculus & Vectors (MCV4U)
- **Strongly Recommended:** Introductory Kinesiology (PSK4U) or Exercise Science (PSE4U) if available.
- Recommended: Biology and/or Physics.

NOTES:

1. The course Anatomy and Physiology 12 will be accepted in place of Gr. 12 Biology where provided.
2. Chemistry is strongly recommended for candidates wanting to pursue multiple courses in university level biology. Candidates with aspiration to complete higher year Biology courses are encouraged to complete Grade 12 Chemistry.
3. Calculus and Biology are required for enrolment in Psychology courses beyond first year and to complete a Minor or Major in Psychology.
4. All applicants must present the English, Math and Science i.e. (Biology/Chemistry/Physics) requirements. All applicants, including those who must present proof of English facility, will be required to present a senior level English course (equivalent to Ontario ENG4U/EAE4U) for admission to all undergraduate programs. The English course result will be considered in the admissions process and calculated as part of an applicant's admission average.

B) Admission as a Non-Matriculant

Two potential places have been set aside each year for truly outstanding non-matriculant applicants. A “mature applicant” must have been an Ontario resident for one year, 21+ years of age on October 1, and not completed an Ontario secondary school or equivalent program. Applicants must demonstrate ability and experience, and complete a minimum of one English, one Math (Advanced Functions or Calculus & Vectors) and one of biology/chemistry/physics at the Grade 12 4U or equivalent level. At least one of these three courses must be completed with a “B” standing or higher through the academic bridging program offered at [Woodsworth College](#).

C) Admission as a Transfer Credit Student

An undergraduate of another university or U of T faculty may be admitted to the BKIN program with advanced standing if a high standing has been maintained in previous studies, and if appropriate prerequisites have been completed. In exceptional cases, credit may also be allowed for community college courses.

Additional Requirement – All applicants

An online Statement of Interest including the name and contact information of one referee is required of all applicants. A link to the form will be provided at the [Join.utoronto.ca](#) portal, as well as the BKIN Future Students page at the Faculty’s website. Applications will not be considered without the completed Statement of Interest.

Indigenous Students

In recognition of the University’s special responsibilities to the Indigenous peoples of the GTA, Ontario, and Canada and to the diversity of those peoples, the Faculty has established special criteria and procedures for improving the participation of aboriginal students in its programs. Indigenous applicants who wish consideration under these criteria should notify the chair of the Admissions Committee about their application to the program. Contact 416-978-3026 to initiate this process. Applicants in this category can also receive assistance with their application and enrolment process from the First Nations House, Borden Building North, 563 Spadina Avenue, Toronto, Ontario, M5S 2J7; telephone 416-978-8227, Toll-free phone: 1-800-810-8069, [www.fnh.utoronto.ca](#)

Students with a Disability

The Faculty has reserved two spots for academically qualified applicants with a physical disability. Applicants or their guidance counsellors are invited to contact the Faculty’s Registrar’s Office at [admissions.kpe@utoronto.ca](#) with requests for special consideration. Students must also complete the University of Toronto’s Special Consideration form, available on the [Join.utoronto.ca](#) admission portal.

Non-degree/Visiting Students

Special/visiting students are individuals living in North America who wish to take courses offered by the program,

for interest or for transfer credit. Students in this category must meet the admission criteria for the program. Applicants not previously admitted to the Faculty must submit an application and a \$90 fee directly to the Faculty. Official transcripts from all institutions attended are required. Students from other universities should also include a letter of permission from their home institution. Graduates of the program may be re-admitted for further undergraduate study within the first twelve months of graduation, upon presentation of a letter to the Admissions Committee outlining their reasons for wishing to return. After the initial twelve months of graduation, the re-registration fee is \$25. Application dates are June 30 for fall admission, November 30 for winter admission and April 1 for summer admission. Application must be made for each re-registration period. Apply early, as places are limited. Note that not all applicants are granted this privilege.

Deferred Admission

Ontario high school graduates, admitted in their final year of high school, with final averages higher than 85% including all pre-requisite courses will be considered for deferred admission. Students who wish to do so, may request a one-year deferral of their offer of admission. If granted, the deferral of admission will include a deferral of any entrance scholarship(s) awarded and the residence guarantee if applicable. Applicants who plan to attend another post-secondary institution will not be permitted to defer their admission. Students are advised to email their request for a deferral to [admissions.kpe@utoronto.ca](#) by June 30. Decisions will be finalized when official final transcripts are received.

If a deferral request is granted, the offer of admission to the current academic year will be cancelled.

Full-time Students

A full-time student will take the normal load of 5.0 academic credits as outlined for each year of study and pay a flat rate program fee for the academic year.

Students enrolled in less than 4.0 academic credits as of the fee determination dates pay the full time incidental fees, but are eligible to pay on a per-course basis for tuition fees. There are deadlines to meet this eligibility. Students should consult the Student Accounts website <https://studentaccount.utoronto.ca/> for full details. Students in the program fee band who drop down to the per-course band after the relevant deadlines will be required to pay the full program fee.

Part-time Students

Any individual enrolled in 50% or less of the academic course load may request to be registered as a part-time student for the corresponding year of the program. The maximum course enrolment for part-time study is 2.5 full academic courses. Fees for part-time students are assessed on a per course basis, and have lower incidental charges. Such requests must be made by the appropriate deadlines – after those deadlines students will

lose some or all of the potential savings. Refer to the Tuition Fees section of the BKin program website for details. <https://kpe.utoronto.ca/academics-researchbachelor-kinesiology-bkin/fees-and-award>

Enrolment Information

Newly admitted students can access information about enrolment dates, deadlines and procedures on the Faculty's First Year Student webpage <http://uoft.me/KPEFirstYear>. Prior to registration, students are advised to fill out the Get Active Questionnaire (https://www.csep.ca/CMFiles/GAQ_CSEPPATHReadinesForm_2pages.pdf) to ensure they are ready and able to participate in vigorous physical activity. A reference document accompanying the questionnaire can be found at: https://www.csep.ca/CMFiles/publications/GAQ_ReferenceDoc_2pages.pdf. In addition, students are asked to confirm that they are adequately immunized.

Returning students will be notified of their academic status at the end of each academic year, and provided with instructions regarding registration for the next academic year.

ACORN (Accessible Campus Online Resource Network)

ACORN is the automated student information/records system. You will be able to access ACORN via the internet. With this system, students can enrol in academic, and activity courses online in "real time." This means you will know the results of your requests for courses immediately.

www.acorn.utoronto.ca

You may do the following on the web within pertinent dates:

- Add, cancel or change courses/meeting sections for academic courses
- Add, cancel or change waiting list enrolment for courses where waiting lists are active
- List your academic courses
- Check available space in academic courses
- View/print your personal timetable
- Check results of academic courses requiring approval (i.e. courses with enrolment indicators)
- Access your GPAs, your academic status, and your final grades
- View activity log (history of all transactions processed)
- Update your personal information (mailing address, telephone number, contact information, etc.)
- Check your fees account balance and details
- Print T2202 Tuition, Education and Textbooks Certificate

- Track your current degree progress with [Degree Explorer](#)
- Check for recently approved course equivalents from other universities with [Transfer Explorer](#)

Using ACORN

Students can access ACORN by using their JOINid/UTORid and password at the following link: acorn.utoronto.ca

UTORids are issued when a student obtains their TCard. For more information about obtaining a TCard and activating the UTORid please visit the following link: tcard.utoronto.ca

Students who enrol in courses agree by virtue of that enrolment to abide by all of the academic and non-academic policies, rules and regulations of the University and of his or her academic division, as set out in the divisional calendar, and confirm responsibility for payment of associated fees, and agree to ensure that the accuracy of personal information such as the current mailing address, telephone number, and utoronto.ca email address is maintained.

A student's registration is not complete until he or she has paid tuition and incidental fees, or has made appropriate arrangements to pay. Students who defer fee payment or whose payment is deferred pending receipt of OSAP or other awards, acknowledge that they continue to be responsible for payment of all charges, including any service charges that may be assessed. For details see the Student Accounts Web site at www.studentaccount.utoronto.ca.

Adding/Dropping Courses After Enrolment

A student can only add or delete courses without academic penalty before the deadlines specified in the academic calendar. Failure to observe these deadlines will not be a basis for a petition to drop a course. A student wishing to add a course after the deadline, with the Arts and Science exception noted in the following section, must petition to do so.

Adding Arts & Science Courses After The Last Date to Enrol

Arts & Science course enrolment and section changes must be completed by the deadlines published in the academic calendar. Late requests will not be considered. Arts and Science courses may have limited enrolment because of room capacities or because of departmental policy for pedagogical reasons. In either case, if a course or section is full on the last date to add courses, no additional students will be enrolled. Course instructors do NOT have the authority to enrol students in an Arts and Science course or section and a letter of acceptance from the instructor will not enable a student to enrol.

Course and Waiting List Monitoring

Students are responsible for monitoring their records. It is

extremely important that you check on ACORN each term before the appropriate course add/drop and waiting list deadlines to carefully and completely review your list of courses as reported. Failure to do so could have serious negative academic and/or financial ramifications. Petitions that could have been avoided through proper course monitoring are not viewed sympathetically.

Course Conflicts

It is strongly recommended that students not enrol in courses with conflicting meeting times as, in accordance with standard University practice, such students receive no special consideration with respect to tests, examinations or mandatory attendance sessions that conflict or with respect to information conveyed in classes not attended.

T-Card (Student Photo-identification)

The T-Card (photo ID) is required for admission to lectures and laboratories, for participation in student activities, and for library privileges. It must also be produced for identification when examinations are being written (see "Examinations" for photo ID requirements for examinations). If a student loses a card, the TCard website can assist with replacement and reporting procedures <http://tcard.utoronto.ca> There is a fee for the replacement of lost cards.

Time Limits

To graduate, the full program must be completed within 10 years following initial registration, and all regulations specified when the student was first admitted must be fulfilled. When a period of two or more years has elapsed since completion of a course, the course content will be evaluated relative to current academic requirements in judging whether the candidate has satisfied all of the degree requirements.

Health Requirements

Prior to registration, students are advised to fill out the Get Active Questionnaire

(https://www.csep.ca/CMFiles/GAQ_CSEPPATHReadinessForm_2pages.pdf) to ensure they are ready and able to participate in vigorous physical activity. A reference document accompanying the questionnaire can be found at:

https://www.csep.ca/CMFiles/publications/GAQ_ReferenceDoc_2pages.pdf. In addition, students are asked to confirm that they are adequately immunized.

Safety

Both instructors and students have a major responsibility to ensure the safety of activity courses and this is regarded as an important aspect of the total learning experience. In the event that an accident should occur, it is the responsibility of the student and the instructor

concerned to ensure that an accident report is completed and filed, with a copy to the registrar.

Faculty regulations require that proper safety equipment and appropriate attire be worn while participating in a physical activity.

Examination Procedures

Missed Examinations

Students who miss a mid-term or final examination for an unforeseen and petitionable reason must notify the Registrar's Office within 24 hours of the scheduled examination. Following notification, appropriate documentation must be provided to the Registrar's Office either before the test/exam date or within one week after the test/exam date. Failure to notify the Registrar's Office and provide documentation within the allotted time will result in the assignment of zero for the missed examination.

Students who sit a scheduled examination will not be allowed to ask for an alternative assessment or special consideration in marking after the fact.

Guidelines for Missed Term Tests and Mid-Term Examinations

The following applies to all FKPE undergraduate courses regarding any missed term test or mid-term examination. These guidelines DO NOT apply to final examinations. Guidelines for non-FKPE courses may differ.

1. Missed Term Test or Mid-Term Exam with Appropriate Notification and Documentation¹ for Absence:

- The option to write a deferred term test or mid-term exam may be given, at the discretion of the instructor².
- Term tests and mid-term exams will only be deferred ONE time per course. The deferred test/exam will be set within four weeks of the original term test/mid-term exam date.

2. Missed Regular or Deferred Term Test/Mid-Term Exam without both Appropriate Notification and Documentation¹ for Absence:

- A grade of zero will be assigned for missed regular and deferred term tests/mid-term exams without appropriate notification and documentation for absence.

3. Missed Deferred Term Test or Deferred Mid-Term Exam with Appropriate Notification and Documentation¹ for Absence:

- If the final exam is NOT cumulative or the course has no final exam, a petition for suitable accommodation must be submitted to the Examinations Committee via the Registrar's Office.
- If the final exam is cumulative the weighting of the term test or mid-term exam will be added to the final exam provided this new weighting is $\leq 75\%$ of the final course grade. If the new weighting results in a final exam that is

>75%, the student will have the option of accepting this higher weighting by notifying the Registrar's office in writing, or petitioning for a second deferred mid-term examination with the original weighting. The timing of the second deferred mid-term examination will be at the end of term and may result in a deferred final examination.

¹Appropriate Documentation refers to relevant documentation for a FKPE-accepted reason for absence. Examples include a physician-signed medical note for injury or illness, death certificate for bereavement leave, signed Varsity letter indicating absence for competition on the date of the test/exam. Note: documentation must indicate the absence overlaps the examination date. Documentation ending before or starting after the examination date is not acceptable grounds.

²At the discretion of the course instructor, in courses with cumulative final exams, there may be no option for a deferred term test/mid-term exam. In this case, the weighting of the missed evaluation will be added to the final cumulative exam. Course outlines will indicate whether or not a deferred mid-term is offered in the course.

Guidelines for Missed Final Examinations

Students who miss a final examination and provide proper notice and documentation will have a deferred examination as per the deferred final examination section below. Guidelines for non-FKPE courses may differ.

Deferred Final Examinations

A student may apply for a deferred final examination for only three reasons:

1. documented medical grounds,
2. documented international competition with a national team or other activities with equivalent significance, or
3. documented compassionate grounds.

In each of these cases, the Examinations Committee must be convinced that the student gave the Faculty written notice at the earliest possible opportunity. In cases 1 or 3, the Registrar's Office must receive notification within the 24 hour time limit (indicated above) and a petition with supporting documentation requesting a deferred exam must be submitted no later than the end of the examination period. In case 2, arrangements for the international competition must not be made before a student receives permission for an alternative examination date.

Students who sit a scheduled examination will not be allowed to ask for an alternative assessment or special consideration in marking after the fact. Deferred examinations from the December finals will be scheduled during the last two weeks in January.

Deferred examinations from the April finals will be scheduled in mid May. Students who missed writing during the deferred exam periods will write at the next available opportunity which may be the following year when the course is offered.

Deferred Midterm Examinations

With the addition of C.I.S. and O.U.A. league and final competitions to item 2 above, this policy follows the same guidelines as the Deferred Final Examinations Policy above.

Outstanding mid-term tests and assignments

See Grading Practices, Part B. Deadlines and penalties for late or missing work will be stated in the course outline. Professors have the authority to grant extensions of term work to no later than the last date of the examination period. Students requiring extensions beyond that date must petition. Professors may require students to formally petition for term work extensions at their discretion.

KPE GUIDELINES FOR GRADE REVIEW

PREAMBLE

The Faculty of Kinesiology and Physical Education recognizes that feedback on term work and the opportunity to review examinations (with model answers and/or master key) are important for student learning. As a result, instructors aim to facilitate this process. In exceptional cases, a student may have grounds to formally challenge the marks awarded for their evaluation. Examples of eligible and ineligible requests are provided on the re-evaluation and appeal forms*. The process for grade review is outlined below.

*All related forms can be found at:

<https://kpe.utoronto.ca/academics-research/bachelor-kinesiology-bkin/petitions-and-appeals>

Evaluation documents such as examination questions and model answers are confidential and are not to be copied or communicated to other students.

Communicating confidential materials to others is considered to be an offence under the Code of Behaviour on Academic Matters. This policy can be found [online](#).

PART I: TERM WORK

In the case where assessed work has been returned, students are encouraged to review their work immediately. In the case of restricted assessments, at the time that grades are released, instructors will post a date(s) and time(s) (office hours or other) when students can review their work. When reviewing work, students will be provided with a master examination if relevant (answer key, rubric, model answer); at the discretion of the

instructor, students may bring their own course notes and readings for reference. It is the students' responsibility to take advantage of these opportunities to review their work. Calculation errors can be addressed during the review. It is up to the discretion of the individual course instructor to adjust grades.

Any request for instructor review or appeal must be initiated within 2 weeks of the review opportunity or return of work to the students. This process applies to any KPE coursework completed during the term, including the following: mid-term tests, quizzes, presentations and assignments. Note that in the case of group work, the express written consent of all group members is required using a KPE Request for Appeal of Final Group Grade form to proceed with a re-evaluation. In such cases, it is advantageous for group members to have documentation illustrating their individual contributions.

Level 1: Appeal to the Course Instructor

A student who believes that they have grounds to challenge the marks awarded for an individual item of term work may ask the course instructor for a re-evaluation. Such a request may require the completion of a KPE Request for Re-Evaluation of Term Work form, found on the KPE website. This form requires the student to state explicitly the part(s) of the evaluation where they think additional marks are warranted and to provide a rationale to support the request. The student must do more than simply assert that, "I disagree with the marking", or that "I believe I deserve more marks". The form should be submitted to the course instructor. In rare circumstances, if the instructor is no longer accessible, the form can be submitted to the Registrar's Office. The instructor re-evaluation may involve the entire piece of work and can result in a raised mark, a lowered mark or no change. In submitting this request, the student acknowledges that no further requests to re-evaluate this work will be considered by the instructor.

Level 2: Mark Appeal to the Director, Undergraduate Studies

If the student is not satisfied with the re-evaluation, she or he may appeal to the Director, Undergraduate Studies. An appeal must be made in writing, using the KPE Request for Appeal of Final Grade form within two weeks of receipt of the instructor re-evaluation response. Similar to the KPE Request for Re-Evaluation form, students will be asked to state explicitly the part(s) of the evaluation where they have evidence that additional marks are warranted and to provide a rationale for the request. In addition, the mark appeal must include a summary of all previous communications with the marker and/or instructor. If the work in question was a group effort, then each group member must agree to the appeal by signing the KPE Request for Appeal of Final Group Grade form. In such cases, it is advantageous for group members to have documentation illustrating their individual contributions.

The Director will evaluate the arguments submitted in the appeal. If they consider that there are no substantive

reasons to initiate an appeal, that judgment will be communicated to the student. If the Director considers that an appeal is appropriate, they will solicit an independent reader for this purpose. In this case, the independent reader will be given a clean, anonymous copy of the work and will not know what mark was assigned originally. The independent reader's evaluation will be carried out in accordance with the marker/instructor's original grading scheme and take into account the nature and level of the course. The independent reader's evaluation will involve the entire piece of work and can result in a raised mark, a lowered mark or no change.

In submitting an appeal request, the student agrees to the terms and conditions stated above, and acknowledges that no further requests to re-evaluate this work will be considered by the Director.

NOTE: In the case where the mark appeal is for a course instructed by the Director, Undergraduate Studies, the appeal will be directed to the Vice-Dean, Academic Affairs.

NOTE: Re-evaluations and mark appeals will be dealt with expeditiously. Cases will be prioritized when feedback from the re-evaluation or appeal impacts subsequent evaluation(s) in the course.

PART II: FINAL GRADES AND EXAMINATIONS

Final Grades

If the student considers that there has been an arithmetical error in calculating their final grade, they may request a "recheck". In this case, the KPE Request for Re-Check of Final Course Grade form should be completed by the student and submitted to the course instructor within six months of the posting of the final grade on the student web service. The student should indicate precisely where the error is considered to have occurred. A general request for rechecking every piece of evaluation, without substantiation, will not be considered.

Final Examinations

Step 1: Reviewing the Examination

If the final examination is restricted (i.e. students are not permitted to pick up their graded examination), to request a supervised viewing of KPE Faculty final examinations, please contact the course instructor via email within four weeks of the posting of final grades, using your UTOR email address only. The instructor will suggest a date(s) and time when the student may review their final examination in a supervised setting with the instructor and/or TA present. A master examination (answer key, rubric, or model answer if relevant) will be provided and, at the discretion of the instructor, the student may bring their own course notes and readings for reference.

Step 2: Request a Reread

If a student considers that there is evidence to support the awarding of additional marks to their final examination, they may request a re-read. The student must first complete the KPE Request for Reread of Final Examination form. On this form the student is asked to demonstrate that their answers substantially warrant additional marks by citing specific instances of disagreement; these may be supported, at the discretion of the instructor, by such documentary evidence as course handouts, course readings/textbooks, lecture notes, etcetera. The student must do more than simply assert that, "I disagree with the marking", or that "I believe I deserve more marks". The Request for Re-read of Final Examination form must be submitted to the Registrar's Office within six months of the posting of the final grade on the student web service. A master examination (answer key, rubric, or model answer) will be provided at the time of viewing. [For some examinations, particularly those with multiple choice questions, there may be an examination key that is essential to the marking of the examination, while in other types of examinations, a rubric or model answer, if relevant, will be required. In such cases these documents should be provided at the time of viewing.]

The submitted request will be directed to the course instructor. A recheck or reread may result in a grade being lowered, raised or not changed. In submitting this request, the student acknowledges that no further requests to re-evaluate this work will be considered by the instructor.

Students are asked to make every attempt to view their exam within the four week period. Please contact the KPE Registrar's Office should you still wish to review your exam after the four week period or if you need assistance with contacting your instructor.

The deadline to request an exam viewing is **six months** after the final grade has been posted.

Step 3: Mark Appeal to the Director, Undergraduate Studies

As a final step in the KPE grade review process, if the student is not satisfied with the reread by the course instructor, they may appeal to the Director, Undergraduate Studies. An appeal must be made in writing, using the KPE Request for Appeal of Final Grade form within three weeks of the results of the recheck or reread. Similar to the KPE Request for Reread of Final Examination form, the student will be asked to explicitly state the part(s) of the evaluation where they have evidence that additional marks are warranted and to provide a rationale for the request. In addition, the mark appeal must include a summary of all previous communications with the marker and/or instructor.

The Director will evaluate the arguments submitted in the appeal. If the Director considers that there are no substantive reasons to initiate re-evaluation, then this judgment will be communicated to the student. If the

Director considers that a re-evaluation is appropriate, he or she will solicit an independent reader for this purpose. The independent reader will be given an anonymous copy of the work and will not know the mark that was assigned originally. The re-evaluation will be carried out in accordance with the marker/ instructor's original grading scheme and take into account the nature and level of the course. The re-evaluation will involve the entire piece of work and can result in a raised mark, a lowered mark or no change. In submitting this request, the student acknowledges that no further requests to re-evaluate this work will be considered by the Director.

In submitting the appeal, the student agrees to the terms and conditions stated above.

NOTE: In the case where the mark appeal is for a course instructed by the Director, Undergraduate Studies, the appeal will be directed to the Vice-Dean, Academic Affairs.

Conduct of Examinations

Photo Identification Requirements for Exams:

All students must have a signed photo-identification card displayed during any examination. Acceptable photo identification includes any one of the following, as long as it contains a photo and a signature: current University of Toronto Photo ID (TCard) or up-to-date Passport (any country) or current Driver's License (any country) or current Canadian health card (any province or territory), or current provincial photo card.

Students appearing without appropriate or any photo identification may still be permitted to write the examination, however, if a student does not have appropriate identification, they must present themselves, along with valid photo identification (TCard, Passport, Driver's License, Provincial photo card or Canadian Health card) within three business days at the Registrar's Office.

Examination Guidelines

1. A pre-assigned seating plan will be used in all mid-term and final examinations.
2. Students are advised to arrive at the examination room at least 20 minutes before the scheduled exam time.
3. No person will be allowed in an examination room during an examination except the students concerned and those supervising the examination.
4. Students will not be permitted to enter the examination room later than 15 minutes after the start of the exam, or to leave except under supervision until at least half an hour after the exam has commenced.

5. No communication, verbal or non-verbal, is permitted once the student enters the examination room and during the examination. Students may not leave the examination room unescorted for any reason.
6. Students shall place their watch or timepiece on their desks. Items that have functions other than indicating time may not be used as time pieces. E.g. cellphones, smart watches, or similar electronic items.
7. Only a pen, pencil, ruler, calculator (if permitted) and signed Photo I.D. card (eg. TCard, up-to-date passport, current driver's license or current Canadian health card) will be allowed on the student's table.
NOTE: All students shall bring photo I.D.
8. Any pencil cases/containers found on desks will be searched. No materials or (electronic) devices shall be used at an examination except those authorized by the course instructor/Examiner. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized devices include, but are not limited to: cellular telephones (such as iPhones), laptop computers, calculators, MP3 players (such as an iPod), Personal Digital Assistants ("PDA" such as a Palm Pilot or Blackberry), pagers, electronic dictionaries, compact disc players, mini disc players, Smart Watches and Smart Glasses. Coats, jackets, knapsacks, purses, pencil cases, notes and books are to be deposited in areas designated by the instructor and are not to be taken to the examination desk or table. It is recommended that students DO NOT bring valuables, including electronics, to the examination room. However, if the student has brought a bag (paper, transparent plastic or non-transparent plastic), the following items may be stored inside it under the student's chair (as long as the bag is large enough): cell phone, wallet, laptop computer and any small electronic devices such as a calculator.
9. Students with unauthorized materials or electronic devices outside the designated area within the examination room or who assist or obtain assistance from other students or from any unauthorized source are liable to penalties under the Code of Behaviour on Academic Matters (see link below), including the loss of academic credit and expulsion.
10. No hats or sunglasses may be worn during the examination.
11. An invigilator will accompany students who need to use the washroom.
12. Students shall remain seated at their desks during the final ten minutes of each examination.
13. At the conclusion of an exam all writing within the answer books and/or scantron shall cease. The invigilator may seize the examination papers of students who fail to observe this requirement, and a penalty may be imposed.
14. Examination books shall not be removed from the examination room. Other material issued for the examination shall not be removed from the examination room except by authority of the Course Instructor.
15. If a student becomes ill during the exam and are unable to continue, they should formally abandon the examination by notifying an invigilator of the examination and seek medical attention. The student will need to petition to defer the examination and provide proper medical documentation to the KPE Registrar's Office.
16. Students who write a scheduled examination and hand in their examination paper for marking will not be allowed to ask for an alternative assessment or special consideration in marking after the fact.
 - If an offence is committed, [The Code of Behaviour on Academic Matters](#) will be enforced including up to the loss of academic credit and expulsion.

It is your responsibility to familiarize yourselves with the exam rules of the Faculty from which your course is delivered. For example, the exam rules from the Faculty of Arts and Science can be found [here](#).

Examination Conflicts/Overload

Only the following situations are a conflict:

- Two or more final examinations scheduled for the same day and time
- Three final examinations scheduled within three consecutive time blocks
- Two or more midterm examinations with overlapping writing times, where at least one of those examinations is scheduled outside of the regular class hours for that course

Students must report examination conflicts by the deadline date indicated on the posted Faculty examination schedule. Arrangements will be made for students to write conflicting examinations on the same day with a short supervised break between examinations. Instructors are encouraged to set different examinations where cases of conflict exist.

Pledge of Non-Disclosure

The Faculty of Kinesiology and Physical Education requires students writing examinations at times other than the regularly scheduled time, to sign a Pledge of Non-Disclosure form. Any breach of this agreement will lead to imposition of the maximum permitted academic penalty.

Undergraduate Information

Additional pertinent information regarding the Code of Behaviour on Academic Matters, Code of Student Conduct and Access to Student Academic Records is available through the Web at:

- [University of Toronto Governing Council Code of Behaviour on Academic Matters](#)
- [University of Toronto Governing Council Code of Student Conduct](#)
- [Guidelines Concerning Access to Official Student Academic Records](#)

Information recorded at the time of registration is transmitted to the Registrar's Office. Based on this information, the Faculty issues marks and transcripts. Inaccurate or out-of-date information could cause serious inconvenience, such as a delay in receiving awards, results, transcripts, graduation information and other official documents. Students must update their own information on the university's student record system (ACORN) or immediately report to our office with any changes in the following:

1. Program of studies (courses), including any change in the number or section of a course in which they are enrolled;
2. Permanent or home address, telephone number, and email address;
3. Temporary address, telephone number and email address during the academic session;
4. Citizenship status in Canada;
5. Name (legal proof must be presented).

Notice of collection concerning Freedom of Information and Protection Privacy, see University of Toronto Policies.

Academic Standing

A student is not considered in good standing if their cumulative academic GPA is less than 1.7. If you fail any tests or assignments or if your marks are below 60% in any course you are advised to seek academic counselling. See [Academic Status](#) for further details.

Attendance at Classes and Examinations

Students proceeding to the BKin degree are required to attend the courses of instruction and the examinations in all prescribed subjects. Students are expected to attend and actively participate in 100% of activity course sessions as well as 100% of the assigned laboratories, seminars and tutorial sessions in academic courses. All absences must be documented. Refer to course outlines for the effects that absence(s) will have on final grades. Classes begin 10 minutes after the hour and finish on the hour, unless otherwise stated.

Failure to Drop Courses

Failure to drop a course prior to the deadline outlined in

the Academic Calendar will result in the course remaining on the transcript, with a mark determined from the work accomplished in the course. Students are advised to check their programs on the [ACORN website](#), each term before the appropriate deadlines.

Course Overload

Students with an overall GPA of less than 2.7 in the preceding academic year may register for no more than one full academic course beyond that which is normal for their academic year. Only students with an overall GPA of 2.7 or higher may exceed this course load; however, permission to do so must be obtained prior to the start of the "overload courses". Failure of students to obtain permission in advance, may result in their being withdrawn from courses well after program confirmation dates. Discuss exceptional circumstances regarding course overloads and/or the 2.7 requirement with the Registrar's Office staff.

Extra Credits

All courses students complete at the University of Toronto before graduation will be included in their degree GPAs, with the following exceptions:

- No more than 1.5 elective credits from other divisions may be at the 100 level. All others will be extra.
- A repeated course that had previously been successfully completed (only allowed for program pre-requisite purposes) will be extra.
- A completed course that is an exclusion to a degree requirement or already completed course will be extra.

Extra credits appear on the transcript with the earned grade and 'Extra' notation, but do not factor into student GPAs nor count towards their degree completion.

Transfer Credits and Letters of Permission

There are two types of transfer credits: incoming credits for transfer students, and letter of permission credits for current students. Generally, course descriptions are used for assessment. However, in cases where students wish comparisons to division-specific (i.e. ANA, KPE or PSL) courses, detailed course outlines must be provided by students applying for transfer credit. Complete applications are due in mid-August of their year of admission. A maximum of 9.0 academic credits may be transferred.

Current BKin students may take a maximum of 5.0 academic credits from other approved universities by letter of permission (provided these courses do not exceed the overall transfer maximum of 9.0 academic credits). Applicants who have completed a degree elsewhere may only transfer a maximum of 5.0 credits. With the exception of students in the Exchange Program, students are permitted only two courses on letter of permission at the 300 level or higher. Letter of permission

requests must be accompanied by appropriate course outlines and payment, and submitted several weeks prior to any course application deadlines. Transfer credits for exchange students will be established on an individual basis. Transfer credits are granted only if final grades are at least one grade higher than the minimum passing grade of the other institution (e.g. 60%+ where 50% is a pass). See the Registrar's Office for more details, and the list of fees for charges. Transfer credits will be indicated without grades on the University of Toronto transcript. Grades obtained elsewhere are not factored into the grade point averages. Transfer students are not allowed to enroll in credit courses that would duplicate previous completed courses whether transfer credit was granted or denied.

Canadian and International Exchange Opportunities

The University of Toronto has an ever-increasing number of student exchange programs for which students in Kinesiology and Physical Education are eligible. As a general rule, students interested in studying elsewhere are encouraged to do so in the third year of enrolment. Not all courses offered will be accepted by the University of Toronto for credit. Students are advised to consult with the Registrar's Office at least a year in advance regarding their course selections. Under the direction of the Director for the International Liaison and Exchanges, the Centre for International Experience Office promotes and operates student exchange opportunities for the University of Toronto community.

Students are encouraged to participate in the international and Canadian exchanges offered through the Centre for International Experience. Awards are available for some exchanges.

International exchanges include universities in the following countries: Australia, Austria, Barbados, Chile, China, Czech Republic, Denmark, England, Estonia, Finland, France, Germany, Ireland, Israel, Italy, Jamaica, Japan, Korea, Mexico, Netherlands, Singapore, Spain, Sweden, Taiwan, Trinidad, United States of America, and Wales.

Canadian exchanges include: McGill University, Laval University, University of British Columbia and Acadia University. For more information, deadline dates, and application forms, contact:

Centre for International Experience

33 St. George Street, Toronto, ON M5S 2E3
Tel: (416) 978-2564, Fax: (416) 978-6110
e-mail: learning.abroad@utoronto.ca
website: <http://cie.utoronto.ca>

The Bertha Rosenstadt National Undergraduate Conference

The Faculty of Kinesiology and Physical Education hosts an annual undergraduate student research day. Students from Kinesiology and Physical Education faculties across Canada are invited to present review papers or research projects to their peers and faculty members. Each year, a

renowned researcher or practitioner delivers a keynote address and awards are given to selected student presentations. Students enrolled in [KPE390Y1](#), [KPE490Y1](#), and [KPE495H1](#) are required to participate.

Major/Minor Certification

Graduating students may be eligible to receive acknowledgment of an equivalent of an Arts and Science minor or major upon completion of certain courses within specific disciplines (geography, biology, etc.). Information regarding major/minor requirements for each discipline may be found in the Arts and Science Calendar of your year of entry. Interested students must notify the Registrar's Office by the last date to delete courses in the winter term of their final year of study. Students must present documentation of the Faculty of Arts and Science requirements for minors/majors and provide evidence that all requirements will have been completed by the time of graduation. Successful completion will result in the annotation of the students transcript as to the completion of the minor or major.

NOTE: In some disciplines, the Faculty of Arts and Science has found it necessary to restrict enrolment in upper-level courses to their own students. BKin students planning to pursue "majors" and/or "minors" should consult the department concerned regarding the availability of courses.

Withdrawal

Students no longer attending courses must notify the Faculty, in writing, of their intent to withdraw before the last date to drop courses. Non-attendance is not withdrawing. Failing grades are issued for non-attendance. Before a fee refund will be issued, students must:

- pay any outstanding fees,
- pay outstanding library fines and return books,
- vacate any laboratory or athletic lockers and return any equipment in their possession.

Students may withdraw from the BKin program without academic penalty up to the deadline to drop courses for that term. If withdrawal is in the second term, grades will be retained for first term course(s).

Plagiarism

Plagiarism is the act of presenting the ideas or words of another as your own. While it may be argued that few ideas are original, instructors expect students to acknowledge the sources of ideas and expressions that they use in essays. To represent them as self-created is dishonest and academically worthless. You may quote or paraphrase another writer if he or she has stated an idea strikingly, as evidence to support your arguments or conclusions, or as a point against which to argue, but such borrowing should be used sparingly and must always be indicated in a footnote. The aim of scholarship is to develop your own ideas and research, and only by trying

to develop your own thoughts and arguments will you mature academically.

To provide adequate documentation is not only an indication of academic honesty, but also a courtesy enabling the teacher to consult your sources with ease. Failure to do so constitutes plagiarism, and is subject to serious academic penalty. (See [Code of Behaviour on Academic Matters](#) regarding this and other academic offences and sanctions.)

Publicity

Student organizations may submit notices advertising meetings and activities to the Registrar's Office for posting on the Faculty Bulletin Boards. Unauthorized notices will be removed, and organizations making unauthorized postings will forfeit consideration for approved posting.

Petitions

The regulations of the Faculty and the requirements for the BKin degree must be observed carefully by each student. Regulations and degree requirements are considered official only when confirmed in writing as in the Calendar, on Faculty Notice Boards or in written communication to students. Verbal communication (telephone and other conversations) cannot serve as grounds for petition. Failure to observe Faculty regulations can result in academic and/or financial penalties. Student negligence is not grounds for petition. However, where a student has genuine difficulties complying with a particular regulation, the Faculty will entertain a petition, i.e. a formal application by a student for exemption from, variation on, or special consideration with regard to program regulations. A reasonable case for a petition should involve events beyond a student's control. These events must be shown to have been an obstacle to successful completion of academic responsibilities. Most of these situations concern illness, personal problems, accidents, family difficulties, etc. Personal convenience (e.g. travel plans) and work commitments are not normally acceptable as petitionable. Petition forms are available from the Registrar's Office, the Faculty Main Office and the [Faculty website](#). Official documentation of pertinent evidence must be submitted in support of the petition. If illness is being used as the reason, the University of Toronto Student Medical Certificate must be completed by the doctor. Other medical notes will not be accepted.

Petitions are reviewed by the Examinations Petitions Sub-Committee, which meets weekly during the school term. Contentious or unique petitions are referred to the Examinations Committee, which meets monthly. Students are thus advised to present any requests as early as possible. Petitions will not be considered at times other than regular meetings of the pertinent committee unless there is clear evidence that an unforeseeable situation makes this mandatory. Where appropriate, an appeal of a decision by the Examinations Committee may be forwarded to the Appeals Committee to the attention of the Director, Undergraduate Program. Students are advised to consult with the Director, Undergraduate

Program regarding the appeals policies and procedures. Any further appeal may be forwarded to the University Governing Council. Appeals will be considered only if filed within 30 days of the notification date of the petition result.

The student is entitled to be accompanied by counsel when appearing before the Appeal Panel.

Academic Discipline

The Governing Council of the University of Toronto has approved a Code of Behaviour on Academic Matters regarding academic discipline. This code applies to all students and members of the teaching staff of the University. The code describes the rights and freedoms to be enjoyed by members of the University. It also lists forms of behaviour regarded as academic offences, and the sanctions for such offences. Please note that a student cannot plead that he/she did not realize that a particular behaviour was considered an offence for, according to the code, an offence is committed knowingly if the person ought reasonably to have known that the conduct was an offence. The full [Code of Behaviour on Academic Matters](#) document is available online.

Non-academic Discipline

The college and faculty councils have disciplinary jurisdiction over the conduct of all students registered in their respective divisions of the University in all matters of local or internal concern to the divisions. The Faculty Council has such jurisdiction in the case of Kinesiology and Physical Education students. Jurisdiction over the conduct of students while in residence rests with the body administering the residence. Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Dean may, in its discretion, suspend or expel a student from the academic privileges of the University. Every decision of the Dean involving the expulsion of a student from the University requires confirmation by the Governing Council. The role of the Dean and the various Councils as described above is contingent on the understanding that offences, actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts, and will only be reviewed by the Dean where the implications to the University are considered sufficiently important to warrant such review. The Governing Council of the University of Toronto has approved a Code of Student Conduct. The full [Code of Student Conduct](#) document is available online.

Standards of Professional Practice Behaviour for Health Professional Students

There are appropriate standards of behaviour and ethical values for health professional students engaged in placements as part of their academic programs. The full [Standards of Professional Practice Behaviour for all Health Professional Students](#) document is available online.

Transcripts

The transcript of a student's record reports courses in progress and the standing in all courses attempted along with course averages, information about the student's academic status, and completion of degree requirements. Individual courses that a student cancels within the normal time limit are not shown. Final course results are added to each student's record at the end of each session and summer sub-session. GPAs are calculated at the end of each session and are also calculated for the combined fall and winter course resulting in annual averages. Cumulative grade point averages include all courses taken in the BKin program to the end of the session concerned. Sessional, annual, and cumulative averages are calculated for graded academic courses (academic component grade point average).

In the calculation of grade point averages, academic courses are weighted in the following manner:

Full	Half
1.0	0.5

Copies of the transcript are issued at the student's request, subject to reasonable notice. The University of Toronto will issue only a consolidated transcript, including a student's total academic record at the University. Students may request consolidated transcripts on the [ACORN website](#). See the [University of Toronto Transcript Center website](#) for more information, including current prices, processing times and alternate ordering methods.

The University of Toronto cannot be responsible for transcripts lost or delayed in the mail. Transcripts are not issued for students who have outstanding financial obligations with the University.

Health Sciences Writing Centre

Need help with essay and exam writing, note-taking, research, or critical analysis? The Centre is a teaching facility open to both undergraduate and graduate students. It offers free, 45-minute sessions with experienced tutors, and a regular series of academic skills workshops. See [Health Sciences Writing Centre website](#) for information and appointments.

Eating and Drinking in Classrooms

Eating and drinking are not normally permitted in scheduled classes (lecture, laboratory, tutorial). However, students who have timetables without a lunch break between 11 a.m. and 2 p.m. may obtain permission from their instructors to eat lunch during a scheduled class. Such students are fully responsible for follow-up cleaning.

Equity

The Faculty of Kinesiology and Physical Education (KPE) is committed to providing an inclusive and welcoming environment that nurtures a culture of belonging. We strive to address and remove structural barriers in education, sport, and recreation through the co-creation of

diverse and meaningful opportunities for equity-deserving communities within the Faculty's teaching, research, programs, and services. These barriers are rooted in historical and ongoing inequities including but not limited to colonialism, racism, sexism, heterosexism, ageism, classism, ableism, religious-based and gender-based discrimination. As part of an institution complicit in contributing to colonial processes, we are also committed to reconciliation by building relationships with Indigenous communities in order to learn about the diversity of Indigenous Nations, create Indigenous spaces, and enact anti-colonial practices. Grounded in an inclusive framework, we will work to co-create purposeful change with our diverse KPE communities.

Graduation

BKin Graduation Requirements

A student shall be deemed to have completed Year IV and therefore be eligible for graduation, when standing has been obtained in the full complement of 20.0 academic credits, 3 outdoor projects, an acceptable Standard First Aid and Basic Rescuer CPR, and when all other requirements outlined in the Calendar have been fulfilled. The ultimate responsibility for ensuring that all requirements have been met rests with the student, who is strongly advised to check the total number of course credits completed, and their appropriate levels, before the last date to add courses in the fall term of Year IV. This can be done using [Degree Explorer](#)

To graduate, a student must:

1. obtain a cumulative academic course GPA of at least 1.7;
2. meet all other requirements of the program as established in the year in which he/she first entered the Faculty.

BKin Graduating with Honours

Students who achieve a cumulative weighted academic percentage average greater than or equal to 75%, and an academic average greater than or equal to 75% in all 300+ level courses will graduate with honours for their BKin degree.

BKin Graduating with High Honours

Students who achieve a cumulative weighted academic percentage average greater than or equal to 80%, and an academic average greater than or equal to 80% in all 300+ level courses will graduate with high honours for their BKin degree.

University Assessment & Grading Practices Policy

Statement of Purpose

The University's Assessment and Grading Practices

Policy sets out the principles and key elements that should characterize the assessment and grading of student work in for-credit programming at the University of Toronto.

Overarching Principles

The purpose of the University Assessment and Grading Practices Policy is to ensure:

- that assessment and grading practices across the University are consistent and reflect appropriate academic standards
- that student performance is evaluated in a manner that is fair, accurate, consistent, and objective and in compliance with these academic standards.
- that the academic standing of every student can be accurately assessed even when conducted in different divisions of the University and evaluated according to different grading scales.

Scope of Policy

This policy applies to the evaluation of student performance in for- credit programming within all divisions/faculties of the University.

Divisions/faculties may wish to develop procedures for implementing these policies according to their needs. These procedures must be consistent with this policy. In case of conflict or lack of clarity, this policy will be understood to take precedence.

This policy is in three parts:

Part A: Grades

Part B: Grading Practices

Part C: Designators and Other Non-Grade Symbols Approved for Use in Reporting Course Results

Distribution of Policy

A copy of the University Assessment and Grading Practices Policy as well as the description of the grade scales and any divisional regulations and guidelines must be published in full in the Academic Calendar of each division and made available to students and to all instructors and others, including teaching assistants, involved in the evaluation of student performance, either electronically or, upon request, in hard copy. A current list of grade scales and reporting symbols in use at the University will be maintained by the Provost's Office with the support of the University Registrar and the Chief Information Officer [CIO]. This list will also record historical data on the use of grade scales and reporting symbols in each division.

PART A: GRADES

1. MEANING OF GRADES AND GRADE SCALES

1.1. Meaning of Grades

Grades are a measure of the performance of a student. They are an indication of the student's command of the content of the components of the academic program. In assessing student performance and translating that assessment into grades, the University's standards and practices should be comparable to those of our academic peers.

1.1.1. Grades for each academic course shall be assigned with reference to the following meanings:

- Excellent (A) - Strong evidence of original thinking; good organization; capacity to analyze and synthesize; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.
- Good (B) - Evidence of grasp of subject matter, some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues; evidence of familiarity with literature.
- Adequate (C) - Student who is profiting from his/her university experience; understanding of the subject matter; ability to develop solutions to simple problems in the material.
- Marginal (D) - Some evidence of familiarity with subject matter and some evidence that critical and analytic skills have been developed.
- Inadequate (F) - Little evidence of even superficial understanding of subject matter; weakness in critical and analytic skills; with limited or irrelevant use of literature. (Please see conversion table below).

1.2. Grade Scales

Once an assessment of the performance of the student has been made, the following grade scales are to be used. This scale shows the corresponding Grade Point value which will appear on the student's transcript. Divisions/faculties are encouraged to develop guidelines concerning the relative meaning of grades in the context of their division/ faculty.

1.2.1. Undergraduate:

- i. the refined letter grade scale A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F;
- ii. the numerical scale of marks, consisting of all integers from 0 to 100 (that is, 0,1...99, 100).

Grade Definition	Refined Letter Grade Scale	Grade Point Value	Numerical Scale of Marks (%)
Excellent	A+	4.0	90-100
	A	4.0	85-89
	A-	3.7	80-84
Good	B+	3.3	77-79
	B	3.0	73-76
	B-	2.7	70-72
Adequate	C+	2.3	67-69
	C	2.0	63-66
	C-	1.7	60-62
Marginal	D+	1.3	57-59
	D	1.0	53-56
	D-	0.7	50-52
Inadequate	F	0.0	0-49

1.3. Alternate Grade Scales

In addition to the above, there are approved grade scales that are outside the standard grade scale system. These grades are assigned in some divisions/faculties for courses in which only broad evaluative distinctions in assessing the quality of student performance are judged appropriate. Any change to the grading scale for an existing course must be approved through governance as described in A 1.4 below. Approved alternate grade scales include:

- i. H (Honours), P (Pass), F (Failure).
- ii. HH (High Honours), H (Honours), P(Pass), LP(Low Pass), F(Fail)
- iii. CR (Credit), NCR (No Credit).
- iv. Normally, all grades in an undergraduate course must be from the same scale. However, divisions/faculties may establish procedures that allow individual students to elect to be graded within a limited number of courses using an alternate grade scale (i.e. CR/NCR where the course uses the normal numerical/letter grades). This option is not available to undergraduate students in our Faculty, even for courses that otherwise allow such an option.

1.4. Approval of Alternate Grade Scales

1.4.1. A division/faculty wishing to employ a grade scale or reporting symbol that is not defined in this document must obtain the prior approval of the Academic Board, acting with the advice of the Vice-President and Provost, or designate, and the University Registrar.

1.4.2. To be approved, a proposed grade scale must be dictated by the particular circumstances of a division.

PART B: GRADING PRACTICES

Individual divisions/faculties may wish to develop more detailed regulations and guidelines governing grading procedures. These must be consistent with this policy and the practices outlined below. In the case where there is any conflict between the two, this policy will be held to take precedence. All such divisional/faculty regulations must be approved by divisional/faculty council and brought forward to the Committee on Academic Policy and Programs and, where required, to Academic Board for information or approval as appropriate.

1. COURSES

1.1. Disclosure of Method(s) of Evaluation of Student Performance

For both undergraduate and graduate courses, as early as possible in each course (and no later than the division/faculty's last date for course enrolment) the instructor shall make available to the class, and shall file with the division/faculty or department, the methods by which student performance shall be evaluated. This should include whether the methods of evaluation will be essays, tests, class participation, seminar presentations, examinations, or other; the relative weight of these methods in relation to the overall grade; and the timing of each major evaluation.

1.2. Consequences for Late Submission

Instructors are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student's control. In such cases, a late penalty is normally not appropriate. Where an instructor intends to accept and apply penalties to late assignments, this must be set out clearly in the course syllabus.

1.3. Changes to the Method of Evaluation

For both undergraduate and graduate courses, after the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of a simple majority of students attending the class, provided the vote is announced no later than in the previous class. Any changes must be reported to the division or the department, or in the case of graduate courses, the graduate unit. The only exception to this is in the case of the declaration of a disruption. [Please see the University's Policy on Academic Continuity.]

1.4. Multiple Assessments

1.4.1. Undergraduate

Student performance in an undergraduate course must be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 75% of the grade¹. No term test worth more than 25% of the

final term mark can be set within two weeks of the last class or end of term¹.

1.5. Timing of Assessment

1.5.1. Undergraduate

At least one piece of term work which is a part of the evaluation of a student performance and worth at least 10% of the final grade, whether essay, lab report, review, etc., must be returned to the student prior to the last date for withdrawal from the course without academic penalty.

1.6. Access to Commentary on Assessed Term Work

Undergraduate students should have access to commentary on assessed term work and the opportunity to discuss the assessment with the instructor.

1.7. Final Examinations

1.7.1. Undergraduate

In courses that meet regularly as a class, there should be an examination (or examinations) conducted formally under divisional auspices and worth (alone or in the aggregate) at least 35% of the final grade¹. The relative value of each part of an examination should be indicated to the student. In the case of a written examination, the relative value of the exam should be indicated on the examination.

1.7.2. Retention

All final examinations are to be retained by the instructor or Registrar's Office for a minimum of six months.

1.8. Final Grades

Final grades shall be recommended by the instructor, using the approved grade scales, to the Chair, Dean, or the Chair's or Dean's designate on the basis of each student's overall performance and in conformity with the information described in Part B 1.1 above.

¹ **NOTE:** Exemption of courses from these regulations must be approved by the Examinations Committee which will apply criteria determined by the Curriculum Committee.

2. WRITTEN EXAMINATIONS IN COURSES

2.1. Access to Exemplars

For all undergraduate courses where there is a final written examination, all divisions/faculties should provide access to copies of the previous years' final examination papers and other years' papers where feasible. Exemptions may be granted by the Examinations Committee, who has made a general exemption for all undergraduate courses.

2.2. Review of Final Examinations

All divisions/faculties should provide students with the

opportunity within a reasonable time to review their final course examination paper where feasible.

Divisions/faculties may charge a cost-recovery fee (for review) consistent with the Policy on Ancillary Fees.

3. GRADE REVIEW AND APPROVAL

The Examinations Committee is the dean's designate responsible for the duties listed below for the Faculty of Kinesiology and Physical Education's undergraduate students.

3.1. Responsibility and Oversight

The Dean or designate is responsible for administering the implementation of the Assessment and Grading Practices Policy at the divisional/faculty level and overseeing the general consistency of grading procedures within the division/faculty.

3.2. Review and Approval of Final Grades

Final grades for undergraduate or graduate courses will be reviewed and approved by the Chair, Dean or Dean's designate according to divisional review procedures. The Divisional review constitutes final approval of grades except where grades are changed on appeal.

Grades shall not be reported or released to students as official until the divisional review procedure has been carried out.

3.3. Adjustment of Final Grades

The final grades recommended by the instructor in an undergraduate course should not normally be adjusted except where the Chair, Dean or Dean's designate judge that the consequences of allowing the grades to stand would be injurious to the standards of the University. Any adjustment of final grades should be made in consultation with the instructor. Divisional review processes may rely on past statistical data, including drop-out rates, mean arithmetic average, etc. as background information where available; however, this information should not be relied upon exclusively to judge whether a specific grade distribution is anomalous. Rather, the information should provide part of the basis for an overall review of grades in a division.

3.4. Considerations in the Review and Approval of Final Grades

3.4.1. Conformity with Policy

For undergraduate courses, the fundamental criterion that any divisional/faculty final grade review process should employ is whether the instructor has followed this Assessment and Grading Practices Policy.

3.4.2. Distribution of Grades

The distribution of grades in any course, examination or other academic assessment must not be predetermined by any system of quotas that specifies the number or percentage of grades allowable at any grade level.

However, a division/faculty may provide guidelines to instructors setting out a reasonable distribution of grades in the division or department. The division may request an explanation of any grades for a course that appear not to meet divisional guidelines, are not based on the approved grade scales, or otherwise appear anomalous in reference to the Policy. It is understood that this section will normally only be used when the class size is thirty-five students or greater.

3.5. Informing Instructors and Students of Grade Adjustment

For undergraduate courses where grades have been adjusted, by the Chair, Dean, or Dean's designate, the Chair, Dean or Dean's designate should ensure that the instructor as well as the students are informed. On request, the students or the instructor will be given the reason for the adjustment of grades and a description of the methodology used to adjust the grades. Students will be given a description of the divisional appeal process.

4. GRADE REPORTING

4.1. Use of the Grading Scale

4.1.1. Undergraduate:

The refined letter grade and normally the numerical grade will be reported for courses using the standard grade scales. The H/P/F and CR/NCR scales may be used instead in courses approved to use that scale or for individual students as set out in A 1.3.iii. Where an undergraduate student has completed a fully graduate course the student will be assessed according to the undergraduate grading scale and the appropriate undergraduate grade will be reported on the undergraduate student transcript.

4.2. Use of Non-grade Designators

For both undergraduate and graduate courses, all Designators and Non-grade Symbols used in reporting course results must correspond to the University-wide standard. A list of the currently approved designators and their meanings is given in the Part C.

4.3. Transcripts

Please see the University's Transcript Policy (pg. 40) for full details on the required content of the official University transcript

4.3.1. Undergraduate:

Undergraduate transcripts must include:

- a refined letter grade and normally the numeric grade, or the final grade using an approved alternate grading scale for each course completed.
- a "grade point average" based on a 4-point scale for all undergraduate divisions as described in A 1.2.1 except where the division/faculty has

secured formal approval to be exempted from this policy or where CR/NCR has been used.

- a comprehensive guide explaining all grades and symbols used on the transcript

5. APPEALS OF FINAL GRADES

Every division/faculty shall establish divisional appeal procedures. Students may appeal grades regardless of whether marks have been altered by the review process or not. These procedures are outlined in the Examination Procedures section of this Calendar, and are available upon request at Registrar's Office.

6. OTHER ACADEMIC ASSESSMENTS

Appropriately qualified faculty members are responsible for the final evaluation of all assessments and grades for academic credit.

7. ASSESSMENT OF STUDENT PERFORMANCE IN PLACEMENTS (EG., CLINICAL AND FIELD SETTINGS)

The assessment of the performance of students in clinical or field settings should be conducted in line with this Policy. Accordingly, where a student's performance in a placement, clinical, or field setting is to be assessed for credit, the evaluation must encompass as a minimum:

- a formal statement describing the evaluation process, including the criteria to be used in assessing the performance of students and the appeal mechanisms available. This statement should be available to all students before or at the beginning of the clinical or field experience;
- in the case of undergraduate placements, a mid-way performance evaluation with feedback to the student and written documentation of the final assessment.

In addition, for such clinical and field placements, divisions must ensure that:

- clinical and field assessors are fully informed regarding University, divisional and course policies concerning evaluation procedures, including the specific assessment procedures to be applied in any particular field or clinical setting.

8. CONFLICT OF INTEREST

Situations where the instructor or a student is in a position of a conflict of interest, where there may be an appearance of a conflict of interest, or where a fair and objective assessment may not be possible, should be brought to the attention of the chair or the Dean who is

responsible for taking steps to ensure fairness and objectivity.

PART C: DESIGNATORS AND OTHER NON-GRADE SYMBOLS APPROVED FOR USE IN REPORTING GRADE AND ASSESSMENT RESULTS

AEG: Aegrotat standing granted on the basis of term work and medical or similar evidence where the student was not able to write the final examination in the course. AEG is assigned by a division upon approval of a student's petition. It carries credit for the course but is not considered for averaging purposes.

DNW: Did not write/did not attend/did little work. DNW is assigned by the instructor and must be changed to another symbol during the divisional grade review. It carries credit for the course prior to the review but is not considered for averaging purposes.

GWR: Grade Withheld pending Review. GWR is assigned by the division in cases where a course grade is being reviewed under the Code of Behaviour on Academic Matters. It is replaced by a regular grade upon completion of the review. It carries no credit for the course and is not considered for averaging purposes.

INC: Incomplete. INC may be assigned by the division or the instructor, according to divisional guidelines, normally as a final report, where work is not completed but where there are not grounds for assigning a failing grade. It carries no credit for the course and is not considered for averaging purposes.

IPR: In Progress. IPR is assigned as the report for a course that is continued in a subsequent session. The final grade will appear only once and only for the last enrolment period. It carries no credit for the course and is not considered for averaging purposes.

NGA: No grade available. NGA is assigned by the division in the extraordinary case that a grade is not available for one of its students enrolled in a course. It must be replaced by a regular grade assigned by the instructor or by another symbol assigned during the divisional review. It carries no credit for the course and is not considered for averaging purposes.

SDF: Standing deferred on the basis of incomplete course work because of medical or similar reasons. SDF is assigned by the division upon approval of a student's petition or an instructor's recommendation. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period. It carries

no credit for the course and is not considered for averaging purposes.

WDR: Withdrawn without academic penalty. WDR is assigned by the division upon approval of a student's petition for late withdrawal from a course for compelling extenuating circumstances. It carries no credit for the course and is not considered for averaging purposes. WDR is relevant only if a division wishes to show the course on the transcript.

XMP: Exemption granted on the basis of credit for work done elsewhere. XMP is assigned by a division upon approval of a student's petition. It carries credit for the course but is not considered for averaging purposes.

Academic Status

Academic Grade Point Averages (GPAs)

An academic grade point average (ACCA on your transcript) is calculated as follows:

- The numeric mark for each academic course attempted is translated to a grade point value based on the University's [conversion table](#).
- The grade point value earned in each academic course is multiplied by the course weight (1.0 for a full course, 0.5 for a half course) and those results are added together.
- This total is divided by the number of academic full courses (or equivalent) attempted.
- A sessional academic grade point average is calculated on the basis of all academic courses having a grade point value which were attempted in a given session (fall, winter or summer).
- An annual academic grade point average is calculated on the basis of all academic courses having a grade point value which were attempted in the fall + winter sessions (September - April) of an academic year.
- A cumulative academic grade point average is calculated on the basis of all academic courses having a grade point value that a student has attempted.

The following academic grade point averages will be calculated for all students at the end of each session and shown on the student's transcript:

Summer Session - sessional and cumulative GPA

Fall Session - sessional and cumulative GPA

Winter Session - sessional, annual, and cumulative GPA

Academic Audit

GPAs are considered in checking student academic performance and assigning academic status. Both degree and special students who have attempted a minimum of three full course equivalents while enrolled in the Faculty of Kinesiology and Physical Education will be evaluated

for assignment of academic standing. Scheduled academic audits will be conducted twice per year: after the winter session for students who attempted fall and/or winter courses and after the summer session for students who attempted spring and/or summer courses. The annual academic average after the winter session and the sessional academic average after the summer session will be the pertinent averages used in the consideration of a student's academic status. An attempted course is one in which a student remains enrolled after the last date to withdraw, unless the academic penalty normally attached to a later withdrawal is removed by petition.

BKin Academic Requirements

In Good Standing

Students who maintain a cumulative academic GPA of 1.7 or better (and are therefore neither on probation, suspended or refused further registration) are said to be "in good standing." However, students who fail any course or whose cumulative academic average drops markedly from one session to the next are advised to meet with an academic advisor at our Registrar's Office.

Probation

Any student who achieves a cumulative academic GPA of less than 1.7, as assessed in a scheduled academic audit, will be placed on probation. Any student returning from a suspension will be on probation.

It is recommended that students who are placed on probation meet with an academic advisor at least three times during the subsequent fall session.

Clearing Probation

Students may clear probation, regardless of the number of courses attempted, by achieving a cumulative academic GPA of 1.7 or better as assessed in a scheduled academic audit. Students who have cleared probation shall be said to be again "in good standing."

Continuing Probation

Students may continue on probation, regardless of the number of courses attempted, if they maintain every summer sessional and fall/winter annual academic GPA at a minimum of 1.7 until such time as they raise their cumulative academic GPA to 1.7 or better and return to good standing.

It is recommended that students on continuing probation meet with an academic advisor regularly until they are in good standing.

Suspension

A student on probation whose fall/winter annual academic GPA is below 1.7, regardless of the number of courses attempted, and who has not previously incurred a suspension will be placed on a one year suspension. The suspension will commence as of May 1st or September 1st if a student is enrolled in the summer session.

Students who meet the conditions leading to suspension a second time will be suspended for a period of three years. No further courses, physical activities or examinations may be attempted during a period of suspension.

Clearing Suspension

Students wishing to return from suspension must submit written requests to the Examinations Committee detailing: (a) reasons why they wish to return to academic life; (b) their experience while on suspension, and (c) reasons why they feel they will be more successful if re-admitted to the Faculty. Students will be considered for re-admission by the Examinations Committee and if successful will be placed on probation. Re-admission to the Faculty for students who complete their suspension is not guaranteed.

It is recommended that students who return to studies after serving a suspension meet with an academic advisor at least three times during the term of their return.

Expulsion

A student who incurs a third suspension will be denied further enrolment in the Faculty.

University of Toronto Policy on Academic Continuity

Preamble

The University of Toronto is committed to fulfilling its core academic mission of educating students. It recognizes that events such as pandemic health emergencies, natural disasters, prolonged service interruptions, and ongoing labour disputes are potential threats to academic continuity. Good stewardship requires that the University undertake appropriate planning and preparation to promote continuity. At the same time, the University must be prepared to respond to extraordinary circumstances in which the normal academic operations of the University may be disrupted.

Scope

The purpose of this document is to provide a policy framework that will guide the University in enhancing its ability to fulfill its academic mission in the face of potential threats to academic continuity. It is intended to apply to circumstances and events that are potential threats to the continuity of the academic operations of the University and relates entirely to the principles and processes that should guide the University in this context. It applies to instances when the academic continuity of one or more programs, one or more departments or faculties, one or more campuses, or the whole University is disrupted and changes need to be made to the normal academic operations of the University. Additional related policies

and guidelines are the Code of Student Conduct (Feb. 2002), Policy on Crisis Preparedness and Response (Feb. 2005), and the Emergency Preparedness and Crisis Management Plan (May 2009).

Principles

The following principles will guide the university in its preparation and planning for academic continuity and in its response to any potential disruption.

Primacy of the Educational Mission

The University is committed to taking appropriate steps to maintain the continuity of its academic programs and activities and to provide students with a reasonable opportunity to continue learning and complete academic requirements.

Integrity of Academic Programs

The University is committed to maintaining the integrity of all academic programs. Although steps may be taken under this policy which result in changes to academic programs and the educational experience of students, those changes must maintain the integrity of the academic program.

Fairness to Students

In seeking to maintain academic continuity, the University is committed to treating students in a fair and equitable manner. It recognizes that students have the freedom of choice to attend classes or not during a declared disruption without academic penalty insofar as the circumstances of the disruption make this practicable. However, where students have not attended classes that are meeting, they remain responsible for the course work and for meeting course requirements. A student who considers that a disruption has unreasonably affected his or her grade may appeal the grade following the divisional procedures.

Timely Information

Students, staff, and faculty need to be informed in a timely manner of changes to the academic program including altered course requirements, rescheduled academic activities, and procedures that will take effect at the end of any officially declared disruption to academic continuity.

Ensuring Academic Continuity in the Event of Disruption

The University, through resilient course and program design and other preparedness, will aim to minimize the potential for disruption of the University's academic mission. In certain instances, however, extraordinary measures may be required in an effort to maintain or restore academic continuity.

Authority to declare a state of disruption

The Vice-President and Provost or the Academic Board have the responsibility and authority under this Policy to declare that a state of disruption has occurred. The state of disruption will continue until the Vice-President and Provost or the Academic Board formally declare it at an end. The purpose of such a declaration is to serve notice that the academic operations of the University will not proceed as normal. It provides the authority for the University to make changes to any aspect of its academic activities including the delivery of courses and programs, course and program requirements, modes of evaluation, and the length of the academic term, etc. consistent with the principles set out in this policy.

Declaration of a state of academic disruption

A state of disruption may be declared to affect one or more programs, one or more departments or faculties, one or more campuses, or the whole University. In the context of a declaration of a state of disruption, the University Assessment and Grading Practices Policy may not be practicable and may not apply.

Coordination of University response

The Office of the Vice-President and Provost is responsible for working with the dean's offices of every division to co-ordinate the University's response during a declared state of disruption. This co-ordination may include joint decision-making with affiliated institutions and field Placement / training sites.

Communication of decision

In the case of a declaration of a state of disruption, the Vice-President and Provost shall take steps to inform the University community at large of the changes being implemented and will ensure that Governing Council and its committees are kept informed of the steps being taken to support academic continuity.

Responsibilities

All members of the University of Toronto community share in the responsibility to enhance and maintain the continuity of academic programs.

The University has a responsibility to:

- Oversee the implementation of this policy
- Provide education and support to students, instructors and academic administrators regarding strategies for ensuring academic continuity
- Coordinate activity in the case of a state of disruption
- Inform all members of the community about a disruption, in a timely fashion and issue communication regarding procedures to help ensure academic continuity

Divisions/Faculties have a responsibility to:

- Develop guidelines in line with the institutional framework
- Communicate with staff, faculty, students, and field placement/training sites regarding division specific Plans

Academic administrators are responsible for:

- Ensuring that proactive measures have been taken to ensure academic continuity
- Overseeing changes to course procedures in the division in the case of a declaration of a state of disruption
- Where an instructor is not available during a disruption, the relevant academic administrator will assume responsibility for all essential administrative activities associated with the course and, when appropriate, identify an alternate instructor.

Instructors are responsible for:

- Preparing course syllabi in a manner that supports academic continuity
- Altering course procedures, requirements and methods of evaluation in consultation with academic administrators to help ensure academic continuity
- Making reasonable accommodations for students who are unable to attend classes or complete academic requirements due to a disruption

Students have a responsibility to:

- Complete all coursework and academic requirements
- Keep informed of a state of disruption and changing academic requirements and procedures

University of Toronto Transcript Policy

See also *University Guidelines on Academic Transcript Notations*; *University Assessment and Grading Practices Policy*

Statement of Purpose

The purpose of this policy is to set out the principles that underpin the University's understanding of its official academic transcript and to describe the minimum information that the transcript must include.

Overarching Principles

The academic transcript is the primary, official, consolidated record of a student's academic performance and achievement.

- The transcript should reflect academic history only.
- The transcript should be a meaningful reflection of the student's academic activity and achievement.
- The transcript must provide the reader with the information required to interpret the transcript.

Scope

University of Toronto consolidated transcripts are limited to degree level studies.

Required Content of the Academic Transcript

The academic transcript must include:

- an enrolment history, which traces chronologically the student's participation at the University.
- details of program(s) including, for example, specialists, majors, and minors, and Degree; any other credentials granted; and date of graduation.
- the refined letter grade and normally the numeric mark, or the final grade using an approved alternate grading scale for each course completed. (See the University Assessment and Grading Practices Policy.)
- course weight values, expressed using a uniform system of values that accommodates the curricular needs of all divisions/faculties.
- a "grade point average" based on a 4-point scale for all undergraduate divisions. (See the University Assessment and Grading Practices Policy.)
- an average grade for each course expressed using the refined letter grade scale. (Note: these calculations should be restricted to courses of a specific size.)
- transfer credit or advanced standing granted.
- selected academic honours, scholarships and awards sanctioned by the University.
- any annotation pertaining to special academic achievements that has been approved as appropriate (See Guidelines on Academic Transcript Notations.)
- the student's academic standing including records of suspension and refusal of further registration.
- information concerning disciplinary sanctions ordered in a case of academic misconduct.
- a comprehensive guide explaining all grades and symbols used on the transcript.

Access to Official Transcripts

Subject to a fee, students may request a copy of their transcripts.

BKin Program

In This Section:

- [BKin Program Overview](#)
- [BKin Program Requirements](#)
- [About Academic Courses](#)

Bachelor of Kinesiology (BKin) Program Overview

The Faculty of Kinesiology and Physical Education offers an undergraduate program that is designed to equip graduates with the knowledge and skills necessary to pursue careers or further study, especially relating to physical activity and health.

The BKin program offers several unique features:

Interdisciplinary Curriculum

Students complete 20 full course equivalents from a range of subjects designed to provide a broad, interdisciplinary education. To prepare students for a broad range of careers or further study after graduation, required courses across the full spectrum of kinesiology and physical education, including areas such as anatomy and physiology, sport and exercise psychology, motor control, biomechanics and physical cultural studies are offered. In the upper years of the program, optional courses provide an opportunity for continued breadth or expanding depth of study in one or more areas. In addition, up to two certificates, identifying an area of focus in either Global Studies or Physical Activity Instruction, can be pursued. The curriculum also includes two to six elective full course equivalents from the course offerings within other divisions within the University.

Applied Learning

To bring learning to life and strengthen the relevance of the curriculum, the program includes several opportunities to engage in applied learning. Across a number of courses, students are encouraged to integrate their theoretical knowledge with applied experiences in health, sport, exercise and physical activity settings. In the upper years, students may choose to be paired with a mentor in the field to develop professionally related competencies.

Outdoor Education

The outdoor activity component is designed to give students the knowledge and skills to engage in pleasurable and environmentally supportive physical

activity safely in natural settings. It consists of three courses to be taken over four years.

Research Opportunities

As a result of University of Toronto's strong, international reputation as a research-intensive university, all students will have the benefit of learning from professors who are actively engaged in research and therefore can bring the most up to date research into the classroom. In addition to the inclusion of research assignments in courses, three upper year elective courses provide students with the opportunity to work individually with a professor on a research project.

Equity and Inclusion

The Faculty has a strong reputation in advancing equity and inclusion through its courses, support services and student-run activities. Across the four years of the curriculum, students will learn about ethics, power and their intersections and engage in inclusive practices related to the field of kinesiology and physical education. Graduates will be well positioned to advocate for and engage in equitable practices in their future academic and/or professional pursuits.

Student Supports

Students have access to a group of welcoming and highly trained staff members in the Registrar's Office. The Office is an excellent resource that provides and connects students to supports including academic advisors, learning strategists, career educators, accessibility advisors, and embedded wellness counsellors.

Bachelor of Kinesiology (BKin)

Program of Study – BKin

The complete BKin program consists of 20 full academic course credits and three outdoor education courses. All students are required to obtain an acceptable (minimum eight-hour) course in each of Standard First Aid and CPR (i.e., Basic Rescuer – level C). Students enrolled prior to 2021/2022 must refer to the calendar of their year of admission for their degree requirements. The degree requirements for each student are based on the year of admission to the Faculty. They are noted in the Calendar for that year.

ADMISSION REQUIREMENTS

(A) Admission with O.S.S.D. Grade 12 or Equivalent

Entrance to first-year is offered to candidates who graduate from the Ontario secondary school program with above average standing in a full academic program. Students must obtain standing in six courses including:

- English (ENG4U)

- One of: Biology (SBI4U)/Chemistry (SCH4U)/Physics (SPH4U)
- One of: Advanced Functions (MHF4U)/Calculus & Vectors (MCV4U)
- Strongly Recommended: Introductory Kinesiology (PSK4U) or Exercise Science (PSE4U) if available.
- Recommended: Biology and/or Physics.

NOTES:

1. Chemistry is strongly recommended for candidates wanting to pursue multiple courses in university level biology. Candidates with aspiration to complete higher year Biology courses are encouraged to complete Grade 12 Chemistry.
2. Calculus and Biology are required for enrolment in Psychology courses beyond first year and to complete a Minor or Major in Psychology.
3. Students who are required to present an acceptable English Facility test result are exempt from the Grade 12 English requirement (ENG 4U/EAE4U) and may substitute another Grade 12 U/M course in its place. All applicants must present the English, Math and science i.e. (biology/chemistry/physics) requirements.

(B) Admission as a Non-Matriculant

Two potential places have been set aside each year for truly outstanding non-matriculant applicants. A “mature applicant” must have been an Ontario resident for one year, 21+ years of age on October 1, and not completed an Ontario secondary school or equivalent program. Applicants must demonstrate ability and experience, and complete a minimum of one English, one Math (Advanced Functions or Calculus & Vectors) and one of biology/chemistry/physics at the Grade 12 4U or equivalent level. At least one of these three courses must be completed with a “B” standing or higher through the academic bridging program offered at Woodsworth College.

(C) Admission as a Transfer Credit Student

An undergraduate of another university or U of T faculty may be admitted to the BKin program with advanced standing if a high standing has been maintained in previous studies, and if appropriate prerequisites have been completed. In exceptional cases, credit may also be allowed for community college courses.

Additional Requirement – All applicants

An online Statement of Interest including the name and contact information of one referee is required of all applicants to all programs. Information on the completion of this form will be provided to applicants after their application is received at the Faculty. Applications will not be considered without the completed Statement of Interest.

Enrolment Requirements:

Full-time Students

A full-time student will take the normal load of 5.0

academic credits as outlined for each year of study and pay a flat rate program fee for the academic year. Students enrolled in less than 4.0 academic credits as of the fee determination dates pay the full time incidental fees, but are eligible to pay on a per-course basis for tuition fees. There are deadlines to meet this eligibility. Students should consult the Student Accounts department website at www.studentaccount.utoronto.ca for full details. Students in the program fee band who drop down to the per-course band after the relevant deadlines will be required to pay the full program fee.

Part-time Students

Any individual enrolled in 50% or less of the academic course load may request to be registered as a part-time student for the corresponding year of the program. The maximum course enrolment for part-time study is 2.5 full academic courses. Fees for part-time students are assessed on a per course basis, and have lower incidental charges. Such requests must be made by the appropriate deadlines – after those deadlines students will lose some or all of the potential savings. Refer to the Tuition Fees section of the BKin program website for details.

Newly admitted students will receive enrolment details by email in June. Dates are posted online and will be communicated to students after admission. Prior to registration, students are advised to fill out the Get Active Questionnaire (https://www.csep.ca/CMFiles/GAQ_CSEPPATHReadinessForm_2pages.pdf) to ensure they are ready and able to participate in vigorous physical activity. A reference document accompanying the questionnaire can be found at: https://www.csep.ca/CMFiles/publications/GAQ_ReferenceDoc_2pages.pdf. In addition, students are asked to confirm that they are adequately immunized.

Completion Requirements:

The complete BKin program consists of 20 full academic course credits (40 half-year course credits), three outdoor education courses, and certification in Standard First Aid and CPR level C.

First Year: All of [ANA126Y1](#), [KPE100H1](#), [KPE120H1](#), [KPE160H1](#), [KPE161H1](#), [KPE162H1](#), [KPE182H1](#), [KPE190H1](#), [ODP100H1](#), 0.5 Other Division Elective

Second Year: All of [KPE200H1](#), [KPE220H1](#), [KPE260H1](#), [KPE261H1](#), [KPE263H1](#), [KPE264H1](#), [KPE282H1](#), [KPE290H1](#), [KPE291H1](#), [ODP200H1](#), 0.5 Other Division Elective

Upper Years: All of [KPE334H1](#), [KPE400H1](#), One of [ODP300H1/ODP301H1/ODP302H1](#)

Applications: One of
KPE326H1/KPE329H1/KPE333H1/KPE340H1/KPE342H1
/KPE380H1/KPE423H1/KPE427H1/KPE434H1/KPE461H
1

ONE full course equivalent from category A (See categories under 'Search Courses')

ONE (minimum) to FIVE (maximum) full course equivalents from another division of this university (Note: total elective 100 level courses from another division across all four years MUST NOT exceed 1.5) *

TWO and a HALF (minimum) to SIX and a HALF (maximum) full course equivalents from categories A, B and/or C (See categories under 'Search Courses')

Certification: PAO900H Standard First Aid and CPR level C

GPA: A cumulative GPA of 1.70 or greater

* Only 1.5 credits from another division of the university may be at the first year level. The remainder must be at the second year level or higher.

Degree students are expected to enrol in courses towards the completion of their degree. Students who continue to enrol only in courses not usable towards their degree may be refused further registration.

PAO 900H Standard First Aid and CPR Level C

Students are required to provide proof of certification in Standard First aid and CPR level C during their program of study. Each course should have at least eight hours of instruction, or sixteen hours for a combined course. Lower level certifications (Heartsaver, most emergency first aid) will not be accepted. The certification must be presented to the Registrar's Office, where a copy will be filed and this course then added with credit to a student's transcripts. Many external agencies provide such training, such as the Red Cross, St. John Ambulance, or the Royal Life Saving Society. Other WSIB certified providers are accepted. This certification is also available through instruction offered by the Faculty's co-curricular program for a fee that is more advantageous than most external providers. Courses are offered regularly throughout the year and are listed on the Faculty's website, under Sport and Recreation. Registration can be done on an individual basis online. The fee for any course taken to achieve First Aid and CPR certification will be at the student's own expense.

Time Limits

To graduate, the full program must be completed within 10 years following initial registration, and all regulations specified when the student was first admitted must be

fulfilled. When a period of two or more years has elapsed since completion of a course, the course content will be evaluated relative to current academic requirements in judging whether the candidate has satisfied all of the degree requirements.

About Academic Courses

Prerequisites

Students MUST observe course prerequisites. Students will be with-drawn from courses for which they have not successfully completed the appropriate prerequisites. No marks will be assigned. Course instructors do not have the authority to waive prerequisites.

Corequisites

A requirement to be undertaken concurrently with another course. The corequisite will be waived if a student has previously obtained standing in it.

Exclusions

Students may not enrol in a course that is listed as an exclusion for a course that they are currently taking or for a course they have already passed. If allowed by special permission to enrol in an excluded course, the second course taken will be listed as an "extra" course. Students will be required to withdraw from the course if discovered during the session of enrolment and will be refused degree credit in the excluded course if discovered at any time in a subsequent session.

Year of Standing

Year of standing is calculated as of September. Students who have successfully completed >3.5 full academic courses are in Year II, >8.5 full academic courses are in Year III, and >13.5 full academic courses are in Year IV.

Hours Per Week

In general, academic courses comprise a minimum of three to four contact hours per week, consisting of lectures, seminars, tutorials, practical instruction and laboratories.

Availability of Courses

Some optional courses are not offered each year. Students are advised to check timetable offerings, and to carefully plan their course selection priorities to fit the available schedule. For a listing of courses and times offered in the current year, refer to the academic timetable on the [Faculty's website](#).

For information on which courses are offered and in which term for the current academic year refer to the [BKin academic timetable](#).

ANA126Y1 - Elementary Human Anatomy

This is an introductory course on the anatomy of the human body. In the first term, emphasis is placed on the functional overview of anatomy of the human body using a systemic approach including the respiratory, cardiovascular, gastrointestinal, renal and reproductive and neuroanatomical systems. A brief overview of histology is also integrated into this content in first term. In second term, the course covers detailed content on the upper and lower limb musculoskeletal system as well as a brief overview of the musculature of the trunk.

Exclusion: [BIOB33H3](#), [BIO210Y5](#)

Course Category: Required

KPE100H1 - Physical Cultural Studies

This course is an invitation and introduction to the social study of kinesiology, physical education, sport, health, the body and bodies, etc. The goal is to explore and discuss society and culture, particularly as it is stratified along lines of ability, race, gender, class, and sexuality, and to study social issues in kinesiology like violence and performance enhancing drugs. Overall, students are encouraged to use course concepts in developing their own assessments of the social world of kinesiology and physical education.

Course Category: Required

KPE120H1 - Foundations of Sport, Exercise, and Health Psychology

This is an introductory level course that will aid students' familiarisation with psychological concepts and applications in sport, exercise, and health settings. This course will introduce students to some of the core topics, underlying theories and basic psychological skills within the area of sport, exercise, and health psychology. Throughout the course, emphasis will be placed on practical familiarisation with the basic psychological concepts common to both sporting and exercise contexts.

Course Category: Required

KPE160H1 - Fundamentals of Human Movement

This is an inter-disciplinary course introducing biomechanics and neuro-motor behaviour. It describes how humans control the position and movement of their bodies in the gravitational field of earth given the laws of motion and an understanding of how muscles generate force. This includes systems for description, measurement

and development of healthy posture, movements, flexibility, and stability. The central role of the nervous system in sensation, perception, and the control of motor behaviour, along with introductory principles of motor learning and motor development are also considered. This course will be integrated with [KPE182H1](#).

Corequisite: [KPE182H1](#)

Course Category: Required

KPE161H1 - Fitness: Principles & Practice

An introduction to the components of physical fitness and fitness itself from physiological, behavioural and physical culture points of view. Strength, endurance, flexibility and speed will be examined from their biological basis, their importance to human movement and how each of these components can be altered with appropriate training. This course will be integrated with [KPE182H1](#).

Course Category: Required

KPE162H1 - Personal Health

Among the determinants of health are many lifestyle factors about which we may exercise personal choice – physical activity, nutrition, hygiene, drug use, vehicular safety, sexual practices, use of health care services, and so on. This course focuses on patterns and prevention of diseases, and their relationships with these personal choices. The inter-relationships of various lifestyle choices and the social context in which these choices are made are strong themes throughout. Topics covered include: physical activity and sedentarism, reproduction and contraception, healthy sexuality and sexual abuse, sleep and stress management, health care / self-care practices, immunity and infectious disease, including those transmitted sexually, nutrition, substance use and abuse, cardiovascular diseases, cancer, mental health disorders, and environmental health issues.

Course Category: Required

KPE182H1 - Introduction to Movement Observation and Evaluation

Through the investigation of joint range of motion, fitness, stability, and various types of feedback, students will develop the skills needed to observe and critically evaluate movement patterns that commonly occur in sport, clinical, workplace and recreational settings, and to design and implement relevant exercise sessions. Students will also be encouraged to develop self-awareness of their own fitness and movement patterns.

Corequisite: [KPE160H1](#)

Course Category: Required

KPE190H1 - Inquiry in Kinesiology and Physical Education

Inquiry is the process of trying to come to an understanding about a problem, an issue or a phenomenon. In this course students develop the foundational skills necessary to critically consider and challenge the ways in which questions and problems are formulated, the purpose and use of research, and the manner in which conclusions are reached, and used, across the range of fields of inquiry in Kinesiology. Particular attention is given to experiential learning processes to generate robust understandings of the philosophical foundation of research as a way to understand how modes of inquiry are shaped and undertaken.

Course Category: Required

KPE200H1 - Physical Culture and the Human Condition

This course places the study of physical culture alongside social and cultural theories regarding the ways in which human life is organized, produced, reproduced and experienced by people. Attention is given to how studies of physical culture provide answers to universal social scientific questions such as what it means to be human and live in a society structured by power relations that privilege some and form the bases of injustice for others. A range of sociological, philosophical, humanities, and cultural theories of how people's participation in physical culture is affected by historical and contemporary relations of power such as structures and processes or normalization, colonialism, racism, patriarchy, neoliberalism, speciesism, environmental injustice and scientization.

Prerequisite: KPE100H1

Course Category: Required

KPE220H1 - Psychosocial Development

Psychosocial domains of human development and optimal functioning over the lifespan are considered in this course. Developmental psychology, positive psychology, health psychology, behavioural medicine, and performance psychology theory and research provide students with foundational knowledge and lifelong skills for personal growth and development, and for diverse roles as kinesiology graduates. Theories of development and behaviour change provide frameworks for exploring topics such as health and wellbeing, resilience, love, relationships, enjoyment, meaning and fulfillment, flourishing, happiness, personal growth, and positive aspects of human functioning. Students will be encouraged to think how psychosocial development, personal experiences, culture, and physical activity influence health and well-being across the lifespan.

Prerequisite: KPE120H1

Exclusion: PHE101Y1, PSY210H1, PSY210H1, PSYB20H3

Course Category: Required

KPE260H1 - Human Physiology I

This course is an introduction to essential aspects of human physiology. Emphasis will be placed on the physiological systems most relevant for the kinesiologist/physical educator and the most likely to be discussed in detail in upper level courses. This course will cover the following units: homeostasis, cell physiology, the nervous system, skeletal muscle, the heart, blood the circulatory system, the endocrine system, and the respiratory system.

Prerequisite: ANA126Y1

Exclusion: PSL200Y1, PSL201Y1, PSL300H1, PSL301H1, PSL302Y1

Course Category: Required

KPE261H1 - Theory of Motor Skill Acquisition - Motor Learning

This course is designed to acquaint the student with the principles associated with the acquisition of motor skills. These principles and theories will provide the student with selected concepts of perceptual-motor behaviour and a framework for their application in physical education, sports, and rehabilitation. The main objective of the course is to become aware of and understand motor skill acquisition principles and procedures available to optimize learning in physical activity programs.

Prerequisite: KPE160H1

Course Category: Required

KPE263H1 - Introductory Biomechanics

Students will be introduced to basic biomechanical concepts used in human movement analyses. Fundamental laws and principles of motion will be covered in the first half of the course; biomechanics of the musculoskeletal system will be covered in the second half. Examples will be provided throughout to demonstrate how knowledge of anatomical and mechanical factors that affect movement is applicable to the restoration, enhancement, and maintenance of health, fitness, and performance. Related professional and research opportunities will also be highlighted.

Prerequisite: ANA126Y1, KPE160H1

Course Category: Required

KPE264H1 - Exercise Physiology

Exercise provides a critical stimulus that results in both structural and functional adaptations. This course is designed to provide students with a broad understanding of the human body's physiological response to exercise, including both acute adjustments and chronic adaptations that occur in response to physical training. Special attention will be given to the skeletal muscle metabolic and cardiorespiratory systems, and the integrative manner in which these systems adapt to maintain cellular homeostasis during exercise. This course will apply this knowledge in the context of both sport performance and human health.

Prerequisite: [ANA126Y1](#), [KPE260H1](#)

Exclusion: [HMB472H1](#), [UNI370H1](#)

Course Category: Required

KPE282H1 - Physical Activity and Exercise Applications

In the second year, students will be provided with an opportunity to "experience" the application of kinesiology and physical education related principles. Building on the knowledge and experiences gained in Year 1, students will further develop the skills to design and implement short- and long-term training strategies for a range of sport and exercise-related applications (e.g. rehabilitation, prevention, performance). Case studies will be used to develop students' ability to think critically and problem-solve. Emphasis will be on the development of such leadership skills as communication, provision of feedback, and the ability to coordinate small and large groups.

Prerequisite: [KPE182H1](#)

Course Category: Required

KPE290H1 - Research Design and Evaluation: Qualitative Approaches

This course provides students with a conceptual understanding of the research process, from topic selection and purpose statements, literature reviews, ethical considerations, designs, analysis, and interpretation. As a complement to [KPE291H1](#), the course emphasis is on the theoretical frameworks of qualitative research methodology, research principles across paradigms of inquiry, and qualitative research methods and techniques that apply to the study of exercise science and kinesiology. This course also focuses on mixed methods research, participatory action research, and knowledge translation.

Exclusion: [ECO220Y1](#), [ECO227Y1](#), [GGR270H1](#), [GGR271H1](#), [PSY201H1](#), [PSY202H1](#), [SOC200H1](#), [SOC202H1](#), [SOC300H1](#), [STA220H1](#), [SOC204H1](#), [PSYB04H3](#), [PSYB07H3](#)

Course Category: Required

KPE291H1 - Research Design and Evaluation: Quantitative Approaches

This course complements [KPE290H1](#) and provides students with an introduction to quantitative research methodology and statistical analysis as it applies to the study of human behaviour and physical activity. Emphasis is on conceptual understanding and practical applications related to Exercise and Health Sciences. Key topics include basic research designs, types of variables, non-parametric and parametric descriptive and inferential statistics (eg. T-tests, correlation, ANOVA, standard scores etc.).

Exclusion: [ECO220Y1](#), [ECO227Y1](#), [GGR270H1](#), [GGR271H1](#), [PSY201H1](#), [PSY202H1](#), [SOC200H1](#), [SOC202H1](#), [SOC300H1](#), [STA220H1](#), [PSYB04H3](#), [PSYB07H3](#), [SOC204H1](#)

Course Category: Required

KPE300H1 - Physical Culture and Social Inequality

The provision of opportunities for physical activity is profoundly affected by the social structures of Canadian society, and persistent inequalities. An increasing number of Canadian institutions in physical and health education have now committed themselves to policies of social equity. This course enables students to study the effects of class, gender, race, and sexuality upon opportunities, programs and practices, and the means by which social equity might be more effectively pursued.

Prerequisite: [KPE200H1](#)

Exclusion: [KPE240H1/PHE240H1](#), [UNI371H1](#)

Course Category: Physical Cultural (A)

KPE305H1 - Geographies and Environments of Health and Physical Culture

The course will examine the importance of space and place to social life. Drawing from health, medical and socio-cultural geographies, architectural, feminist and anti-oppression theories/film/research, we will identify and assess how 'place matters' to the practice of physical culture, kinesiology, health in socio-cultural life. We will examine how experiences of space and place are mediated by differences in power relations and systematic oppression. Particularly, we will explore space and the body, settler-colonial impacts on the Land, environmental racism and the impact of the anthropocene on the practice of physical culture, sport and health. The course takes a social justice, equity and anti-oppressive approach and interrogates how privilege and discrimination, local and global disparities in the governance of space and place have implications for the health geographies of humans, the 'more-than-human', ecosystems, and all life

on earth. We will consider possibilities for democratic and ethical relations with respect to the geographies and environments of health and physical culture.

Prerequisite: [KPE100H1](#), [KPE200H1](#)

Course Category: Physical Cultural (A)

KPE306H1 - Hockey in Canadian Society

This course examines the cultural significance of ice hockey in historical and contemporary Canadian society. Topics include the link between hockey and Canadian identity; race in hockey cultures; the commercialism of the sport; hockey-related violence; and the impact of mass and new media on the sport. Students will engage with a wide range of sociocultural research on hockey, and will also be expected to critically engage with contemporary issues relating to the sport at the professional and amateur levels. This course will equip students to critically assess the social and political implications of Canada's national winter sport and will help develop their writing, presenting, and critical thinking skills.

Prerequisite: [KPE220H1](#)

Course Category: Physical Cultural (A)

KPE307H1 - Olympic and Paralympic Studies

This course examines the aspirations, achievements, problems and prospects of the modern Olympic and Paralympic Movements and their implications for physical activity and health. The modern Olympic Movement, initiated by Pierre de Coubertin, has outlasted all rivals -- notably the Women's Olympics, Workers' Olympiads and the Games of the Emerging Forces -- and won the allegiance of virtually the entire world. It now enjoys enormous influence over the development of sports and other forms of physical activity and now incorporates the Paralympic Games.

Prerequisite: [KPE200H1](#)

Course Category: Physical Cultural (A)

KPE308H1 - Critical Sport Policy and Praxis

This course explores the politics of sport policy development and the processes by which such policies are enacted, embodied, and experienced in sport and physical cultures. Drawing from a myriad of approaches within the critical cannon, students will examine the impact and effects of sport policy and governance within a wide variety of topics that include, but are not limited to, diverse populations of sport participants (including Indigenous and Black athletes, Paralympic athletes, and athletes who identify as LGBTQIA2S+); sporting environments,

sustainability, and climate change; doping; sexual violence; and athlete maltreatment. Students will learn how to utilize critical theory to understand, manage, limit, and eradicate sporting injustices.

Prerequisite: [KPE200H1](#)

Course Category: Physical Cultural (A)

KPE309H1 - Innovating Change in Fitness and Exercise Cultures

Exercise and fitness cultures have historically acted as powerful sites for the reproduction of what are considered to be "fit, healthy bodies". These representations are mediated by a complex set of ideas relating to science, beauty, and morality, and are also intimately connected to ongoing social inequities concerning race, gender, sexuality, class, ability, and age. At the same time, exercise and fitness continues to be a lucrative global industry in the 21st century as the quest to be healthy remains a priority for many. As such, at the beginning of this course students will learn about how the desire to be "fit" has been shaped by these historical and cultural processes, and made easier with modern technologies that allow for the detailed self-surveillance of one's health. Students will then spend the majority of the term creating an innovative technology or enterprise that aims to challenge, resist, or alleviate inequities related to fitness and/or exercise cultures. Students will have the opportunity to work on these projects in groups and be directly mentored by the course instructor over the course of the term.

Prerequisite: [KPE200H1](#)

KPE320H1 - Administrative Theory and Organizational Behaviour

This course provides a unique blend of administrative theory with organizational behaviour. Technical skills covered include planning, goal setting, management by objectives, organizing tournament draws, budget making and financial management, fund raising, legal liability and decision making. These technical skills are examined with special attention given to the impact of traditional organizational factors such as personality, motivation, leadership, power and politics, and communication. Cutting-edge issues including emotions, trust, work-life balance, stress in the workplace, globalization, diversity and ethical decisions are interwoven throughout the course rather than presented as stand-alone topics. Case studies and problem-based learning exercises are used extensively to provide the student with a conceptual understanding of real-life administration.

Prerequisite: [KPE220H1](#)

Exclusion: [MGT262H1](#), [MGT363H1](#), [PSY332H1](#), [IRE260H1](#)

Course Category: Behavioural (B)

KPE321H1 - Population Health

This course explores patterns of health and illness among groups (populations) of people. Emphasis is on the determinants of health (social political, economic and environmental etc.). Students will learn about basic research methods and issues in the field. Current examples of major local and global health concerns will be used to illustrate key concepts.

Prerequisite: [KPE100H1](#), [KPE290H1](#), [KPE291H1](#)
Course Category: Behavioural (B)

KPE322H1 - Psychology of Injury and Rehabilitation

Psychosocial aspects of physical injury are often overlooked. They are important considerations for understanding the experience of injury and also for enhancing rehabilitation. This course focuses on theory, research, and practical applications related to psychological and psychosocial variables of injury and rehabilitation of athletes and dancers. Prevention, management, performance, and ethical issues relevant to sport/performance psychology, rehabilitation psychology as well as sport/dance science and medicine across a broad spectrum of health care professions are addressed. Empirical work and case studies are used to explore methods and strategies for research, assessment, intervention and best practice across injuries, populations, genres and professions. Students take an active role in the learning process with case-based studies, application of case examples to theoretical frameworks and student engagement activities.

Prerequisite: [ANA126Y1](#), [KPE120H1](#), [KPE260H1](#), [KPE290H1](#), [KPE291H1](#)
Recommended Preparation: [KPE363H1](#)
Course Category: Behavioural (B)

KPE324H1 - Advanced Sport Psychology

This course will examine the most effective means by which individual and team athletic performance can be enhanced. The focus will be on integrating scientific research based on cognitive and social psychology with real life case studies. Mental preparation strategies and performance techniques will be taught so that recreational and elite athletes can achieve optimal performance. Topics to be covered throughout the term will include: anxiety, arousal and stress; psychological skills training, motivation, confidence, focus, goal-setting, imagery, team dynamics, burnout and coach-athlete relationships.

Prerequisite: [KPE120H1](#), [KPE220H1](#)
Course Category: Behavioural (B)

KPE325H1 - Stress and Coping

This course will challenge the student to deal with the interrelationships between stress, health and physical activity. A holistic approach is taken to the integration of these concepts, to allow the student to better understand how stress affects the body, the optimization of health and prevention of stress disorders. Attention will be paid to theories of stress and coping, and selected stress management strategies and techniques will be analyzed, practiced and evaluated.

Three lecture hours per week, including some practical, experiential classes.

Prerequisite: [KPE120H1](#), [KPE264H1](#)
Exclusion: [HMB471H1](#)
Course Category: Behavioural (B)

KPE326H1 - Aging, Health and Physical Activity

This course will examine the aging process using information from demography to physiology. Recognition of different perspectives of “successful aging” is a theme that runs throughout the course. The effects of physical activity and aging on body function and how aging may change engagement in physical activity will be studied. The course will examine the evidence for physical activity in promoting healthy aging. Approaches to modifying physical activity in light of physiological, pathophysiological, psychological and sociological age-related changes will be discussed in lecture and through use of case studies. The course will emphasize communication about needs and goals for physical activity recommendations, assessments of function, safety precautions and exercise adaptations, including a specific focus on a common condition (e.g. osteoporosis, osteoarthritis).

Prerequisite: [KPE264H1](#)
Course Category: Behavioural (B)

KPE328H1 - Exercise and Nutrition for Health and Performance

This course is designed to provide students with knowledge in nutrition as it applies to exercise, fitness, health and human performance from athletes to the general population and across the lifespan. The course will include nutrition topics related to fuel utilization during exercise, performance and recovery, fluid balance, energy balance and body weight regulation for exercise and performance. Emphasis will be placed on the interactions between exercise and nutrition. Special topics may also be presented.

Prerequisite: [KPE264H1](#)

Exclusion: [NFS302H1](#)

Course Category: Behavioural (B)

KPE329H1 - Developing Physical Literacy Foundations in the Early Years

This course is founded on the belief that if we give children the opportunity to engage in developmentally appropriate physical activities, at the appropriate time in their development, then more of them will develop foundational movement skills that will enable them to enjoy being active and to stay active throughout their lives. To this end, the building blocks for the development of physical literacy in children 0-5 years old will be examined in detail, with a focus on the preschool years. The pedagogy of physical activity experiences for this population will be explored through topics such as developmental milestones and needs, foundational movement patterns and motor skill development, teaching and learning approaches and lesson planning. Students will also have the opportunity to explore some Special Topics that are unique to the development of physical literacy foundations in the early years.

Note: Students enrolled in [KPE329H1](#) will be required to obtain a valid Police Record Check if directly teaching preschool children. Students will receive an email confirming if a Police Record Check is required upon registration in this course.

Prerequisite: [KPE160H1](#), [KPE261H1](#)

Course Category: Behavioural (B)

KPE330H1 - Advanced Exercise Psychology

This course will focus on the understanding of theoretical frameworks and psychological principles related to exercise. Emphasis will be directed towards the application of these theories and principles to the design, development and evaluation of interventions to encourage adoption and maintenance of exercise for individuals, groups and communities.

Prerequisite: [KPE220H1](#)

Exclusion: [KPE327H1](#)

Course Category: Behavioural (B)

KPE331H1 - Sport Analytics, Game Theory and Tactics

Sport analytics and game theory both attempt to use probability and statistics to understand and improve decision making in sports from talent identification to on-field play making. This course will introduce students to

sports analytics and game theory. Both analytics and game theory will be used to better understand the fundamentals of tactics in a variety of sports.

Prerequisite: [KPE290H1](#), [KPE291H1](#)

Course Category: Behavioural (B)

KPE332H1 - Innovations in Mobile Health

Mobile health or mHealth utilizes the capabilities of a mobile device such as a cellphone to provide, disseminate, and measure health interventions and physical activity. mHealth has been used for disease management and prevention, physical activity monitoring and evaluation, monitoring of health status, providing access to health care services in remote areas, and for health and physical activity promotion. This course introduces students to the concepts, definitions, advantages, and limitations of mHealth. This course will be relevant to those who wish to pursue careers as health care providers, physical educators, and those who have a future in research and critical analysis.

Prerequisite: [KPE260H1](#), [KPE263H1](#), [KPE290H1](#), [KPE291H1](#)

Course Category: Behavioural (B)

KPE333H1 - The Pedagogy of Playing Games

Historically educators have seen the playing of games as beneficial to the development of physical, psychological, emotional and social traits in children and adults. Recently the dropout rate of children playing organized games and the participation rate of adults playing organized sport has become a major cause for concern. This has brought into focus the traditional way that games and sport have been taught and coached. This course will enhance students' knowledge and understanding of the concepts and methods of alternative games' play approaches to teaching and coaching sports. Students will be introduced to the four main alternative games' models of Teaching Games for Understanding (TGfU), Play Practice, Game Sense and Developing Thinking Players. Each of these 4 models use game centred activities to stimulate and motivate learning. The twin goals of understanding and personal satisfaction are emphasized jointly throughout the course. Students will be engaged in both practical and theory sessions to learn creative, innovative and exciting ways to teach and coach and. You will be able to design and implement learning activities that are enjoyable, challenging, inspiring and cognitively and physically demanding.

Prerequisite: [KPE220H1](#), [KPE260H1](#)

Course Category: Behavioural (B)

KPE334H1 - Adapted Physical Activity

This course combines theory and practice to introduce students to an integrated, biopsychosocial approach to physical activity participation for persons with varied abilities. Students will be introduced to fundamental principles and theories in the field of adapted physical activity. Students will learn about a broad range of abilities and will be introduced to ways of providing physical activity opportunities for individuals with varied abilities. Students will explore various adapted physical activity concepts for specific populations through the completion of readings, assignments and online discussions. Students will learn how to identify and understand a variety of specific physical and development disabilities that affect the individual and how physical activity can be adapted to facilitate inclusive participation.

Prerequisite: [ANA126Y1](#), [KPE260H1](#), [KPE264H1](#)
Course Category: Required

KPE335H1 - Sports Law

The course will be an introduction to global sports law. Students will explore how the rules and regulations of the Olympic Movement, the technical side of sport, and the anti-doping movement constitute private transnational legal systems where international sport organizations have regulatory autonomy that is often shielded from intervention by national legal systems. Students will learn how disputes involving these sport rules and regulations are resolved through private arbitration by reviewing key arbitral decisions issued by the Court of Arbitration for Sport and the Sport Dispute Resolution Centre of Canada, and by participating in mock arbitrations of disputes involving doping violations, team selection decisions, and competition outcomes. Finally, students will critically examine how certain sport rules relating to gender verification, out-of-competition doping testing, and doping sanctions impact the rights of athletes, and whether arbitration can provide the necessary oversight and accountability measures to protect those rights.

Recommended Preparation: [KPE200H1](#), [KPE220H1](#), [KPE264H1](#)
Course Category: Behavioural (B)

KPE340H1 - Introduction to Physical Activity Pedagogy

This course provides an introduction to the pedagogical and learning methodology of working with children and youth in a physical activity setting. It explores concepts such as the current levels of physical activity in children and youth; physical literacy and assessment practices; fitness considerations for children and youth and; current best practices for teaching physical activity. Physical activity models of instruction and organization will be explored including: Teaching Games for Understanding

(TGfU) and Long-Term Development for Sport and Physical Activity (LTDSPA) as well as lesson planning and student engagement. The Ontario curriculum for physical education at the elementary and secondary levels will also be explored. In tutorials, students will have an opportunity to experience and apply physical activity pedagogy theory in practice. Course content can be directly applied to improve physical activity instruction across a range of settings including camps, recreational physical activity programming, coaching and future health and physical education teaching.

Prerequisite: [KPE220H1](#), [KPE260H1](#)
Course Category: Behavioural (B)

KPE342H1 - Theory of Coaching part I

This course will be an introduction to the theory and practice of coaching. Through lectures, practical coaching sessions and in class presentations, students will become familiarized with the fundamentals of coaching and gain an appreciation of the diversity and complexity of the coaching process from an Athlete Centred Coaching perspective. There will be considerable links with [KPE333H1](#) The Pedagogy of Playing Games. Various knowledgeable coaches and experts will talk about their coaching experiences.

Students who successfully complete the course will gain their National Coaching Certification Program (NCCP) Introduction to Coaching Part A.

Prerequisite: [KPE220H1](#), [KPE260H1](#), [KPE261H1](#), [KPE263H1](#)
Course Category: Behavioural (B)

KPE355Y1 - Interpersonal Theory in Kinesiology and Physical Education

This course will provide students an opportunity to develop their knowledge and competencies in interpersonal theory in Kinesiology and Physical Education. Topics covered in this course include, verbal and non-verbal communication strategies, active listening with patients/clients, reflective practice, managing conflict, decision making, teamwork, and leadership. This course draws upon previous coursework and integrates theory and practice across course learning activities to apply the course content to the breadth of populations and settings within the field of Kinesiology and Physical Education. As a part of the course, students will participate in a field experience (100 hours) with a mentor observing and engaging in interpersonal relations and participating in the planning and implementation of programs as appropriate. Course evaluation activities include weekly class and tutorial sessions, written assignments, presentations, and examinations. Notes: Classroom/tutorial sessions are two hours per week in addition to field experience. Please refer to the 'Fees and Financial Requirements' section of the calendar for information on ancillary fees.

Prerequisite: You must have followed the appropriate pre-course procedures in the year preceding course enrolment, be entering 3rd year (or higher), and obtain instructor approval.

Exclusion: [KPE350Y1](#)

Course Category: Behavioural (B)

KPE360H1 - Advanced Cardiorespiratory Physiology

This course provides students with an opportunity to expand upon topics introduced in earlier physiology courses, particularly [KPE264H1](#), with a particular focus on cardiorespiratory function and control during exercise. Advanced concepts in cardiac performance, respiratory control and the vascular system will be addressed, while considering both acute and chronic responses to exercise. While each subsystem will be examined in detail, a key objective is to guide students toward developing an integrative understanding of exercise physiology. Specific topics will include: systolic and diastolic cardiac function, neural and humoral control of ventilation during exercise, factors influencing gas exchange, local and regional control of skeletal muscle blood flow, and autonomic control of cardiovascular function. Challenges to these systems, including heat and 'excessive' exercise, will be explored. Laboratory activities will provide students with an opportunity to integrate conceptual and practical knowledge pertaining to the assessment of cardiorespiratory function and control during exercise.

Prerequisite: [KPE264H1](#)

Exclusion: [BIOC32H3](#), [BIOC33H3](#), [BIOC34H3](#), [BIO210Y5](#), [BIO208H5](#), [BIO209H5](#)

Course Category: Biophysical (C)

KPE361H - Motor Control

This course is designed to acquaint the student with the principles associated with the voluntary control of limb movements. These principles and theories will provide the student with selected concepts of human movement control and a framework for their application in research, teaching, rehabilitation, and coaching. The objective of the course is to build the student's understanding of concepts and phenomena associated with sensory, and central nervous system contributions to the execution of goal-directed limb movements.

Prerequisite: [KPE261H1](#) or by permission of the instructor

Course Category: Biophysical (C)

KPE362H1 - Neural Basis of Human Movement

This course examines the neural and cognitive processes that underlie human movement. Specific topics include: neural anatomy; neurophysiology; theories of motor

control; movement disorders; and the neural substrates of reflexes, preprogrammed movements, and voluntary movement.

Prerequisite: [KPE261H1](#) or by permission of the instructor

Course Category: Biophysical (C)

KPE363H1 - Sport Medicine

This course builds on knowledge of the biomechanics of injury acquired in [KPE263H1](#) to develop a systematic understanding of risk, injury prevention, and initial management of injuries occurring in sport and physical activities, with introductory exposure to exercise-based rehabilitation of such disorders.

Prerequisite: [ANA126Y1](#), [KPE263H1](#)

Exclusion: [HMB470H1](#)

Course Category: Biophysical (C)

KPE366H1 - Ergonomics

This course examines the elementary concepts of ergonomics. We will explore ergonomics in a variety of practice settings and discuss risk factors contributing to repetitive strain (cumulative trauma) at various ages focusing primarily on the spine and upper extremity and the consequential economic and human burden. We will discuss the stakeholders and measures to enhance ergonomics including adapting the work/activity and the elements of the environment to match the individual's capacity, to reduce occupational injuries and enhance productivity, comfort, satisfaction and safety. Six hours of practical experience focused on manual material handling and work stations and technology will be embedded in the course.

Prerequisite: [KPE263H1](#), [KPE264H1](#)

Course Category: Biophysical (C)

KPE367H1 - Sport & Exercise Biomechanics

An appreciation of biomechanics is fundamental to understanding why certain athletes are able to excel, how sport related injuries can be prevented, and how exercise programs should be designed to change movement behaviours. This course will provide students with an opportunity to apply the principles introduced in [KPE263H1](#) to a range of controversial topics from the sport and exercise fields. Case studies and relevant research will be used to explore the application of each concept discussed.

Prerequisite: [KPE263H1](#), [KPE290H1](#), [KPE291H1](#)

Course Category: Biophysical (C)

KPE369H1 - Human Physiology II

This course is the complement to Human Physiology I and serves as an introduction to the fundamental principles of endocrinology, gastrointestinal and renal physiology, water and electrolyte balance, reproduction, immune function and the special senses. Physiological mechanisms underlying pathologies related to these systems will be explored. Additionally, scientific racism will be discussed, including examples relevant to the physiological topics covered. In conjunction with [KPE260H1](#), this course will be of interest to those applying to second entry health sciences programmes and/or those wishing to extend their foundational knowledge of human physiology.

Prerequisite: [ANA126Y1](#)

Exclusion: [PSL201Y1](#), [PSL300H1](#), [PSL301H1](#), [BIOC32H3](#), [BIOC33H3](#), [BIOC34H3](#), [BIO210Y5](#), [BIO208H5](#), [BIO209H5](#)

Course Category: Biophysical (C)

KPE370H1 - Science and Practice of Training for Sport Performance

Sport performance can be improved substantially through structured, planned training. In this course, responses to chronic physical activity and exercise training will be examined and applied to the design of specific programs that improve sport performance. Both the science and current best practices in training design will be studied with an emphasis on application in various sports for athletes of all levels.

Prerequisite: [KPE263H1](#), [KPE264H1](#)

Corequisite: [KPE360H1](#)

Course Category: Biophysical (C)

KPE371H1 - Lifestyle and Metabolic Disease

This course examines the metabolic dysregulation that occurs in obesity and type 2 diabetes, with an emphasis on the underlying changes in carbohydrate and fat metabolism at the whole-body and tissue-specific level. Special attention will be given to the physiological mechanisms by which exercise and nutrition help to prevent and/or treat metabolic diseases. Research-related skills and knowledge on topics of interest will be developed through analysis of peer-reviewed literature, written assignments and oral presentations. Special topics may also be presented.

Prerequisite: [KPE264H1](#)

Course Category: Biophysical (C)

KPE372H1 - Injury and Orthopaedic Biomechanics

This course is designed to expose students to the theory and application of injury and orthopaedic biomechanics. We will explore and quantify the underlying mechanics and behavior of musculoskeletal (MSK) tissues, how these tissues adapt to external loads, and how they fail and become injured. Time will be dedicated to assessing MSK epidemiology and interpreting injury prediction statistical models. This course will also introduce students to orthopaedic treatments (e.g., joint replacement, soft tissue reconstructions, etc.) for common injuries and diseases and how these interact mechanically with the MSK system to promote healing and improved mobility. Students will learn about the various research methods that are used to determine the biomechanical properties of biological tissues and orthopaedic devices; students will determine how to use these data to make informed decisions regarding the efficacy and appropriate application of these interventions.

Prerequisite: [KPE263H1](#)

Course Category: Biophysical (C)

KPE380H1 - Advanced Assessment and Exercise Program Design

Theoretical concepts specific to the assessment of mobility, physical literacy and fitness, and the design of personalized exercise programs will be explored. Through a combination of teaching styles, real-life case studies, small and large group activities, and hands-on experiences, students will be given an opportunity to identify and interpret the unique needs of healthy populations so that personalized exercise solutions can be created. An emphasis will also be placed on communication and students' ability to think critically and problem-solve.

Prerequisite: [KPE280H1/KPE282H1](#), [KPE281H1/KPE282H1](#)

Course Category: Behavioural (B)

KPE390Y1 - Directed Research

Under the guidance of a faculty member, accepted students participate in a research project related to the study of physical activity and health. The student and supervising faculty member collaborate on defining the research question, collecting and analyzing data, and interpreting the findings. At the end of the course, students submit an extensive research paper and present their research at the annual Bertha Rosenstadt National Undergraduate Research Conference. Students are also required to attend some classes/workshops to assist them with the research projects.

*Notes regarding [KPE390Y1](#), [KPE490Y1](#) and [KPE495H1](#):

1. For permission to enrol a student must: a) Obtain course information and application forms from Registrar's Office website. Application forms are available in the spring for the following academic year. b) Find a faculty advisor. c) Complete the pre-requisite form (may do so with faculty advisor if desired). d) Complete advisor-student agreement form together with faculty advisor. e) Submit both prerequisite and student-advisor agreement form together to Registrar's Office for review and approval by course coordinator.

2. Nominal funding may be available to subsidize some costs of [KPE390Y1/KPE490Y1/KPE495H1](#) projects. See the course information package for application guidelines. **Please note that each faculty member can accept only a limited number of students.

Prerequisite: [KPE290H1](#), [KPE291H1](#), a minimum B average in the area of interest, and an application process.

Course Category: Behavioural (B)

KPE400H1 - Ethics & Power in Kinesiology, Physical Education and Health Fields

The major presupposition of this course is that graduates who pursue careers in the broad fields of kinesiology, physical education and health – teaching, fitness and lifestyle counseling, coaching, medicine, health sciences or research – will be in positions of social responsibility and leadership in society. This course will initiate discussions about developing an ethics of self through the development of three intersecting ethical dimensions: (a) the importance of reflection, vulnerability, and nonjudgmental communication, (b) the necessity to resist domination and colonial forces, and (c) the work needed to create new, alternative relationships. We take up the challenge of courageously creating ethical spaces and developing an ethical self that can respond intellectually, politically and personally to ethical dilemmas in social, political and cultural life. Selected theories and case studies will be examined, analyzed, and evaluated.

Prerequisite: [KPE100H1](#), [KPE200H1](#), Fourth year standing

Course Category: Required

KPE403H1 - Gender/s, Sexualities and Sport

This course will examine contemporary conceptions and experiences of gender and sexuality in sport and physical culture. We will address the complexities of gender and sexuality paying attention to normativity and intersectionality (e.g., how gender and sexuality intersect with race, colonialism, class, disability). Discourses, representations and practices of masculinity, femininity,

homophobia, heterosexism, and homonormativity are interrogated using feminist, post-colonial and anti-oppression theories. Drawing from key critical literatures, film, policy and research, we will consider the ways in which gender and sexuality have been governed in sports and physical culture, and how power relations continue to shape people's understanding of, and attitudes towards, gender-non-conforming bodies, athletes and activists in sport. We will consider possibilities for social justice and ethical relations with respect to gender and sexuality in sport.

Prerequisite: [KPE100H1](#), [KPE200H1](#)

Course Category: Physical Cultural (A)

KPE404H1 - Illness, Disease and Physical Culture

This senior course in physical cultural studies attends to and examines the existential and cultural dimensions of illness, disease and suffering in society. Taking both the personal (i.e., embodied, emplaced and performative) experience and institutional organization of illness as its broad focus, the course theoretically and empirically interrogates how socially problematic forms of embodiment, self-constructions through disease processes, illness and individual affect, strained interpersonal relations through illness, bodies in physical and social recovery, and cultural representations of 'bad bodies' are poorly understood within kinesiology proper. Particular attention in this course is given to how bodies and associated selves at the fringe of medically defined 'health'/kinesiological parameters are positioned as pathological, contra-normative, at risk or in need of repair and restitution. Central theoretical and conceptual questions regarding what constitutes health and wellbeing are addressed against the lived cultural realities of people with movement and physical activity challenges and limitations. Topics in the course may include, but are not limited to, doing physical activity as a diseased person, the social organization of rehabilitative medicine in sport and physical cultures, athletes living with/recovering from physical trauma and mental illnesses, patient-centered movement cultures, and phenomenological accounts of the illness, disease and dying processes.

Prerequisite: [KPE100H1](#), [KPE200H1](#), [KPE290H1](#), [KPE291H1](#)

Course Category: Physical Cultural (A)

KPE405H1 - Race, Indigeneity and Physical Culture

In this course we will refer to race as a remnant of colonialism, an effect of social practices, and a shifting, performed identity. We explore the ways that fantasies of the history of Canada as a tolerant and multicultural nation hide the truths about racism in this country and construct race and indigeneity in everyday life. This course

examines how and why 'race' matters so intensely and the ways 'race' is produced and policed, ultimately enabling and empowering some bodies and movements, while oppressing others within physical cultures. Myths of race as a biological category will be debunked. We will explore a wide range of topics including Black masculinities and Black diasporas, access to sport for Asians and anti-Asian racism, the (in)visibility of Indigenous peoples in Canadian sport; religious (in)tolerance, and White privilege. We will read theoretical and empirical chapters and articles and discuss how socio-economic and gendered practices of differentiation produce race categories. Last, we will elaborate our roles in creating more equitable and democratic spaces for all athletes and people. KPE405H1 will not only improve engagement with social justice issues, but also ameliorate communication skills and intercultural competencies particularly related to indigeneity, diaspora, equity, and anti-racism in sport.

Prerequisite: KPE200H1

Course Category: Physical Cultural (A)

KPE406H1 - Sport in Popular Culture

The place of sport within popular culture has become increasingly prevalent in contemporary society, effected by the rise of the celebrity athlete, the political positioning of sporting organizations and the persistent nature of sport media and news. Popular culture maintains incredible influence in contemporary society, impacting what we wear, watch, consume and participate in. It is intimately and personally connected to people's opinions and understandings, working to influence stereotypes, attitudes, practices and beliefs. Fundamentally, popular culture has mass accessibility and appeal. This course is designed to critically examine the contemporary interrelationship between sport, popular culture and politics, paying close attention to the role of the media and structures of power, in creating these conversations. Although this course will draw on your familiarity with sport and popular culture, we will approach these subjects from a scholarly perspective. Drawing on theoretical positions in critical cultural studies and political studies, we will examine the role of sport in shaping and reinforcing cultural norms, values and stories. With the rise of various contemporary social and political issues playing out through sports in the sphere of popular culture, we will discuss and engage with a number of different subjects, so we can better understand how sport, and popular culture, have shaped our social and political lives.

Course Category: Physical Cultural (A)

KPE407H1 - Maltreatment in Youth Sport

Participation in sport for youth has been associated with physical, social, emotional, and cognitive benefits. The attainment of positive developmental outcomes through sport participation is influenced by factors including the

manner in which sport organizations design and deliver programs and the type of relationships youth experience. Although sport participation for youth has the potential to foster developmental benefits, not all youth have positive sport experiences. In fact, as issues of athlete maltreatment in youth sport, including physical, emotional, and sexual abuse as well as neglect continue to emerge throughout research and media outlets, it may be argued that sport is not designed and delivered in ways that meet the psychosocial needs of young people. In order to optimize the sport experiences of youth athletes, it is important that stakeholders are aware of the potential for these negative experiences and are educated about ways in which to foster more developmentally appropriate sport. In this course students will be introduced to concepts, theories and ideologies regarding psychosocial development as well as youth maltreatment and protection as they apply to sport. Students will have the opportunity to critically discuss issues of maltreatment within youth sport and will be challenged to critique present research in addition to educational/policy initiatives intended to safeguard youth and foster positive development. Moreover, students will learn about organizational philosophies, coach and parent education, and relationships in sport with the intention of understanding how such factors may stimulate a youth sport environment conducive to maltreatment, thus hindering athletes' psychosocial needs.

Prerequisite: KPE220H1

Course Category: Physical Cultural (A)

KPE408H1 - Sport and the "War on Terror"

This course explores the evolution of sport and physical culture in the post-9/11 era. Drawing largely from post-colonial, critical race, and feminist theories, we will examine how contemporary renditions of sport have emerged alongside and been shaped by the continuing global war on terrorism. Topics covered in the course include, but are not limited to, the burgeoning area of sport-for-deradicalization; the relationship between sport, the increasingly paranoid security state and the surveillance industrial complex; and the mainstreaming of drone usage in the West. We will interrogate how these issues are buttressed by past and present colonial processes that disproportionately impact populations of colour both domestically and abroad.

Prerequisite: 3rd/4th year standing

Course Category: Physical Cultural (A)

KPE409H1 - Sport, Physical Activity and Human Rights

Participants in physical education, physical activity and sport enjoy all the rights of Canadian citizens under Canadian law, including the Charter of Rights and

Freedoms and provincial and territorial human rights legislation. They also enjoy the protections of the international system of human rights established by the United Nations, to which the Canadian government is a signatory. Although many of those documents specifically mention rights related to sports, the promised rights are not always protected in practice as evidenced in, for example, far too many recent cases of athlete abuse. This course examines the concepts, legal protections and failings of human rights in Canadian and international sports, and explores ways in which they could be strengthened.

Prerequisite: KPE200H1

Course Category: Physical Cultural (A)

KPE416H1 - Special Topics in Kinesiology and Physical Education - Athlete Activism

Sports play a powerful role in popular culture and thus afford athletes with the leverage to open up space for political conversations that may not happen otherwise. This course focuses on critical, political examinations of sports-based dissent. Through exploring the intersection of social movements, politics and sport, students will explore the role that sport has played, and continues to play, on discussions of global social injustice. This course is designed to place the study of physical culture and sport and the forefront of inquiry in examining the policies, experiences and resistance related to athlete activists in Canada and around the globe. This course will introduce students to the typology of athlete activism, activist tactics, including tactical disruptions, that occur in the seemingly 'apolitical' space of sport, commercialization of athlete activism, and the role of social media in (sport) social movements. Using case study examples, students will engage critically with the ways in which sport has provided a space (or not) for athletes to speak on issues of oppression and social injustice. The voices and resistance of marginalized athletes (Black, Indigenous, Muslim, women, people with disabilities, members of the LGBT+ community) will be presented to better conceptualize these issues. This course draws from several sources: academic research, mass media accounts, athlete biographies, archives and guest lectures to analyze key moments of resistance.

Prerequisite: KPE200H1

Course Category: Physical Cultural (A)

KPE421H1 - The Role of Physical Activity in Girls' and Women's Health

This course draws upon previous course work in biophysical, behavioural and socio-cultural aspects of physical activity and links them together within the context of girls' and women's health across the lifespan. Particular attention will be given to how physical activity decreases

the risk of disease in girls and women and how physical activity assumes a different role in health and well-being during different phases of the lifespan. Students will also be introduced to issues related to the promotion of physical activity for women, the importance of the inclusion of women and girls in research examining the impact of physical activity and the unique aspects of the response of girls and women to activity.

Prerequisite: KPE334H1

Course Category: Behavioural (B)

KPE422H1 - Topics in Coaching

This course will introduce students to and deepen their understanding of, a variety of coaching styles, strategies and theories. Throughout the course students will be engaged in the analysis and deconstruction of successful coaching programs, in both individual and team sports. In determining the criteria of what constitutes successful coaching, the course will examine coaching at all levels and consider the obstacles and challenges in building successful coaching programs in today's society.

Prerequisite: KPE200H1, KPE220H1

Course Category: Behavioural (B)

KPE423H1 - Theory of Dance Performance

In this course students will define, research and explore essential elements of dance. These elements include dance technique, musicality, artistry, and choreography. Research and relevant experiences from other KPE courses will be integrated into the lectures and the embodied learning of the lab. Students will research staging, lighting and show production for their major project, which consists of the students choreographing and staging their own work for formal performance. This performance serves to illustrate the theoretical knowledge that the students have gained over the 12-week course.

Prerequisite: KPE280H1/KPE282H1,

KPE281H1/KPE282H1

Course Category: Behavioural (B)

KPE427H1 - Health and Physical Education in the Elementary Years

This course provides an overview of pedagogical concepts and learning methodologies for working with elementary-aged children in physical activity, health and physical education settings. It explores in-depth the pedagogy of physical activity for the development of physical literacy through topics such as developmental milestones and needs, movement domains and competencies, Daily Physical Activity (DPA) and assessment and evaluation strategies. The concept of

health literacy is also explored and applied to the health education needs of elementary-aged children. Finally, the Ontario Elementary Health and Physical Education curriculum, and controversy surrounding it, is explored through the lens of physical and health literacy development. Course content can be directly applied to improve physical activity instruction across a range of settings including camps, recreational physical activity programming, coaching and future health and physical education teaching.

Prerequisite: [KPE220H1](#), [KPE260H1](#)

Recommended Preparation: [KPE340H1](#) is the recommended preparation for [KPE427H1](#). Students who have not successfully completed [KPE340H1](#) will be expected to work harder to do well in the course.

Course Category: Behavioural (B)

KPE428H1 - Nutrition and Ergogenic Aids in Sport and Exercise

This course investigates the influence of nutritional supplements/aids on exercise performance, recovery, and/or adaptation, with an emphasis on the underlying physiological and/or biochemical mechanisms behind the effectiveness of ergogenic compounds. Students will broaden their content comprehension on topics of interest through self-directed critical analysis of current peer reviewed literature with an emphasis on knowledge dissemination in both written and oral formats. Special topics may also be presented.

Prerequisite: [KPE290H1](#), [KPE291H1](#), [KPE328H1/NFS302H1](#)

Course Category: Behavioural (B)

KPE429H1 - Sport Management

This course will introduce students to a variety of management concepts related to managing the business of sport, with a particular focus on Canadian contexts. Topics include an understanding of sport organizations and governing bodies, the economics of sport, financial management of sport organizations, designing and administering sports competitions. The course uses a practical approach by focusing on local, provincial and national sport organizations as case studies for analysis.

Prerequisite: 3rd year standing

Course Category: Behavioural (B)

KPE434H1 - Advanced Adapted Physical Activity

This course builds from the concepts and theories discussed in [KPE334H1](#). Students will be given the opportunity to apply the theoretical knowledge taught in [KPE334H1](#) to build instructional and leadership skills to facilitate exercise and sport programs and assessments for people with varied abilities across all age groups and

environments. Students will be given opportunity for active, hands-on learning through some combination of the following: case studies, assignments, readings, field experience.

Prerequisite: [KPE334H1](#)

Course Category: Behavioural (B)

KPE438H1 - Special Topics in Kinesiology and Physical Education - Psychology of Body Image

This course will explore psychological theory and applications of body image in the context of kinesiology and physical education. Topics include body image conceptualization, psychosocial development, assessment, intervention, psychopathology, individual differences, and positive embodiment. The role of body image in the context of movement will be a particular focus. Implications for exercise training and testing will be considered. Upon completion of this course, students will be able to identify appropriate strategies to improve body image more generally, as well as within exercise, sport, fitness, and movement settings for a variety of populations.

Prerequisite: [KPE290H1](#), [KPE291H1](#)

Course Category: Behavioural (B)

KPE439H1 - Special Topics in Kinesiology and Physical Education - The Role of Movement in Early Childhood Health and Development

Within a multidisciplinary framework that integrates research and practice, students will be provided the opportunity to acquire and exchange knowledge on concepts related to early childhood development. This course focuses on the role of movement (e.g., play, physical activity) in the healthy development of physical, cognitive and psychosocial domains in children under the age of six. In addition, this course examines how these domains are targeted through movement by examining current early childhood interventions. Students will gain an understanding of how movement is used to promote healthy development around the world and within different cultures. By the end of this course, students will be able to recognize and understand the influence of factors such as gender, disability and socio-economic status on child health and development. Within this course there will be opportunities for students to apply their learning through in-class discussions and the design of a movement-based intervention.

Prerequisite: [KPE220H1](#)

Course Category: Behavioural (B)

KPE442H1 - Theory of Coaching part II

This course builds upon students' existing knowledge and understanding of coaching that were gained in [KPE342H1](#), and will complete the foundational knowledge and skills expected from those who are actively, or planning to be involved in coaching, teaching or instruction. The NCCP Introduction to Competition Part B is embedded into the course and students will be able to gain this nationally recognized coaching award by meeting the certification requirements. Specific areas of coaching that will be studied and discussed in this course are: Coach communication, intervention and feedback; the power differential between athlete and coach which can lead to negative behaviour; how to create a Seasonal Training Plan; Coach self-reflection; Mental practices to aid athletes.

Prerequisite: [KPE220H1](#), [KPE260H1](#), [KPE261H1](#), [KPE263H1](#)

Course Category: Behavioural (B)

KPE455Y1 - Kinesiology and Physical Education in Society

This course builds upon [KPE350Y1/KPE355Y1](#) to further students' theoretical grounding in the broader practice of Kinesiology and Physical Education in society. Topics covered in this course include, but are not limited to, emotional intelligence in the workplace, integrity in community relations, performance adaptability, diversity, creativity, ethics and professionalism, and work-life balance. Adopting a values-based approach to learning and development students will be encouraged to consider strategies for enhancing the practice of Kinesiology and Physical Education within society. As a part of this course, students will spend 100 hours in the field and will work closely with a mentor. Course evaluation activities include weekly class and tutorial sessions, written assignments, presentations, and examinations.

Notes: Classroom/tutorial sessions are two hours per week in addition to field experience. For more information visit the professional placement page on our website.

Please refer to the 'Fees and Financial Requirements' section of the calendar for details on ancillary fees.

Prerequisite: [KPE350Y1/KPE355Y1](#); As well, you must have followed the appropriate pre-course procedures in the year preceding course enrolment, be entering 3rd year (or higher), and obtain instructor approval.

Exclusion: [KPE450Y1](#)

Course Category: Behavioural (B)

KPE461H1 - Speed and Power

Virtually every sport relies on the ability to generate speed and power in order to compete successfully.

Understanding the biomechanical, physiological and technical basis of speed and power is vital to be able to design interventions to improve. In this course, the scientific basis of speed in humans will be examined using both a biomechanical and physiological perspective. The primary focus will be on speed and power in running, jumping and throwing and therefore, practical experience will be part of the course. Students will also be exposed to both the theory and practice of training for speed and power.

Prerequisite: [KPE370H1](#)

Course Category: Biophysical (C)

KPE463H1 - Topics in Professional Kinesiology

Issues related to providing kinesiology services will be examined. There will be a focus on understanding professional practice as a registered kinesiologist. Career opportunities and their related pathways will be explored. Diverse issues such as how to integrate theory and science into practice, identification of roles and responsibilities within the health system will be explored.

The role of reflection and continued professional development in professional practice will be examined. Topics to be covered may include: informed consent and screening; liability issues and scope of practice; code of conduct and the evolving role of the College of Kinesiology and professional associations; case- and problem-based learning; standards of practice; practice models; and various professional opportunities of a Registered Kinesiologist.

Prerequisite: [KPE360H1](#)

Course Category: Biophysical (C)

KPE464H1 - Clinical Exercise Testing and Prescription

The key learning objectives of this course are to develop expertise in the theory and application of exercise testing and the prescription of exercise programming in clinical populations. The American College of Sport Medicine guidelines on risks of exercise, pre-participation screening, and testing procedures are reviewed with additional context and real-world examples provided. The focus will be on cardiorespiratory fitness and cardiovascular risk factors, but other components covered include muscular strength, endurance, and flexibility. This course includes opportunities to apply the lecture content and practice communication, clinical reasoning, and interprofessional skills in small group-based discussions of case studies. Another key learning objective is the critique and evaluation of exercise-related research to facilitate the interpretation and application of emerging research findings by exercise professionals. Lecture material will also include the timely topic of remote or

home-based exercise prescription. While the focus of this course is on exercise, students will gain knowledge and practical experience that is generalizable to various areas of clinical practice. The primary clinical populations covered in class content are cardiovascular diseases, cancer and diabetes, but students will have opportunities to study other clinical populations via assignments.

Prerequisite: KPE360H1

Course Category: Biophysical (C)

KPE467H1 - Cellular Physiology

Introduces students to topics within exercise biochemistry and cellular physiology. The course examines the factors that influence the cellular responses of skeletal muscle and other tissues to exercise and exercise-related topics. The relevance to various diseased states is often examined. Topics covered may include: atrophy, hypertrophy, genetics, techniques, cell stress, oxidative stress, aging, disease prevention, adipose tissue, muscle fiber types and other relevant topics.

Prerequisite: KPE264H1

Course Category: Biophysical (C)

KPE469H1 - Performance and Neuroplasticity

We are shaped by our experiences, whether it is through our environment, training or an injury. These experiences can be potent enough to change the way our brain is organized and how it functions. This course will examine key topics about the brain's neuroplasticity in the context of skill performance. We will answer questions such as does it really take 10,000 hours of deliberate practice to become an expert, how does your brain do it (from synapses to behaviour), and are there ways that we can push the brain's neuroplasticity to its limits, if that exists – can you train to become the next elite athlete or jazz great.

Prerequisite: KPE362H1

Course Category: Biophysical (C)

KPE470H1 - Science in Sport, Health and Exercise

This course will provide students with detailed information on topics, examples and cases that illustrate the important role that science plays in sport, health and exercise. The importance of scientific investigation and the rigor of the scientific process will be emphasized. The course will touch on relevant and important areas of scientific investigation that have contributed to the current state of knowledge in kinesiology. Course content includes topics related to movement, force, fuels, energy systems, sex

differences, exercise principles as well as other relevant issues.

Prerequisite: KPE260H1, KPE263H1

Course Category: Biophysical (C)

KPE471H1 - Musculoskeletal Biomechanics

Students will develop advanced knowledge of the force-motion relationships of tissues and structures of the musculoskeletal system. Various techniques used to investigate the mechanical function of the joints in the human body will also be discussed. Case studies will be used to explore the underlying joint mechanics and mechanisms for injury across body regions.

Prerequisite: KPE263H1

Course Category: Biophysical (C)

KPE474H1 - Exercise Training and Non-Responder Physiology

Students in this course will explore a popular, although yet to be comprehensively explained, phenomenon in the field of physiology – the presence of responders/non-responders following an intervention. With this perspective, this course is going to explore exercise physiology by having a look at individual responses – individuals just like you and me. In particular, students will explore why some individuals have a large increase in their peak rate of oxygen consumption (VO₂) following exercise training while others do not. The constituents of VO₂ will be deconstructed, which will allow for detailed exploration into the cardiovascular response to exercise and how unique individual differences may impact the ability to deliver oxygen to active skeletal muscles. This course will begin to explore the application of 'precision phenotyping' and 'personalized training', as a means to optimize an intervention to the unique attributes of an individual in order to promote a healthy lifestyle, maximize performance, and/or improve quality of life. The application of endurance exercise training in relation to various physiological thresholds will also be explored. This course will allow students to further develop their working knowledge of integrative physiology, while advancing their critical thinking and reasoning skills. As a whole, students will be able to broadly incorporate information from this course into the field of Kinesiology, whether in athletes, healthy individuals, or clinical populations.

Prerequisite: KPE264H1

Course Category: Biophysical (C)

KPE478H1 - Special Topics in Kinesiology and Physical Education: The Impact of Concussion - Science, Policy and Communication

In this course, students will explore the impact of concussion from a variety of perspectives. First, there will be a focus on the science behind concussions - in sport and beyond. Building on this foundation, students will then discover how the concussion issue plays out in the policy landscape, and examine current applications in education, media, and outreach. Lectures will address topics including: concussion pathophysiology, psychology of recovery, concussion policy in Canada and beyond, education and awareness, knowledge translation, and science communication. Students will also have the opportunity to build science communication skills while expanding their learning on specific concussion-related topics, through interactive group work and individual assignments. They will also have the opportunity to gain valuable applied experience and put their ideas into practice in the context of a real-world science communication event.

Prerequisite: KPE220H1, KPE260H1

Course Category: Biophysical (C)

KPE490Y1 - Advanced Research

In this course students will have an opportunity to undertake research on a topic relating to the study of physical activity and health. The faculty supervisor, selected by the student, gives counsel in defining the problem, conducting the study and preparing a research paper (thesis). In addition to submitting the research paper, students are required to attend some classes/workshops, and present their findings at the annual Bertha Rosenstadt National Undergraduate Research Conference. This course provides an opportunity for a student planning graduate study at this Faculty or elsewhere to gain experience in completing a small research study. Students may elect only one KPE490Y1 course or external equivalent.

*Notes regarding KPE390Y1, KPE490Y1 and KPE495H1:

1. For permission to enrol a student must: a) Obtain course information and application forms from Registrar's Office website. Application forms are available in the spring for the following academic year. b) Find a faculty advisor. c) Complete the pre-requisite form (may do so with faculty advisor if desired). d) Complete advisor-student agreement form together with faculty advisor. e) Submit both prerequisite and student-advisor agreement form together to Registrar's Office for review and approval by course coordinator.

2. Nominal funding may be available to subsidize some costs of KPE390Y1/KPE490Y1/KPE495H1 projects. See

the course information package for application guidelines. **Please note that each faculty member can accept only a limited number of students.

Prerequisite: KPE390Y1, a minimum B average in the area of interest, and an application process.

Course Category: Behavioural (B)

KPE495H1 - Independent Study

The purpose of the independent study is to permit students to extend beyond current course offerings and explore in detail a subject area of their choosing related to the study of physical activity and health. Students work closely with a faculty supervisor with a relevant background. Before pursuing an independent study, students are expected to have taken all the relevant courses offered by the Faculty in that sub-discipline. Students will research their topic of interest primarily through reading and writing a report on their findings. They are also required to attend some classes/workshops throughout the term and to present their reviews and/or findings at the annual Bertha Rosenstadt National Undergraduate Research Conference. Students may elect a total of no more than two half courses under KPE495H1 or external equivalents.

*Notes regarding KPE390Y1, KPE490Y1 and KPE495H1:

1. For permission to enrol a student must: a) Obtain course information and application forms from Registrar's Office website. Application forms are available in the spring for the following academic year. b) Find a faculty advisor. c) Complete the pre-requisite form (may do so with faculty advisor if desired). d) Complete advisor-student agreement form together with faculty advisor. e) Submit both prerequisite and student-advisor agreement form together to Registrar's Office for review and approval by course coordinator.

2. Nominal funding may be available to subsidize some costs of KPE390Y1/KPE490Y1/KPE495H1 projects. See the course information package for application guidelines. **Please note that each faculty member can accept only a limited number of students.

Prerequisite: Fourth-year standing and a minimum B average in the area of interest.

Course Category: Behavioural (B)

ODP100H1 - Outdoor Project I

The student will be introduced to the many forms of outdoor recreation. Emphasis will be placed on acquiring the skills for various watercraft. In addition, activities related to cooperation and leadership will be experienced.

ODP200H1 - Outdoor Project II

This project will provide a more in-depth opportunity for students to relate to the natural physical environment and activities in the outdoors. An introduction to skills germane to wilderness travel is provided, including tripping skills, from packing to canoeing, navigation and portaging and the establishment of a campsite in a wilderness setting. Additional skills related to leadership in outdoor education will be emphasized using activities that go beyond those seen in [ODP100H1](#).

Prerequisite: [ODP100H1](#)

ODP300H1 - Advanced Canoe Tripping

This optional project follows logically from [ODP200H1](#). Skills and experiences are provided at a more advanced level, and are then applied during a canoe trip. Emphasis will be placed on developing leadership skills in outdoor recreation. Fulfills third year requirement.

Prerequisite: [ODP200H1](#)

ODP301H1 - White Water Canoeing

The experience provided in this project is focused upon white water canoeing skills and leadership. Participants are guided through manageable steps from calm waters to rapids, with careful attention to accident prevention and emergency management. Fulfills third year requirement.

Prerequisite: [ODP200H1](#)

ODP302H1 - Fundamentals of Winter Camping

Through this optional project, the student will develop an appreciation of the winter environment through such pursuits as cross-country skiing, snowshoeing, etc. Special consideration will be given to heat and water loss, proper clothing, construction of winter shelters, survival methods, and improvisation of equipment. The winter experience will be three days in length, and will include an expedition and overnight stay at a carefully planned site. Fulfills third year requirement.

Prerequisite: [ODP200H1](#)

PAO900H1 - Standard First Aid/Basic Rescuer (C)

Students are required to provide proof of certification in at least Standard First Aid and CPR level C during their program of study. Lower level certifications (Heartsaver, Emergency First Aid) will not be accepted. The certification must be presented to the Registrar's Office,

where a copy will be filed and this course then added with credit to a student's transcripts. Many external agencies provide such training, such as the Red Cross, St. John Ambulance, or the Royal Life Saving Society. Other WSIB certified providers are accepted. This certification is also available through instruction offered by the Faculty's co-curricular program. The fee for any course taken to achieve First Aid and CPR certification will be at the student's own expense.

PRA188Y1 - Year I required Labs/Tutorials

PRA288H1 - Year II required Lab/Tutorials

Outdoor Projects

The outdoor projects form an important and unique component of the curriculum. The objectives of these courses are to provide students with a sequence of learning experiences related to outdoor activity, which emphasizes skill-development, awareness of the environment, and leadership in an outdoor setting. Students must complete three courses in total; the first two courses are mandatory, and the third must be chosen from three options. The required courses taken in Year I and II provide a sequential learning experience designed to prepare students for the optional courses taken in the upper years. The basis of learning in these courses follows that of experiential education.

In this regard, students are directly involved in practical activities lead by experienced instructors. The expectation is that students will acquire fundamental skills related to the outdoors which will enable both competency in all instructional activities which form the outdoor projects' curricula, and independence in many other skills which enhance participation in the natural environment, and life skills which relate to leadership, co-operation, team work and problem solving.

The Five Outdoor Projects Offered to the Students in the BKin Programs Include:

- Year I ODP100H1 Introduction to Outdoor Physical Activity and the Environment
- Year II ODP200H1 Advanced Outdoor Education
- Year III Requirement ONE of:
 - ODP300H1 Advanced Canoe Tripping
 - ODP301H1 Advanced Water Navigation-White Water Canoeing
 - ODP302H1 Fundamentals of Winter Camping

A unique feature of the outdoor projects is the degree to which senior students are involved in the planning and instruction of the program. Those students who are qualified for instructing the activities offered in ODP100H1/ODP200H1 are selected through an application process, to become camp counsellors and gain leadership experience in this regard. In addition, four senior students are chosen to co-ordinate these courses. This system of student-based teaching provides the undergraduate class a significant opportunity for leadership and input in the Outdoor Projects. Because the senior students assume a leadership role in this aspect of the Outdoor Projects curriculum, they represent a key component in the success of the outdoor projects, and are exemplars to the younger students with respect to leadership, outdoor skills and responsibility. See Fees and Financial Requirements for student costs.

ODP100H1 - Outdoor Project I

The student will be introduced to the many forms of outdoor recreation. Emphasis will be placed on acquiring the skills for various watercraft. In addition, activities related to cooperation and leadership will be experienced.

ODP200H1 - Outdoor Project II

This project will provide a more in-depth opportunity for students to relate to the natural physical environment and activities in the outdoors. An introduction to skills germane to wilderness travel is provided, including tripping skills, from packing to canoeing, navigation and portaging and the establishment of a campsite in a wilderness setting. Additional skills related to leadership in outdoor education will be emphasized using activities that go beyond those seen in [ODP100H1](#).

Prerequisite: [ODP100H1](#)

ODP300H1 - Advanced Canoe Tripping

This optional project follows logically from [ODP200H1](#). Skills and experiences are provided at a more advanced level, and are then applied during a canoe trip. Emphasis will be placed on developing leadership skills in outdoor recreation. Fulfills third year requirement.

Prerequisite: [ODP200H1](#)

ODP301H1 - White Water Canoeing

The experience provided in this project is focused upon white water canoeing skills and leadership. Participants are guided through manageable steps from calm waters to rapids, with careful attention to accident prevention and emergency management. Fulfills third year requirement.

Prerequisite: [ODP200H1](#)

ODP302H1 - Fundamentals of Winter Camping

Through this optional project, the student will develop an appreciation of the winter environment through such pursuits as cross-country skiing, snowshoeing, etc. Special consideration will be given to heat and water loss, proper clothing, construction of winter shelters, survival methods, and improvisation of equipment. The winter experience will be three days in length, and will include an expedition and overnight stay at a carefully planned site. Fulfills third year requirement.

Prerequisite: ODP200H1

Combined Degree Program Option

Bachelor of Kinesiology (BKin) and Master of Teaching in Elementary or Secondary Education (MT)

The Faculty of Kinesiology and Physical Education at the University of Toronto, and the Ontario Institute for Studies in Education (OISE) have established a Combined Bachelor of Kinesiology (BKin) and Master of Teaching in Elementary or Secondary Education (MT), which provides students with the opportunity to gain an early pathway into the teaching profession. Conditional admission to an enriched graduate program (MT) is offered to BKin students engaged in their fourth and final year of undergraduate study.

The Combined Degree Program allows actively enrolled BKin students with a minimum B+ average to apply for early admission to the MT program during the Fall of Year 3. Successful applicants will be informed of their conditional admission into the MT program at OISE in the Winter of Year 3. By the end of Year 3 in the BKin program, and in order to maintain their conditional admission status, students must hold a B+ academic average, have 3.0 FCE in a first teachable subject (of Physical and Health Education) and a minimum of 1.0 FCE in a second teachable subject. BKin students will then be eligible to take 1.0 graduate FCE at OISE in the MT program during Year 4 of their undergraduate study while completing the other requirements of their BKin degree. The 1.0 FCE graduate credit taken in the MT program will count toward the degree requirements of the BKin, and also towards the completion of the MT program (i.e., students will be exempted from the 1.0 graduate FCEs already taken when fully transitioned to the MT program). By the end of Year 4, students must have completed their BKin degree, maintained a B+ academic average, and completed 6.0 and 3.0 FCE in their first and second teachable subjects respectively in order to progress into the MT program full-time. Only then is the conditional admission to the MT program lifted and converted to an invited status. Students then continue with the requirements of the MT program as specified by OISE, and follow the normal pathway to degree completion.

Students interested in applying for this program should visit the KPE Registrar's Office for further information and instructions.

Certificate in Global Kinesiology & Physical Education (U of T Global Scholar)

The Global Scholars Certificate is designed for students who have interest in studying courses with a major focus on international, global and/or Indigenous content. Students will gain a global perspective and learn about the increasingly important role of kinesiology and physical education in health, physical activity and their intersections in a global context.

REQUIREMENTS:

Students currently registered in FKPE must successfully complete 2.0 FCE from the following Global Pathway list of courses as part of their BKin degree requirements: [KPE200H1](#), [KPE300H1](#), [KPE302H1](#), [KPE304H1](#), [KPE305H1](#), [KPE307H1](#), [KPE321H1](#), [KPE335H1](#), [KPE355Y1*](#), [KPE401H1](#), [KPE404H1](#), [KPE405H1](#), [KPE406H1](#), [KPE455Y1*](#), [KPE495H1*](#) and study abroad courses for credit. Course names are listed below.

NOTE: *Courses with an asterisk have varying topics and will only count towards the certificate if the focus of study/placement is on an international, global or Indigenous topic.

N.B. Students must inform the Registrar's Office of their interest in the certificate, but do not have to apply for this certificate. The Registrar's Office will confirm eligibility for the certificate upon graduation. All eligible certificate holders will be considered **University of Toronto Global Scholars**.

Please contact the Registrar's Office for further information: undergrad.kpe@utoronto.ca.

KPE200H1 - Physical Culture and the Human Condition

This course places the study of physical culture alongside social and cultural theories regarding the ways in which human life is organized, produced, reproduced and experienced by people. Attention is given to how studies of physical culture provide answers to universal social scientific questions such as what it means to be human and live in a society structured by power relations that privilege some and form the bases of injustice for others. A range of sociological, philosophical, humanities, and cultural theories of how people's participation in physical culture is affected by historical and contemporary relations of power such as structures and processes or normalization, colonialism, racism, patriarchy, neoliberalism, speciesism, environmental injustice and scientization.

Prerequisite: [KPE100H1](#)
Course Category: Required

KPE300H1 - Physical Culture and Social Inequality

The provision of opportunities for physical activity is profoundly affected by the social structures of Canadian society, and persistent inequalities. An increasing number of Canadian institutions in physical and health education have now committed themselves to policies of social equity. This course enables students to study the effects

of class, gender, race, and sexuality upon opportunities, programs and practices, and the means by which social equity might be more effectively pursued.

Prerequisite: [KPE200H1](#)
Exclusion: [KPE240H1/PHE240H1](#), [UNI371H1](#)
Course Category: Physical Cultural (A)

KPE305H1 - Geographies and Environments of Health and Physical Culture

The course will examine the importance of space and place to social life. Drawing from health, medical and socio-cultural geographies, architectural, feminist and anti-oppression theories/film/research, we will identify and assess how 'place matters' to the practice of physical culture, kinesiology, health in socio-cultural life. We will examine how experiences of space and place are mediated by differences in power relations and systematic oppression. Particularly, we will explore space and the body, settler-colonial impacts on the Land, environmental racism and the impact of the anthropocene on the practice of physical culture, sport and health. The course takes a social justice, equity and anti-oppressive approach and interrogates how privilege and discrimination, local and global disparities in the governance of space and place have implications for the health geographies of humans, the 'more-than-human', ecosystems, and all life on earth. We will consider possibilities for democratic and ethical relations with respect to the geographies and environments of health and physical culture.

Prerequisite: [KPE100H1](#), [KPE200H1](#)

Course Category: Physical Cultural (A)

KPE307H1 - Olympic and Paralympic Studies

This course examines the aspirations, achievements, problems and prospects of the modern Olympic and Paralympic Movements and their implications for physical activity and health. The modern Olympic Movement, initiated by Pierre de Coubertin, has outlasted all rivals -- notably the Women's Olympics, Workers' Olympiads and the Games of the Emerging Forces -- and won the allegiance of virtually the entire world. It now enjoys enormous influence over the development of sports and other forms of physical activity and now incorporates the Paralympic Games.

Prerequisite: [KPE200H1](#)

Course Category: Physical Cultural (A)

KPE321H1 - Population Health

This course explores patterns of health and illness among groups (populations) of people. Emphasis is on the determinants of health (social political, economic and environmental etc.). Students will learn about basic research methods and issues in the field. Current examples of major local and global health concerns will be used to illustrate key concepts.

Prerequisite: [KPE100H1](#), [KPE290H1](#), [KPE291H1](#)

Course Category: Behavioural (B)

KPE335H1 - Sports Law

The course will be an introduction to global sports law. Students will explore how the rules and regulations of the Olympic Movement, the technical side of sport, and the anti-doping movement constitute private transnational legal systems where international sport organizations have regulatory autonomy that is often shielded from intervention by national legal systems. Students will learn how disputes involving these sport rules and regulations are resolved through private arbitration by reviewing key arbitral decisions issued by the Court of Arbitration for Sport and the Sport Dispute Resolution Centre of Canada, and by participating in mock arbitrations of disputes involving doping violations, team selection decisions, and competition outcomes. Finally, students will critically examine how certain sport rules relating to gender verification, out-of-competition doping testing, and doping sanctions impact the rights of athletes, and whether arbitration can provide the necessary oversight and accountability measures to protect those rights.

Recommended Preparation: [KPE200H1](#), [KPE220H1](#), [KPE264H1](#)

Course Category: Behavioural (B)

KPE355Y1 - Interpersonal Theory in Kinesiology and Physical Education

This course will provide students an opportunity to develop their knowledge and competencies in interpersonal theory in Kinesiology and Physical Education. Topics covered in this course include, verbal and non-verbal communication strategies, active listening with patients/clients, reflective practice, managing conflict, decision making, teamwork, and leadership. This course draws upon previous coursework and integrates theory and practice across course learning activities to apply the course content to the breadth of populations and settings within the field of Kinesiology and Physical Education. As a part of the course, students will participate in a field experience (100 hours) with a mentor observing and engaging in interpersonal relations and participating in the planning and implementation of programs as appropriate. Course evaluation activities include weekly class and tutorial sessions, written assignments, presentations, and examinations. Notes: Classroom/tutorial sessions are two hours per week in addition to field experience. Please refer to the 'Fees and Financial Requirements' section of the calendar for information on ancillary fees.

Prerequisite: You must have followed the appropriate pre-course procedures in the year preceding course enrolment, be entering 3rd year (or higher), and obtain instructor approval.

Exclusion: [KPE350Y1](#)

Course Category: Behavioural (B)

KPE404H1 - Illness, Disease and Physical Culture

This senior course in physical cultural studies attends to and examines the existential and cultural dimensions of illness, disease and suffering in society. Taking both the personal (i.e., embodied, emplaced and performative) experience and institutional organization of illness as its broad focus, the course theoretically and empirically interrogates how socially problematic forms of embodiment, self-constructions through disease processes, illness and individual affect, strained interpersonal relations through illness, bodies in physical and social recovery, and cultural representations of 'bad bodies' are poorly understood within kinesiology proper. Particular attention in this course is given to how bodies and associated selves at the fringe of medically defined 'health'/kinesiological parameters are positioned as pathological, contra-normative, at risk or in need of repair and restitution. Central theoretical and conceptual questions regarding what constitutes health and wellbeing are addressed against the lived cultural realities of people with movement and physical activity challenges and limitations. Topics in the course may include, but are not limited to, doing physical activity as a diseased person, the social organization of rehabilitative medicine in sport and physical cultures, athletes living with/recovering from physical trauma and mental illnesses, patient-centered

movement cultures, and phenomenological accounts of the illness, disease and dying processes.

Prerequisite: [KPE100H1](#), [KPE200H1](#), [KPE290H1](#), [KPE291H1](#)

Course Category: Physical Cultural (A)

KPE405H1 - Race, Indigeneity and Physical Culture

In this course we will refer to race as a remnant of colonialism, an effect of social practices, and a shifting, performed identity. We explore the ways that fantasies of the history of Canada as a tolerant and multicultural nation hide the truths about racism in this country and construct race and indigeneity in everyday life. This course examines how and why 'race' matters so intensely and the ways 'race' is produced and policed, ultimately enabling and empowering some bodies and movements, while oppressing others within physical cultures. Myths of race as a biological category will be debunked. We will explore a wide range of topics including Black masculinities and Black diasporas, access to sport for Asians and anti-Asian racism, the (in)visibility of Indigenous peoples in Canadian sport; religious (in)tolerance, and White privilege. We will read theoretical and empirical chapters and articles and discuss how socio-economic and gendered practices of differentiation produce race categories. Last, we will elaborate our roles in creating more equitable and democratic spaces for all athletes and people. [KPE405H1](#) will not only improve engagement with social justice issues, but also ameliorate communication skills and intercultural competencies particularly related to indigeneity, diaspora, equity, and anti-racism in sport.

Prerequisite: [KPE200H1](#)

Course Category: Physical Cultural (A)

KPE406H1 - Sport in Popular Culture

The place of sport within popular culture has become increasingly prevalent in contemporary society, effected by the rise of the celebrity athlete, the political positioning of sporting organizations and the persistent nature of sport media and news. Popular culture maintains incredible influence in contemporary society, impacting what we wear, watch, consume and participate in. It is intimately and personally connected to people's opinions and understandings, working to influence stereotypes, attitudes, practices and beliefs. Fundamentally, popular culture has mass accessibility and appeal. This course is designed to critically examine the contemporary interrelationship between sport, popular culture and politics, paying close attention to the role of the media and structures of power, in creating these conversations. Although this course will draw on your familiarity with sport and popular culture, we will approach these subjects from a scholarly perspective. Drawing on theoretical positions in critical cultural studies and political studies, we will examine the role of sport in shaping and

reinforcing cultural norms, values and stories. With the rise of various contemporary social and political issues playing out through sports in the sphere of popular culture, we will discuss and engage with a number of different subjects, so we can better understand how sport, and popular culture, have shaped our social and political lives.

Course Category: Physical Cultural (A)

KPE455Y1 - Kinesiology and Physical Education in Society

This course builds upon [KPE350Y1/KPE355Y1](#) to further students' theoretical grounding in the broader practice of Kinesiology and Physical Education in society. Topics covered in this course include, but are not limited to, emotional intelligence in the workplace, integrity in community relations, performance adaptability, diversity, creativity, ethics and professionalism, and work-life balance. Adopting a values-based approach to learning and development students will be encouraged to consider strategies for enhancing the practice of Kinesiology and Physical Education within society. As a part of this course, students will spend 100 hours in the field and will work closely with a mentor. Course evaluation activities include weekly class and tutorial sessions, written assignments, presentations, and examinations.

Notes: Classroom/tutorial sessions are two hours per week in addition to field experience. For more information visit the professional placement page on our website.

Please refer to the 'Fees and Financial Requirements' section of the calendar for details on ancillary fees.

Prerequisite: [KPE350Y1/KPE355Y1](#); As well, you must have followed the appropriate pre-course procedures in the year preceding course enrolment, be entering 3rd year (or higher), and obtain instructor approval.

Exclusion: [KPE450Y1](#)

Course Category: Behavioural (B)

Certificate in Physical Activity Instruction

The Certificate in Physical Activity Instruction (PAI) is designed for students who have interest in studying courses with a major focus on theories and practices of physical activity instruction. Students will gain hands-on experience in analyzing, designing and leading a variety of physical activity interventions with appreciation of its relevance for a variety of career paths, including: health sciences, fitness and recreation, education, research and coaching.

REQUIREMENTS: Students currently registered in FKPE must successfully complete 1.5 FCE from the PAI pathway, of which at least 0.5 FCE must be from the general category and at least 0.5 FCE must be from the specific category. Students will take the remaining 0.5 FCE from either category. Additionally, students must achieve a minimum of 70% in each PAI course used to be deemed eligible for the certificate.

- 0.5 FCE FROM PHYSICAL ACTIVITY INSTRUCTION - GENERAL CATEGORY
 - 0.5 FCE FROM PHYSICAL ACTIVITY INSTRUCTION - SPECIFIC CATEGORY
 - 0.5 FCE FROM PHYSICAL ACTIVITY INSTRUCTION - ANY CATEGORY
- (Students may take the remaining 0.5 FCE from either the general or specific categories listed above.)

N.B. Students must inform the Registrar's Office of their interest in the certificate but, do not have to apply for this certificate. The Registrar's Office will confirm eligibility for the certificate upon graduation. Please contact the Registrar's Office for further information: undergrad.kpe@utoronto.ca

NOTE - [KPE355Y1](#) and [KPE455Y1](#) have varying topics and will only count towards the certificate if the focus of study/placement is specifically on physical activity instruction.

General Physical Activity Instruction Courses

KPE333H1 - The Pedagogy of Playing Games

Historically educators have seen the playing of games as beneficial to the development of physical, psychological, emotional and social traits in children and adults. Recently the dropout rate of children playing organized games and the participation rate of adults playing organized sport has become a major cause for concern. This has brought into focus the traditional way that games and sport have been taught and coached. This course will enhance students' knowledge and understanding of the concepts and methods of alternative games' play approaches to teaching and coaching sports. Students will be introduced to the four main alternative games' models of Teaching Games for Understanding (TGfU), Play Practice, Game Sense and Developing Thinking Players. Each of these 4 models use game centred activities to stimulate and motivate learning. The twin goals of understanding and personal satisfaction are emphasized jointly throughout

the course. Students will be engaged in both practical and theory sessions to learn creative, innovative and exciting ways to teach and coach and. You will be able to design and implement learning activities that are enjoyable, challenging, inspiring and cognitively and physically demanding.

Prerequisite: [KPE220H1](#), [KPE260H1](#)
Course Category: Behavioural (B)

KPE340H1 - Introduction to Physical Activity Pedagogy

This course provides an introduction to the pedagogical and learning methodology of working with children and youth in a physical activity setting. It explores concepts such as the current levels of physical activity in children and youth; physical literacy and assessment practices; fitness considerations for children and youth and; current best practices for teaching physical activity. Physical activity models of instruction and organization will be

explored including: Teaching Games for Understanding (TGfU) and Long-Term Development for Sport and Physical Activity (LTDSPA) as well as lesson planning and student engagement. The Ontario curriculum for physical education at the elementary and secondary levels will also be explored. In tutorials, students will have an opportunity to experience and apply physical activity pedagogy theory in practice. Course content can be directly applied to improve physical activity instruction across a range of settings including camps, recreational physical activity programming, coaching and future health and physical education teaching.

Prerequisite: [KPE220H1](#), [KPE260H1](#)

Course Category: Behavioural (B)

KPE342H1 - Theory of Coaching part I

This course will be an introduction to the theory and practice of coaching. Through lectures, practical coaching sessions and in class presentations, students will become familiarized with the fundamentals of coaching and gain an appreciation of the diversity and complexity of the coaching process from an Athlete Centred Coaching perspective. There will be considerable links with [KPE333H1](#) The Pedagogy of Playing Games. Various knowledgeable coaches and experts will talk about their coaching experiences.

Students who successfully complete the course will gain their National Coaching Certification Program (NCCP) Introduction to Coaching Part A.

Prerequisite: [KPE220H1](#), [KPE260H1](#), [KPE261H1](#), [KPE263H1](#)

Course Category: Behavioural (B)

KPE422H1 - Topics in Coaching

This course will introduce students to and deepen their understanding of, a variety of coaching styles, strategies and theories. Throughout the course students will be engaged in the analysis and deconstruction of successful coaching programs, in both individual and team sports. In determining the criteria of what constitutes successful coaching, the course will examine coaching at all levels and consider the obstacles and challenges in building successful coaching programs in today's society.

Prerequisite: [KPE200H1](#), [KPE220H1](#)

Course Category: Behavioural (B)

KPE427H1 - Health and Physical Education in the Elementary Years

This course provides an overview of pedagogical concepts and learning methodologies for working with elementary-aged children in physical activity, health and physical education settings. It explores in-depth the

pedagogy of physical activity for the development of physical literacy through topics such as developmental milestones and needs, movement domains and competencies, Daily Physical Activity (DPA) and assessment and evaluation strategies. The concept of health literacy is also explored and applied to the health education needs of elementary-aged children. Finally, the Ontario Elementary Health and Physical Education curriculum, and controversy surrounding it, is explored through the lens of physical and health literacy development. Course content can be directly applied to improve physical activity instruction across a range of settings including camps, recreational physical activity programming, coaching and future health and physical education teaching.

Prerequisite: [KPE220H1](#), [KPE260H1](#)

Recommended Preparation: [KPE340H1](#) is the recommended preparation for [KPE427H1](#). Students who have not successfully completed [KPE340H1](#) will be expected to work harder to do well in the course.

Course Category: Behavioural (B)

KPE442H1 - Theory of Coaching part II

This course builds upon students' existing knowledge and understanding of coaching that were gained in [KPE342H1](#), and will complete the foundational knowledge and skills expected from those who are actively, or planning to be involved in coaching, teaching or instruction. The NCCP Introduction to Competition Part B is embedded into the course and students will be able to gain this nationally recognized coaching award by meeting the certification requirements. Specific areas of coaching that will be studied and discussed in this course are: Coach communication, intervention and feedback; the power differential between athlete and coach which can lead to negative behaviour; how to create a Seasonal Training Plan; Coach self-reflection; Mental practices to aid athletes.

Prerequisite: [KPE220H1](#), [KPE260H1](#), [KPE261H1](#), [KPE263H1](#)

Course Category: Behavioural (B)

Specific Physical Activity Instruction Courses

KPE326H1 - Aging, Health and Physical Activity

This course will examine the aging process using information from demography to physiology. Recognition of different perspectives of “successful aging” is a theme that runs throughout the course. The effects of physical activity and aging on body function and how aging may change engagement in physical activity will be studied. The course will examine the evidence for physical activity in promoting healthy aging. Approaches to modifying physical activity in light of physiological, pathophysiological, psychological and sociological age-related changes will be discussed in lecture and through use of case studies. The course will emphasize communication about needs and goals for physical activity recommendations, assessments of function, safety precautions and exercise adaptations, including a specific focus on a common condition (e.g. osteoporosis, osteoarthritis).

Prerequisite: [KPE264H1](#)

Course Category: Behavioural (B)

KPE329H1 - Developing Physical Literacy Foundations in the Early Years

This course is founded on the belief that if we give children the opportunity to engage in developmentally appropriate physical activities, at the appropriate time in their development, then more of them will develop foundational movement skills that will enable them to enjoy being active and to stay active throughout their lives. To this end, the building blocks for the development of physical literacy in children 0-5 years old will be examined in detail, with a focus on the preschool years. The pedagogy of physical activity experiences for this population will be explored through topics such as developmental milestones and needs, foundational movement patterns and motor skill development, teaching and learning approaches and lesson planning. Students will also have the opportunity to explore some Special Topics that are unique to the development of physical literacy foundations in the early years.

Note: Students enrolled in [KPE329H1](#) will be required to obtain a valid Police Record Check if directly teaching preschool children. Students will receive an email confirming if a Police Record Check is required upon registration in this course.

Prerequisite: [KPE160H1](#), [KPE261H1](#)

Course Category: Behavioural (B)

KPE355Y1 - Interpersonal Theory in Kinesiology and Physical Education

This course will provide students an opportunity to develop their knowledge and competencies in interpersonal theory in Kinesiology and Physical Education. Topics covered in this course include, verbal and non-verbal communication strategies, active listening with patients/clients, reflective practice, managing conflict, decision making, teamwork, and leadership. This course draws upon previous coursework and integrates theory and practice across course learning activities to apply the course content to the breadth of populations and settings within the field of Kinesiology and Physical Education. As a part of the course, students will participate in a field experience (100 hours) with a mentor observing and engaging in interpersonal relations and participating in the planning and implementation of programs as appropriate. Course evaluation activities include weekly class and tutorial sessions, written assignments, presentations, and examinations. Notes: Classroom/tutorial sessions are two hours per week in addition to field experience. Please refer to the 'Fees and Financial Requirements' section of the calendar for information on ancillary fees.

Prerequisite: You must have followed the appropriate pre-course procedures in the year preceding course enrolment, be entering 3rd year (or higher), and obtain instructor approval.

Exclusion: [KPE350Y1](#)

Course Category: Behavioural (B)

KPE380H1 - Advanced Assessment and Exercise Program Design

Theoretical concepts specific to the assessment of mobility, physical literacy and fitness, and the design of personalized exercise programs will be explored. Through a combination of teaching styles, real-life case studies, small and large group activities, and hands-on experiences, students will be given an opportunity to identify and interpret the unique needs of healthy populations so that personalized exercise solutions can be created. An emphasis will also be placed on communication and students' ability to think critically and problem-solve.

Prerequisite: [KPE280H1](#)/[KPE282H1](#), [KPE281H1](#)/[KPE282H1](#)

Course Category: Behavioural (B)

KPE423H1 - Theory of Dance Performance

In this course students will define, research and explore essential elements of dance. These elements include dance technique, musicality, artistry, and choreography. Research and relevant experiences from other KPE courses will be integrated into the lectures and the embodied learning of the lab. Students will research staging, lighting and show production for their major project, which consists of the students choreographing and staging their own work for formal performance. This performance serves to illustrate the theoretical knowledge that the students have gained over the 12-week course.

Prerequisite: [KPE280H1/KPE282H1](#),
[KPE281H1/KPE282H1](#)

Course Category: Behavioural (B)

KPE434H1 - Advanced Adapted Physical Activity

This course builds from the concepts and theories discussed in [KPE334H1](#). Students will be given the opportunity to apply the theoretical knowledge taught in [KPE334H1](#) to build instructional and leadership skills to facilitate exercise and sport programs and assessments for people with varied abilities across all age groups and environments. Students will be given opportunity for active, hands-on learning through some combination of the following: case studies, assignments, readings, field experience.

Prerequisite: [KPE334H1](#)

Course Category: Behavioural (B)

KPE455Y1 - Kinesiology and Physical Education in Society

This course builds upon [KPE350Y1/KPE355Y1](#) to further students' theoretical grounding in the broader practice of Kinesiology and Physical Education in society. Topics covered in this course include, but are not limited to, emotional intelligence in the workplace, integrity in community relations, performance adaptability, diversity, creativity, ethics and professionalism, and work-life balance. Adopting a values-based approach to learning and development students will be encouraged to consider strategies for enhancing the practice of Kinesiology and Physical Education within society. As a part of this course, students will spend 100 hours in the field and will work closely with a mentor. Course evaluation activities include weekly class and tutorial sessions, written assignments, presentations, and examinations.

Notes: Classroom/tutorial sessions are two hours per week in addition to field experience. For more information visit the professional placement page on our website.

Please refer to the 'Fees and Financial Requirements' section of the calendar for details on ancillary fees.

Prerequisite: [KPE350Y1/KPE355Y1](#); As well, you must have followed the appropriate pre-course procedures in the year preceding course enrolment, be entering 3rd year (or higher), and obtain instructor approval.

Exclusion: [KPE450Y1](#)

Course Category: Behavioural (B)

2021-2022 Sessional Dates

2021 Fall Session

June 30	Last date for special students to apply for Fall 2021 admission (spaces permitting)
July 1	Canada Day Holiday - University closed
July 2	Presidential Holiday - University closed
July 5	Last date for suspended students to apply for readmission
August 2	Civic Holiday – University closed
September 1	Last date for minimum payment or deferral of fees ¹
September 1	Last day to register without late penalty
Postponed - Dates TBA	ODP100H1 and ODP200H1 Outdoor Projects I and II ²
Postponed - Dates TBA	ODP300H1 Outdoor Project ³
September 6	Labour Day - University closed
September 9	Academic classes begin ⁴ Registration cancelled for all students who have not paid or deferred fees Last date to confirm intention to graduate at Fall Convocation
September 17	Last day F and Y term course waitlists operational
September 22	Last date to enrol in F and Y academic courses
October 11	Thanksgiving Day - University closed
November 8	Last date for deletion of F academic courses from academic record and academic grade point average ⁶ Last date to confirm intention to graduate at Spring Convocation
November 8-12	November break - no classes
November 30	Last date for special students to apply for Winter 2022 admission (spaces permitting)
December 8	Academic classes end Last date to confirm intention to graduate in 2022
December 9	Makeup classes for Thanksgiving Monday
December 10 - 21	Examination period for KPE and A&S academic courses ⁷
December 22 - January 2	Winter Holidays - University closed

2022 Winter Session

January 3	University re-opens
January 10	Academic classes begin ⁴
January 20	Last day S term course waitlists operational
January 23	Last date to register without a late penalty for the S term Registration cancelled for all students who have not paid or deferred S term fees
January 23	Last date to enrol in S section code academic courses
January TBA	Deferred examinations from December 2021 ^{7,8}
January/February TBA	ODP302H1 Outdoor Project ³
February 21	Last date for deletion of Y academic courses
February 21	Family Day - University closed
February 21-25	Reading Week - no classes
March 1	Last date for petitions which pertain to June 2022 graduation
March 14	Last date for deletion of S section code academic courses from academic record and academic grade point average ⁶
April 8	Academic classes end
April 11-29	Examination period for KPE and A&S academic courses ⁷

April 15	Good Friday - University closed
May 23	Victoria Day - University closed
May TBA	Deferred Examinations from April 2022 ^{7,8}
May TBA	ODP301H1 Outdoor Project ³
June TBA	Graduation

Notes:

1. Failure to pay the minimum payment or deferral of fees will result in cancellation of enrolment in all courses.
2. Required - These Outdoor Projects will be scheduled within the week (Monday to Sunday) preceding Labour Day.
3. Choice of one of ODP300H1 or ODP301H1 or ODP302H1 for third year requirement.
4. The first day of classes often varies across the three campuses.
5. After this date, the late fee will be enforced.
6. After this deadline a mark is recorded for each course, whether course work is completed or not ("0" is assigned for components of course work not submitted) and calculated into the academic GPA.
7. These dates are to be held open. Special arrangements will not be made for those students wishing to travel or to undertake employment that conflicts with the examination schedule.
8. Deferred exams from December finals will be scheduled during the last two weeks of January. Deferred exams from April finals will be scheduled in mid May.

Student Services & Resources

Contact Information

Academic Student Advising

Students can meet with the Academic Student Advisor in the KPE Registrar's Office by appointment. Academic advising appointments are recommended for students who would like assistance with degree planning, timetable troubleshooting, academic disruptions and/or personal issues. Appointments may be made by contacting undergrad.kpe@utoronto.ca or via the front counter of the KPE Registrar's Office. For more information about academic student advising please visit [http://uoft.me/ KPEStudentServices](http://uoft.me/KPEStudentServices)

Academic Success Support

KPE in partnership with the Academic Success Centre offers a series of workshops and one-on-one academic success advising appointments with a learning strategist to support KPE undergraduate students' academic success goals. Appointments are recommended for students who wish to achieve academic success in their university studies and improve their grades, learning skills and study habits. Book an appointment with a learning strategist by contacting undergrad.kpe@utoronto.ca or via the front counter of the KPE Registrar's Office. For more information about academic success supports please visit [http://uoft.me/ KPEStudentServices](http://uoft.me/KPEStudentServices)

Accessibility Services

www.accessibility.utoronto.ca

455 Spadina Avenue, Suite 400

Voice: 416-978-8060

Fax: 416-978-5729

Services are provided to students with a documented disability. It can be physical, sensory, a learning disability, or a mental health disorder. Students with temporary disabilities (e.g. broken arm) are also eligible for the service. Students first go through an intake interview to discuss their eligibility and needs. Where appropriate, students are referred to one of the Service's professionals (e.g. Adaptive Equipment Consultant, Learning Disability Specialist, Occupational Therapist) to discuss strategies and determine accommodations. All discussions are kept confidential with AS and information is disclosed outside the Service only with permission of the student. The offices also play an educational role, raising awareness of the needs of students with disabilities among students, staff and faculty at the University, and the wider community.

Anti-Racism & Cultural Diversity Office

www.antiracism.utoronto.ca

416-978-1259

The Anti-Racism & Cultural Diversity Officer works collaboratively across the three campuses to promote an environment of inclusion and engagement through a variety of policy, program and consultative initiatives.

Campus Organizations

Responsibility for recognition of organizations where the membership is drawn from a single College, Faculty or School rests with the council of that division. Where campus-wide organizations (or organizations drawing members from more than one division or constituency of the University) are concerned, responsibility is vested in the University Affairs Board of Governing Council. Applications for recognition of campus groups can be made at <https://studentlife.utoronto.ca/department/clubs-leadership-development/>

Career Exploration & Education

www.careers.utoronto.ca

416-978-8000

214 College Street

The Career Centre offers career development guidance through workshops, job shadowing programs and individual appointments, as well as employment, internship and volunteer listings, resume clinics and practice interviews

Career Support

KPE in partnership with the U of T Career Centre offers a series of workshops and one-on-one career advising appointments with a career educator to support KPE undergraduate students' career goals. Career Advising appointments are for those facing challenges in identifying, strategizing, and moving forward in their own career journey. Book an appointment with a career educator by contacting undergrad.kpe@utoronto.ca or via the front counter of the KPE Registrar's Office. For more information about career supports please visit <http://uoft.me/KPEStudentServices>

Centre for International Experience

www.cie.utoronto.ca

416-978-2564

33 St. George Street

The Centre for International Experience offers programs and services to promote and support international education. For international students, help will be available to make their adjustment to the University of Toronto easier. For U of T students looking to go abroad, a range of international opportunities and support will be provided.

Co-Curricular Record

Many jobs and leadership opportunities are recognized activities on the University of Toronto Co-Curricular Record (CCR) which allows students to "build their experience and tell their story". An official record of the university, the CCR allows students to discover opportunities outside the classroom that further their learning, experience and skills. These activities connect them to the University of Toronto community and prepare them for future study, employment and community engagement upon graduation. <https://clnx.utoronto.ca/ccr/overview.htm>

Colleges

It is possible for students registered at the Faculty of Kinesiology and Physical Education to become members of a college. Such membership is not obligatory, and application is at the option of the student. A College fee is required for all students accepted for membership. Requests for application forms and other inquiries should be directed to the individual colleges: New, Innis, University, Victoria, Trinity, St. Michael's, and Woodsworth.

Community Safety Office

www.communitysafety.utoronto.ca

416-978-1485

21 Sussex Avenue, 2nd Floor

The Community Safety Office addresses personal and community safety issues for students, staff and faculty across all three campuses. The CSO provides safety planning and support to individuals dealing with issues such as domestic and family violence, assault, stalking and harassment, bullying and intimidation, and/or any other personal safety issue. The CSO also offers women's self-defense workshops and educational outreach and programming on topics related to personal safety. Consultations with the CSO are confidential.

Concussion or Acquired Brain Injury Support

KPE has partnered with Accessibility Services to provide support to students with concussion or acquired brain injury symptoms. Students who require support should meet with the Academic Student Advisor for a referral to Accessibility Services. The resulting support system helps students manage their health and academic issues during and after the period of recovery. Appointments with an academic advisor may be made by contacting undergrad.kpe@utoronto.ca or via the front counter of the KPE Registrar's Office. For more information about concussion or acquired brain injury support please visit <https://studentlife.utoronto.ca/task/concussion-and-brain-injury/>

Equity U of T

www.hrandequity.utoronto.ca

The Equity Offices provide the U of T Community with the resources, education and awareness initiatives that support the University's goal to eliminate, reduce or mitigate the effects of any barriers to full participation in University Life.

Family Care Office

www.familycare.utoronto.ca

Phone: 416-978-0951 Email: family.care@utoronto.ca

214 College Street, Main Floor

The Family Care Office offers free and confidential guidance, information, referrals and advocacy on child care, elder

care, and programs in the community for families. Workshops and discussion groups on these topics are available. There is also a Resource Centre containing practical material on family issues ranging from pregnancy and infant care, to lesbian, gay and trans parenting issues, and caring for aging family members.

Health and Wellness Centre

<http://healthandwellness.utoronto.ca>

416-978-8030

214 College Street

A central resource for both the physical and mental well being of students. Physician services such as comprehensive medical care, immunizations, sexual health care, prescriptions and referrals are available. Counselling and psychological services are also available, tailored specifically to challenges presented by university life. Full details and contact information is available online.

KINections

KINections is all about helping students connect with each other and get involved beyond the classroom. An initiative of the Registrar's Office, KINections presents curated virtual and on-campus activities that support wellness and connection, at KPE and with the local and global community. Explore the KINections website at <https://www.kinections.utoronto.ca/>.

Off-Campus Housing

<https://offcampushousing.utoronto.ca>

Visit the Housing Service website for access to exclusive off-campus rental listings (both private and shared) and the Roommate Finder service. You will also find valuable information on budgeting, inspection checklists, and tenant rights. One-on-one assistance is available by walk-in and appointment.

Office of the Ombudsperson

www.ombudsperson.utoronto.ca

416-946-3485

As part of the University's commitment to ensuring that the rights of its individual members are protected, the University Ombudsperson investigates grievances or complaints, unresolved through regular University channels, against the University, or anyone in the University exercising authority, from any member of the University. The Ombudsperson offers advice and assistance with problems, and can recommend changes in academic or administrative procedures where this seems justified. In handling a grievance or complaint, the Ombudsperson has access to all relevant files and information, and to all appropriate University officials. All matters dealt with by the Ombudsperson are handled in strict confidence unless the individual involved approves otherwise. The Ombudsperson is independent of all administrative structures of the University, and is accountable only to the Governing Council.

Officers of the University

A list of officials of the University of Toronto be found [online](#)

Residence

Residence is guaranteed for all new full-time students entering their first year of university in an undergraduate program for the first time, provided that they have indicated their interest in residence by completing the University's common residence application (StarRez) by March 31, and have received and accepted an offer of admission by June 1. <https://studentlife.utoronto.ca/service/starrez-portal/> Students must respond to all deadlines and meet all deposit requirements in order to maintain their eligibility. Residence spaces are typically reserved for new first-year undergraduates and upper-year students who are currently living in residence. New upper year and transfer applicants should visit the Housing Service website for information on how to apply for on-campus residence and other housing options. Student Family Housing is available to students in full-time degree programs residing with their spouse/common-law partner and/or have custody of 1-2 children. Visit www.studentfamilyhousing.utoronto.ca for more information.

Sexual and Gender Diversity Office

www.sgdo.utoronto.ca

416-946-5624

21 Sussex Avenue, Suites 416 and 417

The Sexual and Gender Diversity Office is dedicated to and works towards addressing discrimination based on sexual and gender diversity. Through the provision of resources, education and consultation the office is a support and a resource to students, staff and faculty within the learning and working communities at the University.

Sexual Violence Prevention & Support Centre

416-978-3908

The Tri-Campus Sexual Violence Prevention and Support Centre with a presence at UTM, St. George and UTSC. The Centre has a mandate to conduct intake, accept disclosure and reporting of sexual violence, and provide support to individual members of the university community who have experienced or been affected by sexual violence. The Centre will also provide education and training to members of the university community. [Policy on Sexual Violence and Sexual Harassment](#)

Student Employment

The Faculty of Kinesiology and Physical Education is the largest employer of students on campus and offers numerous student leadership and volunteer opportunities as well. Students can participate as members of the Council on Athletics and Recreation, the Intramural Sport Council and peer teams that help design and deliver programming such as the MoveU crew and the Equity Movement Team. They can work as game managers, referees, support program promotion, outreach programming, events and more! <https://kpe.utoronto.ca/about/casual-and-student-jobs-listing>

Student Family Housing

www.studentfamilyhousing.utoronto.ca

416-978-8049

35 Charles Street West, Front Office

Student family housing is available on the St. George campus. Priority for these unfurnished apartments is given to student families. The term “family” refers to students in full-time degree programs residing with their spouse, partner and/or children. The waiting period ranges depending on peak periods, particularly between July and September. It is advisable to apply as soon as you are seriously considering attending the University.

Student Housing Services

www.housing.utoronto.ca

housing.services@utoronto.ca

416.978.8045

214 College Street, Room 150

Housing Service offers comprehensive on- and off-campus housing information and resources. Services include off-campus rental listings, an off-campus Roommate Finder, residence vacancies and application information, regular workshops and events, and one-on-one assistance and referrals for students who are in need of help with a housing situation. Visit them in person or on the web for more information.

Student Life Programs and Services – St. George Campus

www.studentlife.utoronto.ca

Dedicated to student success and development, the division of Student Life Programs & Services on the St. George Campus provides the support, opportunities and resources students need to reach their full potential. The division consists of 11 distinct units dedicated to supporting a variety of personal and learning needs as well as a central team of program, communications, and information technology professionals who pull it all together.

Student Support Services at KPE

KPE offers a wide range of in-house student support services to undergraduate students. Many of these services are a product of embedded service partnerships with various Student Life departments at U of T.

TravelSafer

<https://campuspolice.utoronto.ca/travelsafer-2/>

416-978-7233 (SAFE)

TravelSafer is a service provided by the Campus Community Police. Students can request for an escort 24/7 365 days a year on the U of T St. George Campus (including 89 Chestnut and the Charles Street residences) and surrounding TTC stations. For prompt service calling in advance is recommended.

MoveU

MoveU is a university wide initiative that engages students through physical activity and wellness opportunities that will help them successfully transition to university life, reduce stress and contribute to growth, healthy living and success over the course of their student experience.

To find MoveU online, visit www.moveu.ca or follow us on Twitter [@MoveUofT](https://twitter.com/MoveUofT)

The Faculty of Kinesiology and Physical Education is one of the lead MoveU partners. We also provide an extensive array of sport and physical activity opportunities for all University of Toronto students.

All students with a valid T-Card can access these programs and services in all our facilities including the Athletic Centre (3 pools, 200m indoor track, fitness, strength and conditioning centre, 2 gyms, field house and studios), the Goldring Centre (field house gym, strength and conditioning centre, Sport Medicine Clinic, studio) Varsity Centre (field, 400m outdoor track, arena) and the Back Campus Fields (2 artificial turf fields).

Students can participate in activities and events that allow them to learn something completely new, play recreationally, or foster their competitive spirit as participants and spectators.

There are drop-in and instructional programs in fitness, aquatics, dance, sport and martial arts as well as special events throughout the year. With over 200 programs and services, we have something for everyone so “Come See What You Can Do”! Find out more about our programs, services and facilities at kpe.utoronto.ca

Intramurals

Students interested in organized sports can participate in intramurals offering several different levels of competition in many different sports through regular leagues, tournaments and special events. Students can participate as a member of a faculty or college team, or can form or join “open” teams that bring participants from smaller programs or student clubs together.

For more information about the programs and how to sign up, please visit uoftintramurals.ca

Varsity Blues

A big part of the University of Toronto experience is Varsity Blues athletics. Students can take pride in the century-old sport history of the school and join fellow students in the stands to cheer the Blues to victory.

Varsity Blues athletics is an integral part of campus pride and school spirit. When you become a student at the University of Toronto, you also become a Varsity Blue. Whether you are an athlete, a student, a staff member, or a fan – we all Bleed Blue.

U of T students can earn Varsity Reward points when they attend Varsity Blues football, basketball, hockey or volleyball home games and select non-ticketed games. The more games you attend, the more points accumulate to earn prizes throughout the season. Admission is FREE for all U of T students at regular season home games.

The Varsity Blues program provides students with the unique opportunity to pursue athletic excellence and a challenging academic program at one of the world’s leading public research universities. Almost 900 students are members of the Varsity Blues program and earn the right to represent U of T locally, provincially, nationally and internationally.

Student-athletes are promoted through our online home at varsityblues.ca, as well as through [Facebook \(/VarsityBlues\)](#), [Twitter \(@ Varsity Blues\)](#), [Instagram \(/VarsityBlues\)](#) and [YouTube \(/UofTVarsityBlues\)](#).

Scholarships, Awards & Academic Prizes

To be eligible for a scholarship, a student must be carrying a full load of academic, practica and ODP courses for the year under consideration, when the Examinations and Awards Committees meets to recommend awards. In the selection process, both course work that has been completed by the date of the spring Examinations Committee meeting and course load are considered. The following prizes are awarded upon admission or at the end of each academic year, and award recipients recognized at the Faculty's annual Reception for Scholars.

ADMISSION SCHOLARSHIPS

University of Toronto Scholars Program – Admission Scholarships

The University of Toronto Scholars Program provides recognition to the University's outstanding students, at admission and on an on-going basis. Outstanding students newly admitted to KPE are eligible to be considered automatically for these awards valued at \$7500 each. Applicants who have previously attended a post-secondary institution are not eligible for U of T Scholars consideration. <https://future.utoronto.ca/finances/scholarships/>

Payment of the award is conditional on full-time registration at the Faculty in the fall of the year the award is granted.

President's Scholars of Excellence Program

Approximately 100 of the most highly qualified students applying to first year of direct entry, undergraduate studies will be distinguished as President's Scholars of Excellence. This distinction includes a \$10,000 entrance scholarship in first year; guaranteed access to part-time, meaningful, on-campus employment during second year; and guaranteed access to an international learning opportunity during a student's university studies. Payment of the award is conditional on full-time registration at the Faculty in the fall of the year the award is granted; retention of the higher year opportunities attached to the award requires the student's continuing full-time registration in good standing.

The National Book Award

The University of Toronto National Book Award Program recognizes and rewards the very best Canadian secondary school students, regardless of which university those students choose to attend. These are students who demonstrate superior academic performance, original and creative thought, and exceptional achievement in a broad context. They excel in academic pursuits, demonstrate enthusiasm for intellectual exploration and have a strong involvement in the lives of their schools and communities. It is not necessary that the student intend to apply for admission to the University of Toronto.

The National Scholarship Program

Students who have been nominated by their schools as National Book Award recipients may submit applications to the National Scholarship Program. In addition, students who identify themselves as meeting the scholarship criteria are invited to apply directly for the National Scholarship, without having been nominated for the Book Award. Please refer to the [composite profiles](#) which illustrate attributes of successful candidates.

Additional information on these and other scholarships offered by the University of Toronto is available at the [University of Toronto's scholarship web page](#).

Faculty of Kinesiology and Physical Education Admission Awards

Wenda Kwong Admission Scholarship

Awarded to two outstanding first year students who have demonstrated commitment to the field of kinesiology and physical education and achieved an excellent entering average. These awards are renewable each year conditional upon the recipient meeting the criteria in each year of study. This award is named after the first Registrar and Director of Student Services for the Faculty. Over her 40-year career at the University of Toronto, she spent 25 of those years serving this Faculty.

Dalt and Marnie White Award

The Dalt and Marnie White Award is awarded to a student entering first year who has demonstrated participation in school

activities and leadership in the organization and support of athletics. This award was established in honour of Alexander Dalton 'Dalt' White, a former student-athlete and Director of Athletics at the University of Toronto.

Dean's Scholarship

The Faculty of Kinesiology and Physical Education offers Dean's Scholarships to recognize the outstanding caliber of three students entering the undergraduate program. Secondary school students (entering first year) with a 90% average or better will be considered for this award.

Dr. Donald H. H. MacKenzie Entrance Scholarship*

This award is made to a student entering first year on the basis of financial need, and excellence as determined by admission average, a commitment to a lifestyle of physical activity as a means of maintaining health, and leadership experience in some aspect of the broad field of physical and health education.

Jean Forster Entrance Scholarships

Two entrance scholarships are awarded to first year students entering the Faculty from high school or the equivalent with "A" standing or above (based on attainment in six 12U credits or equivalent) and an outstanding Statement of Interest. Jean Forster administered the university's diploma program in physical education in the 1930s and played a leading role in the creation of the original School of Physical and Health Education.

Judy Goldring Entrance Scholarship

The scholarship was created to recognize Judy Goldring's leadership and volunteer contributions to the University of Toronto. It is awarded, on admission, to one full-time undergraduate student who demonstrates academic excellence, leadership and service to their community.

Robert Goode Entrance Scholarship

This award was established in memory of Professor Emeritus Robert Charles Goode by his colleagues, former students and friends. It is awarded to a student entering first year of the undergraduate programme on the basis of academic merit, a demonstrated commitment to physical activity as a means of maintaining health, leadership experience in the broad field of physical and health education and demonstrated interest in the teaching profession.

Sheryn Posen Entrance Scholarship

This scholarship is awarded to a student entering the undergraduate program on the basis of having a minimum average of 85%, having demonstrated leadership and not received any other scholarship.

UPPER YEAR HONOURS

I. University of Toronto Scholars Program In-Course Scholarships

The University of Toronto annually offers in-course scholarships to students on completion of their first, second, or third year. About 100 scholarships are available for each level. Students who are enrolled will be considered; no special application is needed.

II. Academic Awards

Winners of the following are determined by the Examinations Committee after the final results of the year have been tabulated.

Barbara Drinkwater Award

The award was established to commemorate the awarding of an Honorary Degree by the University of Toronto to Barbara L. Drinkwater, Ph.D., FASCM in 2001. In addition to her significant research contributions Dr. Drinkwater is also recognised for her mentoring and world-wide advocacy for the participation of girls and women in physical activity. The award is to be given to the graduating student who has demonstrated exemplary mentoring, advocacy or research in the area of girls' and/or women's health and physical activity. Demonstrated academic achievement, particularly in courses related to women's health and physical activity is required.

Canadian Society of Exercise Physiology (CSEP) Award

A commemorative medallion and certificate donated by the Canadian Society of Exercise Physiology is presented annually to the graduating student who has achieved the highest standing in the required biophysical courses.

Governor General's Silver Medals

Three Silver Medals are awarded annually to the university's most academically outstanding bachelor's degree graduates. The Dean of the Faculty forwards the Examinations Committee's nomination to the Selection Committee chaired by the Director of Student Awards. Each nominee receives a certificate recognizing him/her as the best graduate from his/her faculty.

J. Harry Ebbs Achievement Awards

These awards were established by the former Physical and Health Education Undergraduate Association (PHEUA) to encourage academic improvement and excellence among all undergraduates. They are given to second and third year students who improve their overall academic percentage by 8% or more from the previous year, and to first-year students who improve their academic percentage average by 5% as compared to their final high school averages. Students must be enrolled in a recognizable full course load to be eligible. A visionary physician and physical educator, Dr. J. Harry Ebbs was the first full-time director of the school. As chair of research for the National Advisory Council on Fitness and Amateur Sport in the 1960s, he enabled many of the path breaking studies into Canadian fitness to be undertaken

Mavis E. Berridge Scholarship*

This scholarship was established in memory of a former professor of adapted physical education in recognition of her contribution to the former School of Physical and Health Education. It is awarded to a graduating BKin student with the highest cumulative academic average who has been admitted to the graduate program in Kinesiology.

KPE Alumni Scholarships (formerly the PHE Alumni Scholarships)

The student in each of the first, second, third and fourth year who attains the highest academic average based on a recognizable, full-time program for that year receives a scholarship donated by the alumni of the Faculty.

R. Tait McKenzie Society

The R. Tait McKenzie Society is the Faculty's honour society. It was founded in 1956 by Director Dr. J. Harry Ebbs for the purpose of bringing outstanding students together with faculty for social evenings of scholarly and professional interest. Alumni remain active members. Under the leadership of current president, Martha Cumming- Buchannan (9T1), the Society brings together undergraduate and graduate students, faculty, and alumni. Each year's admission scholarship winners are inducted into the Society. Selection criteria for induction is 2nd year or higher standing, a top ten rank for their class on a recognizable full course load, minimum 3.5 GPA. Students graduating with High Honours standing are also inducted. R. Tait McKenzie was a pioneering Canadian physical educator, physician, author and sculptor. An advocate of physical education and sports throughout schools and universities and a creative innovator in the use of physical activity for rehabilitation, he is perhaps best remembered for his remarkable sculptures celebrating the joys of effort.

Social Sciences and Humanities Award

An annual award is made to the graduating student who has achieved the highest standing in the required courses in the social sciences and humanities.

Spirit of 6T2 Awards

These awards have been made possible by the Class of 1962 to encourage academic improvement and excellence among students in the undergraduate program of the Faculty. The awards will be made to the J. Harry Ebbs Award recipients in second and third year who have improved their overall academic percentage averages by the greatest amount based upon a full academic load.

III. LEADERSHIP AWARDS

Recipients of the following are selected by the Awards Committee, from applications submitted by the students.

Information and applications are available online at the Faculty's website in the spring of each year:

www.kinesiology.utoronto.ca. To be eligible for an award, a student must be carrying a full load of academic, practicum and ODP courses for the year of consideration, and a minimum annual GPA of at least 2.5.

Beverly Vickers Award

Established in memory of a former student, this award is given annually to the outstanding female first-year student as determined by scholarship and leadership.

The Bradley Award*

This award is made preferably but not exclusively to a female student who has participated in athletic and/or recreation programs of intramurals and/or varsity sport. Involvement in some aspect of the administration of athletic or physical education programs is also preferred.

Charles and Ena Reeve Memorial Award*

The Charles and Ena Reeve Memorial Award is given to a student enrolled in the undergraduate program on the basis of financial need, academic merit and involvement in student leadership. This award honours two respected U of T alumni.

John Logan Memorial Scholarship

This award was established by Judith Logan and Colin Fitzsimons in honour of John Logan (PHE Class of 1968). John taught elementary and high school for thirty years before retiring to pursue his love of the outdoors. He enjoyed camping, canoeing, bird watching, mystery novels, and every kind of sport imaginable. Awarded to an undergraduate student who demonstrates enthusiastic involvement in sports, leadership, willingness to help others, and a concern for the natural environment.

Eva McDonald Memorial Prize

The Eva McDonald Memorial Prize is the joint gift of the Royal Life Saving Society Canada (Ontario Branch) and the Alumni Association of the Faculty. It is awarded in memory of Eva Peace McDonald, an outstanding graduate of the Faculty (5T0), who at the time of her death was President of the R.L.S.S.C. (Ontario Branch). The prize is awarded to the undergraduate student who has made the most significant contribution to the development of aquatics and lifesaving education through the University and the Life Saving Society.

The Fitness Institute Scholarship*

This scholarship was established by The Fitness Institute in memory of founder Lloyd Percival on the occasion of the Institute's 30th anniversary in 1993. It is given to a second or third year student who achieves first-class standing in her/his academic courses and demonstrates significant leadership in some aspect of physical education, sports or fitness.

Professor John Flowers Award

A four-time U of T graduate, John Flowers joined the former School of Physical and Health Education in 1976. Throughout his life John was an avid sportsman, watching and participating in campus sports, as well as other outdoor pursuits including canoeing. The award is made to a third or fourth year student who demonstrates qualities of leadership and motivational ability by giving of themselves in a way that elevates those whom he or she comes in contact with, giving them the confidence to forge ahead.

Juri V. Daniel In-Course Scholarships*

This award is made to students entering their second, third, and fourth years who demonstrate qualities of leadership and have contributed to the Faculty. A minimum 85% average based on a full course load is required. Professor Juri Daniel (5T4) was Director of the school between 1972 and 1979 and is presently Professor Emeritus. A member of U of T's Sports Hall of Fame, he has made many important contributions to Canadian aquatics and adult fitness.

Kirk A.W. Wipper Award

This award is presented to a student who demonstrates enthusiastic involvement in the Outdoor Projects, leadership, willingness to help others and a concern for the natural environment. The late Professor Emeritus Kirk A.W. Wipper (4T8), was a giant in the field of outdoor education. He developed and led the Faculty's outdoor projects for many years and is the founder of the Kanawa International Museum of Canoes and Kayaks.

M. G. Griffiths Leadership Award

This award is made to a first-year male student who has demonstrated outstanding leadership in some aspect of physical and health education, either within the University or the community. The award commemorates Professor M.G. Griffiths, who was a supportive mentor to many male students in the Faculty.

Mike Furlong Award

Established by friends and colleagues in memory of a former student, this award is given annually to the male or female student completing third year who best exhibits those qualities admired in Mike: namely, scholarship and active participation in Faculty activities and athletics.

Paul Carson Student Leadership Award

This award was established by colleagues and friends of Mr. Paul Carson in recognition of his more than 40 years of dedicated service to the Faculty. It is awarded to a student on the basis of demonstrated leadership and involvement on an athletic varsity team or administrative leadership and a minimum annual GPA of at least 2.5 in the current academic year.

Peter Klavora International Fund*

This award was established by Professor Peter Klavora, an expert in the field of motor learning and theory of coaching.

Up to two awards are available to students in the KPE undergraduate or graduate programs in support of a research presentation at an international academic conference during the year the award is made.

The PHE Alumnae and Alumni Shield

The Alumni Shield was established by alumni, on the 25th anniversary of the former School of Physical and Health Education in 1965. The award honours Warren A. Stevens, “in recognition of his foresight in recommending courses of a university level leading to a physical education degree.” A commemorative certificate is presented annually to the most outstanding graduating male and female student. The winners also receive an embossed medallion depicting “The Olympic Shield of Athletic Sports” created by R. Tait McKenzie; a replica of which hangs in the Faculty.

PHE Alumni Leadership Awards*

Established by the Physical Education and Health Alumni, these awards are made to students on the basis of financial need, academic merit and leadership contributions.

The Raptors Foundation Awards*

These awards were donated by the Toronto Raptors Foundation to assist students in the academic program of the Faculty of Kinesiology and Physical Education to continue an outstanding university education while they simultaneously pursue excellence in athletics and leadership in the Varsity sport of their choice. Awards will be presented to one male and one female on the basis of enrolment in the academic programs of the Faculty of Kinesiology and Physical Education, academic achievement, financial need and excellence in Varsity athletics. Application can be made by interested candidates or by nomination from a faculty, student or staff member of the Faculty.

Spirit of OT3 Faculty Advancement Award

Established by the graduating class of OT3, this award will be made to a student or students in good academic standing on the basis of exemplary leadership characteristics as demonstrated by organizing or actively participating in an event(s) that served to improve the learning environment, quality of student life, or the profile of the Faculty in that academic year.

Zerada Slack Leadership Award

This award is made each year to a second-year student who has demonstrated outstanding leadership qualities in some aspect of physical and health education, either within the University or the community. Professor Zerada Slack was a tireless campaigner for women’s opportunities in physical education and sports. It was her persistent lobbying which led to the construction of the Benson Building, the University of Toronto’s first athletic facility for women.

Notes: *Awards marked with an asterisks denote those which have a financial need requirement. The primary assessment of need is OSAP support. All awards require completion of a minimum of two full academic terms at the University of Toronto by May of the current academic year, and a minimum annual GPA of at least 2.5 (“B”) in the current academic year, unless otherwise specified.

Student Financial Aid

Student Financial Aid

There are many sources of financial aid available to help students cover the costs of their University of Toronto education – from OSAP and other government aid, to assistance provided by the University, and the Faculty.

Explore your options at <http://www.future.utoronto.ca/finances>

GOVERNMENT FINANCIAL AID

<http://www.future.utoronto.ca/finances/financial-aid/osap-and-other-gov...>

The Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) provides need based financial assistance to Ontario residents who are Canadian citizens, permanent residents or protected persons (recognized convention refugees). Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans and grants to assist with educational and living expenses. It is recommended that returning students apply for OSAP assistance as early as possible and no later than May 31 and new students by the middle of June. Students from other Canadian provinces should apply through their provincial financial aid authority.

Bursary for Students with Disabilities

future.utoronto.ca/finances/financial-aid/financial-aid-students-disabilities

Students with permanent disabilities may receive funds through the Canada Student Grant for Persons with Permanent Disabilities as part of their OSAP funding. In addition, grants are available through the Ontario Bursary for Students with Disabilities (BSWD) and the Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities, to help with disability-related supports and services for students with permanent or temporary disabilities. For more information, visit: future.utoronto.ca/finances/financial-aid/osap-and-other-government-aid

Spirit of the Faculty Award*

The award will be made to a continuing student on the basis of financial need, academic merit and leadership; demonstrated pursuit of the mission of the Faculty through such activities as travel to pursue research, teaching or program related opportunity or volunteer service for these purposes will be considered.

THE UNIVERSITY'S ASSURANCE OF FINANCIAL SUPPORT

The University of Toronto is unique among Canadian universities in providing assurance that students who are offered admission will have the financial support necessary to allow them to enter and complete their program. This assurance is based on the assumption that Canadian citizens/permanent residents and protected persons will first access the government aid for which they are eligible. For Ontario residents, unmet need is assessed based on (OSAP) – the Ontario Student Assistance Program because it provides a uniform method of assessing student need. Unmet need for students from other Canadian provinces is assessed based on the result of their provincial government's student aid programs. For more information on Financial Aid resources, please visit the University's Financial Aid website at: future.utoronto.ca/finances/financial-aid

University of Toronto Advance Planning for Students (UTAPS)

UTAPS is for full-time students who receive the maximum government financial aid available but whose funding still doesn't cover all their university costs. UTAPS helps fill the financial gap. Ontario residents must be receiving OSAP to be considered. If you're receiving financial aid from another Canadian province, territory or a First Nations band, you may be eligible for UTAPS too.

AID FROM OTHER SOURCES

Faculty of Kinesiology and Physical Education Bursaries

Students in need of financial assistance beyond their government eligibility may obtain information from the KPE

Registrar's Office. Applications must be submitted by November 1st. Applications can be made using the Grant Application on [ACORN](#).

OTHER BURSARIES AND AWARDS

A comprehensive list of other bursaries, recognition awards, and scholarships is available at <http://www.adm.utoronto.ca/financial-aid/>

Assistance for Part-Time Students

Students taking less than a 60-percent course load may receive OSAP assistance under the part-time program.

The U of T Noah Meltz Program of Financial Assistance

This program provides grants to assist part-time undergraduate students who have financial need. Application information is available online at: future.utoronto.ca/finances/financial-aid/part-time-students

Notes: * Awards marked with an asterisks denote those which have a financial need requirement. The primary assessment of need is OSAP support. All awards require completion of a minimum of two full academic terms at the University of Toronto by May of the current academic year, and a minimum annual GPA of at least 2.5 ("B") in the current academic year, unless otherwise specified.

Fees & Financial Requirements

Academic and Incidental Fees

During the summer, each student will receive information indicating the required academic and incidental fees, the date fees are due, and the method of payment. Academic fees include required and specified optional courses in the Faculty and in other divisions of the University. Incidental fees include campus services and student society fees. Students must pay at least the minimum payment to register amount on ACORN in order to confirm their enrolment in courses.

Students doing less than a full load of courses may be eligible for lower tuition charges, and potential refunds for courses cancelled early enough. Details and full fee and refund schedules are available on the Student Accounts website: www.studentaccount.utoronto.ca

NOTE: that the Province of Ontario has introduced new guidelines concerning tuition fee billing. At the time of publication, the University of Toronto was reviewing its practices in the context of these guidelines to determine how and when it will implement changes. Any revisions to the procedures referenced here will be reflected at www.studentaccount.utoronto.ca.

Outstanding Fees and Charges

Students who have not paid their fees in full, have outstanding fees, library dues or bookstore accounts by the end of the session, will not be permitted further registration in the University, will not have transcripts issued on their behalf, and may not submit petitions. They may not receive their diplomas (if in their graduating year) until payment is made. The university charges a service fee of 1.5% per month (19.56% per year) on any outstanding balance. Refer to the Student Accounts website for details regarding fee payment deadlines and service charge billing dates.

Outdoor Project Fee

The cost ranges from \$340-\$400 for each outdoor project. ODP301H1 and ODP302H1 also require special clothing and equipment at the student's expense. Refunds (less a \$50.00 administrative fee) will be made no later than two weeks prior to departure. No refunds are allowed after the deadline. If a student misses a camp, fees cannot be transferred to a future outdoor project.

Athletic Fee

All students (full or part-time) pay a compulsory athletic fee. This fee entitles them to use the athletic facilities on campus and to participate in all co-curricular programs offered by the Faculty.

Administrative Fees

A list of the fees charged for various administrative requests is given below. These fees are subject to change without notice.

Special Student Application fee	\$60.00
Replacement of photo TCard	\$20.00
Copy of record	\$17.00 *
Official Transcript	\$12.00 *
Duplicate receipts for tax purposes	\$5.00
Miscellaneous letters	\$8.00 *
Petition to late add/delete	\$10.00
Copy of an examination	\$15.00 *
Petition to reread examination	\$36.00 **
Petition to recalculate grade	\$13.00 **
Special examinations	\$70.00
Advanced Standing examination	\$58.00
Application for study elsewhere	\$320.00 ***

Letters of permission to take courses at another institution for degree credit	\$40.00 *
Transfer Credit Evaluation	\$30.00
Late registration: <ul style="list-style-type: none"> • first day • each additional day 	\$44.00 \$5.00
Re-registration	\$25.00
Course confirmation	\$7.00
Replacement diploma or certificate (plus cost of postage)	\$80.00
Library Fines: <ul style="list-style-type: none"> • lost book • lost bound serial • lost unbound serial • damaged book or serial • overdue fines:- books/serials (per day per item) • short term loan books/serials (per hour per item) • short term loans beyond 24 hrs. (per day per item) • reserved/recall books/serials (after 7 days notice: per day per item) • software (per day) 	\$145.00 \$245.00 \$75.00 \$45.00 \$0.50 \$0.50 \$7.50 \$2.00 \$5.00
KPE355Y1/KPE1455Y1 Placement/Professional Support Fees: <ul style="list-style-type: none"> • KPE355Y1 • KPE455Y1 	\$250.00 \$250.00

* GST and/or PST included.

** Refundable if the mark is changed in the student's favour.

*** Maintenance of registration while engaged in study elsewhere. Payment of this fee exempts a student from fees for letters of permission. The fee does not apply to exchange programs.

