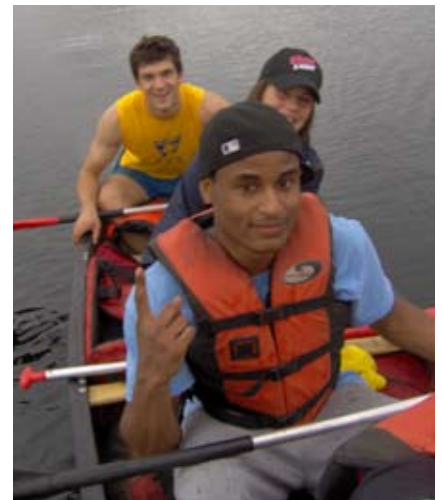


Faculty of Physical Education and Health UNDERGRADUATE PROGRAM CALENDAR

09/10



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A Message from the Associate Dean

On behalf of the faculty and staff, I am pleased to welcome you to the 2009-2010 academic session. I hope you have a challenging, enjoyable and rewarding year.

The Faculty of Physical Education and Health offers three degree programs (B.P.H.E., M.Sc., and Ph.D.) for those wishing to pursue the study of physical activity and health. We explore all of the major knowledge bases for understanding physical activity and health, from the behavioural and biophysical sciences to the social sciences and humanities. All students are encouraged to engage in research.

The undergraduate program has been accredited in both Kinesiology and Teacher Preparation by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA). In addition to academic course work, students engage in physical learning and doing (running, dancing, outdoor education, etc.) to achieve education for the whole person. We encourage students to take advantage of internship opportunities in education, kinesiology and health 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 and physical activity both locally and globally.

Today, we are facing a worldwide crisis in physical inactivity, with serious consequences for personal and community health and well-being. The B.P.H.E. degree program is designed to guide students to be part of the solution in addressing these difficult challenges. The multidisciplinary curriculum provides students with the skills necessary for a lifetime of learning and leadership in a rapidly changing world.

Our outstanding staff and facilities are key strengths of our program. All courses are taught by accomplished scholars and scientists, and students have access to the unrivaled resources of the entire University of Toronto. In 2007, the Faculty opened Varsity Centre, a state-of-the-art 'sport for all' facility that greatly expands the sport and recreation opportunities available to U of T students.

We draw upon more than a century of U of T leadership and achievement in physical education, health, kinesiology, athletics and recreation. We are confident that our curriculum will help you prepare for careers in these fields.

With best wishes,



Gretchen Kerr, Ph.D.
Associate Dean, Undergraduate Education



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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 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 interdisciplinary background in the behavioural, biophysical, and socio-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, to take up the major social challenges facing the profession, especially the challenges of equity and diversity within the domain of physical activity.

In addition to the B.P.H.E. degree program in physical and health education, the Faculty offers a concurrent teacher education program (CTEP) in partnership with OISE/UT, M.Sc. and Ph.D. degree programs in exercise sciences, as well as co-curricular programs, services and facilities for all University of Toronto students, faculty, staff, alumnae/i, and community members.

Graduates of the Faculty pursue careers in education, kinesiology, fitness, health promotion, medical sciences, coaching, sports administration, recreation, outdoor leadership, public policy analysis and business.

Through its ongoing research, the Faculty contributes to the development and dissemination of both basic and applied knowledge relating to physical activity and health. Members of the faculty also contribute to the strengthening of professional and community associations.

We are committed to assisting B.P.H.E. students:

- 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,
- c) maintain a high level of personal fitness and 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 physical and health education,
- e) develop the knowledge base and learning skills for continuing education.



Faculty Leadership

The University of Toronto has long been in the forefront of leadership development in physical and health 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, alumnae/i, 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.

In September 2007 the Faculty of Physical Education and Health introduced the new Concurrent Teacher Education Program (CTEP) in collaboration with the Ontario Institute of Studies in Education (OISE). This five year program allows students to simultaneously complete BPHE and OISE/UT courses, including field experiences over a five-year period and graduate with both their professional teacher qualification for teaching at the Intermediate/Senior level (B.Ed.) and a Bachelor's degree in Physical and Health Education (B.P.H.E.).

Today, approximately 593 undergraduate and 60 graduate students are enrolled in the Faculty's degree programs, and over 75,000 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. The current Dean, Dr. Bruce Kidd, is a leading sports historian and Olympic analyst.

The Faculty's research has contributed significantly to injury prevention and rehabilitation, improvements in water safety, the training of high performance athletes, occupational stress reduction, improvements in teaching, understanding of exercise and mental health, exercise and the immune function, the gendering of sports, the mass media presentation of the body, and many other subjects. Faculty research is regularly presented to the major scientific and scholarly associations, such as the International Council of Sport Sciences and Physical Education, the Canadian Society of Exercise Physiology, the North American Society of Sociology of Sport, and the American College of Sports Medicine. Faculty members also contribute to a number of important professional and community associations, including the Royal Life Saving Society of Canada, the Canadian Olympic Committee, Ontario Physical and Health Education Association, the Ontario Camping Association and the Ontario Fitness Council.

The Faculty's graduates play leading roles in education, kinesiology, research, fitness, recreation, government, health administration, and business wherever there is a need to enhance individual and social well-being through an advanced knowledge of physical activity and health.

The Program

The Faculty of Physical Education and Health offers an undergraduate program that provides an interdisciplinary course of study. The goal is to equip graduates with the knowledge and skills necessary to pursue careers or further study relating to physical activity and health. In partnership with OISE/UT the Faculty also offers a Concurrent Teacher Education Program.

Honours Bachelor's Degree in Physical Education and Health (B.P.H.E.)

The B.P.H.E. program is accredited in both Kinesiology and Physical Education Teacher Preparation by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA). The Physical Education Teacher Preparation accreditation will strengthen the preparation of students who seek careers in teaching. The Kinesiology accreditation will be of special interest to students seeking careers in the health sciences.

The B.P.H.E. program consists of four interrelated parts:

The academic component consists of 20.0 full course equivalents. Within these course credits, students have both required and optional courses. The sequence of required courses has been designed to provide a solid grounding in the behavioural, biophysical, and socio-cultural bases of physical activity and health. In third and fourth year, students may apply their learning and experience to professionally supervised leadership placements. These optional courses provide an opportunity for specialization in one or more of the sub-disciplines. The academic component also includes four to six elective courses from another division within the University.

The activity component is designed to give students a practical understanding of a number of popular forms of Canadian physical activity, and how they can be taught to enhance participation and the enjoyment and health of participants. In each of the four years, students take one required core rotation. These rotations begin

with a foundation course which addresses basic aquatics, dance, gymnastics, run/jump/throw and fitness principles. In second year, the rotation focuses on the development of sport skills, while the third year rotation includes movement and health, pedagogy, principles of fitness (part two), introduction to inclusion, and advanced sport instruction. In the fourth year, game skills, movement forms, personal fitness and organizational skills are applied to various games, dances and activities for differing populations and cultures in our society.

The outdoor activity component is designed to give students the knowledge and skills to engage in pleasurable and environmentally supportive physical activity in natural settings. It consists of three courses to be taken over the four years.

The leadership courses are designed to meet the Faculty's objective of developing leaders within the broad field of physical education and health. In these placement courses, students address the theoretical knowledge base in the area of leadership, observe leaders "in action", apprentice with various experts, and have the opportunity to assume an independent leadership placement.

The four components are linked throughout the B.P.H.E. program. It is the Faculty's belief that all four are integral to the preparation of a successful leader in physical and health education.

Concurrent Teacher Education Program – B.P.H.E and Bachelor of Education (B.Ed.)

Students enrolled in the CTEP program will complete 5.0 required education academic full credits, an education internship, practicum, and E-portfolios in addition to the B.P.H.E. requirements. The course content of the program includes theory, methods and foundations courses and there is a strong emphasis on linking theory with practice. Candidates must successfully complete all of the components in order to be recommended for the program degrees (B.P.H.E. and B.Ed.) and to be recommended for the Ontario Teachers' Certificate of Qualification.



ACADEMIC CALENDAR 2009-2010

FALL TERM 2009

June 29	.....	Last date for special students to apply for fall 2009 admission (spaces permitting)
July 1	.....	Canada Day Holiday - University closed
July 3	.....	Last date for suspended students to apply for readmission
August 3	.....	Civic Holiday – University closed
August 31	.....	Last date for minimum payment or deferral of fees ¹
August 31-Sept. 3	.....	ODP 100H and ODP 200H Outdoor Projects I and II ²
September 3-7	.....	ODP 300H Outdoor Project ³
September 7	.....	Labour Day - University closed
September 9	.....	Academic and activity classes begin
September 11	.....	Last date to register without a late penalty ⁴ Registration cancelled for all students who have not paid or deferred fees Last date to confirm intention to graduate at Fall Convocation
September 15	.....	Last date to enrol in F and Y academic courses
October 12	.....	Thanksgiving Day - University closed
November 3	.....	Last date for deletion of F academic courses from academic record and academic grade point average ⁵ Last date to confirm intention to graduate at Spring Convocation
November 11	.....	Regular Wednesday classes cancelled but regular Monday classes will meet instead
November 12-13	.....	November break - no classes
November 30	.....	Last date for special students to apply for winter 2010 admission (spaces permitting)
December 4	.....	Academic and activity classes end Last date to confirm intention to graduate in June 2010
December 7-8	.....	December Study Break
December 9-18	.....	Examination period for academic courses ⁶
December 21-January 1	.....	Winter Holidays - University closed

WINTER TERM 2010

January 4	.....	Academic and activity classes begin
January 10	.....	Last date to enrol in S section code academic courses
January TBA	.....	Deferred examinations from December 2009 ^{6,7}
January/February TBA	.....	ODP302H Outdoor Project ³
February 14	.....	Last date for deletion of Y academic courses from academic record and academic grade point average ⁵
February 15	.....	Family Day - University closed
February 16-19	.....	Reading Week - no classes
March 5	.....	Last date for petitions which pertain to June 2010 graduation
March 7	.....	Last date for deletion of S section code academic courses from academic record and academic grade point average ⁵
April 1	.....	Academic and activity classes end
April 2	.....	Good Friday - University closed
April 5-6	.....	April Study Break
April 5-23	.....	Examination period for PHE academic courses ⁶
April 7-23	.....	Examination period for A&S academic courses ⁶
May TBA	.....	ODP301H Outdoor Project ³
May TBA	.....	Deferred Examinations from April 2010 ^{6,7}
May 24	.....	Victoria Day - University closed
June TBA	.....	B.P.H.E. Graduation

Notes:

- 1 Failure to pay the minimum payment or deferral of fees will result in cancellation of enrollment in all courses.
- 2 Required - These Outdoor Projects will be scheduled on the Mon.-Thurs. preceding Labour Day weekend in upcoming years.
- 3 Choice of one of ODP300H or ODP301H or ODP302H for third year requirement.
- 4 After this date, the late fee will be enforced.
- 5 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.
- 6 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.
- 7 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.

Faculty and Staff with Teaching and/or Research Responsibilities

Professor and Dean

*B. Kidd, O.C., B.A., A.M., M.A., Ph.D.

Associate Professor and Associate Dean - Undergraduate Education

*G. Kerr, B.P.H.E., M.A., Ph.D.

Associate Professor and Associate Dean - Graduate Education and Research

*S. Thomas, B.Sc., M.Sc., Ph.D.

Professors Emeriti

J.V. Daniel, B.P.H.E., B.A., M.S., Ph.D.,
Dr.(h.c.)

*R.J. Shephard, M.B.B.S., M.D.(Lond), B.Sc.,
Ph.D., Dip.PE. (Hon. Caus), F.A.C.S.M.,
FFI.S.M.

K.A.W. Wipper, C.M., O.O., B.P.H.E.,
B.S.W., M.Ed., M.A.

Professors

*P. Donnelly, B.A., M.S., Ph.D.

*L.M. Leith, B.A., M.A., Ph.D.

Associate Professors

*G. Faulkner, B.Ed., M.Sc., Ph.D.

*J. Goodman, B.P.H.E., M.Sc., Ph.D.

*M. Locke, B.A., B.Sc., Ph.D.

*M. MacNeill, B.P.H.E., M.A., Ph.D.

*L.M. Mainwaring, B.A., B.H.K., M.H.K.,
Ph.D., C. Psych.

*L. Tremblay, B.Sc., M.Sc., Ph.D.

Assistant Professors

*C. Amara, B.Sc., M.Sc., Ph.D.

*C. Fusco, B.A., Cert.Ed., M.Sc., Ph.D.
D. Richards, M.D., Dip.S.M.

Senior Lecturers

D. Cooper, B.Ed., M.Sc.

M.J. Stratten, B.P.H.E., M.A.

D. Taylor, B.A., M.A., Ph.D., A.R.C.T.

Lecturer

R. Field, B.A., M.B.A., M.A., Ph.D.

P. Patchet-Golubev, B.A., M.A.

T. Taha, B.A. (P.E.), M.Ed., Ph.D.

Senior Athletic Instructors

M. Bélanger, H.B. (Ph.E.)

B. Brophy, B.A.

K. Drakich, B.A.

C. Georgevski, B.P.H.E.

M. Katz, B.P.H.E., B.Comm., M.Ed.

L. Kiefer, B.P.H.E., B.Ed.

D. Lowe, B.P.H.E., B.Ed.

B. MacDonald, B.Comm., M.A.

J. Mallon, B.Sc., M.HSc.

Athletic Instructors

G. DeLaval, B.Sc., M.Ed.

E. Drakich, B.A.Sc., PEng., Ch.P.C.

Sessional Lecturers

T. Cieslak, M.Sc.

P. Dennis, Ph.D.

A. Fein, B.P.H.E., M.Sc.

J. Joseph, M.A., DTR.

S. Kaptein, Ph.D.

S. Lee, B.P.H.E., M.P.E., M.A.

P. Longmuir, B.P.H.E., M.Sc.

Status-only Faculty

Professors

*P. N. J. Corey, B.Sc, M.A., Ph.D.

*G. R. Fernie, B.Sc., Ph.D., PEng., C.C.E.

*I. Jacobs, Dip.PE., M.H.K., D.Med.Sci.

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*J.M. Wojtowicz, B.Sc., Ph.D.

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Ph.D.

Associate Professors

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*K. R. Chapman, M.Sc., M.D.

*T. Kavanagh, M.R.C.S., L.R.C.P.,
D.R.C.O.G., D.Phys.Med., FRCP(C)

*F. Silverman, B.Sc., M.Sc., Ph.D.

Assistant Professors

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*P. Oh M.Sc., M.D. F.R.C.P.C.

*S. Rhind B.P.H.E., Ph.D.

Senior Lecturer

D. Ballyk, B.Sc., M.Sc., Ph.D.

C. Perumalla, M.Sc., D.Phil.

Part-time Activity Instructors

A. Allison

S. Arnold

C.A. Bourassa

T. Berg, B.F.A.(Hons), A.I.S.T.D.

L. Chan, B.Sc.

M. DeAngelis

D. Devonish, B.P.H.E., B.Ed.

K. Headley-Cooper, B.P.H.E.

M. Hennings, B.A.

M. Hutchison, B.P.H.E., M.Sc.

J. Kahn, B.Sc.H., B.A.Sc.

C. Kennedy, B.P.H.E.

W. Kopplin, B.Sc.

A. Krosel

S. Lacombe, B.P.H.E.

K. Mazurek, B.A.

B. McCharles, B.A. (Kin), M.A.

T. Moss, B.A.

M. Northey

W. Okihiro, B.Kin.

J. Sengco

R. Roberts Smid

K. Shier

C. Shum, B.Sc.

M. Simon

R. Sterk

* Faculty with School of Graduate Studies
appointments

2009 Admission Program of Study – BPHE and BKIN

(Revised June 2012)

The complete BPHE and BKIN programs consist of 20.0 full academic courses, two physical activity core rotation credits, six practica courses, and three outdoor education courses. The BPHE and BKIN program requirements for Year I and Year II are the same. In Year III and Year IV each program has specific degree requirements. 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).

KPE undergraduate students enrolled prior to 2009/2010 must refer to the [Program of Study](#) of their year of admission for their degree requirements. Reference copies are available at the Undergraduate Office. The undergraduate program administrative staff is available to assist you with the transition to the revised curriculum.

Note: Academic courses with a “Y” in the course code designator are full course credits (eight months) and those with “H” are half course credits (four or eight months). For the final listing of courses available and the term and times they are offered in the current academic year, refer to the [Academic and Practica Timetables](#).

Year I - BPHE AND BKIN PROGRAMS

Academic Courses

- ◆ ANA 126Y Elementary Human Anatomy
- ◆ PHE 101Y Lifespan Development
- ◆ PHE 102H Physical Activity, Health & the Social Sciences
- ◆ PHE 103H Physical Activity Health & the Biophysical Sciences
- ◆ PHE 113H Personal Health
- ◆ PSY 100H Introductory Psychology
- ◆ **ONE** full course equivalent (any level) from another division of this University¹

Physical Activity Core Course² and Outdoor Project

- ◆ ODP 100H Outdoor Project I
- ◆ PAC 100Y The Basic Rotation²

Year II - BPHE AND BKIN PROGRAMS

Academic Courses

- ◆ PHE 200H Psychology of Physical Activity & Sport
- ◆ PHE 202H Historical Studies of Sport and Physical Activity
- ◆ PHE 203Y Research Design & Evaluation
- ◆ PHE 204H Theory of Motor Skill Acquisition - Motor Learning
- ◆ PHE 209H Introductory Biomechanics
- ◆ PHE 225H Exercise Physiology
- ◆ PSL 200Y Basic Human Physiology
- ◆ **ONE HALF** course equivalent (any level) from another division of this University¹

Note: Students wishing to pursue a Professional Placement in Sport Medicine in third year are advised to take PHE 308H in second year and delay one half credit of the year two other division course until year three or take PHE 308H as an overload in year two.

Physical Activity Core Course² and Outdoor Project

- ◆ ODP 200H Outdoor Project II
- ◆ PAC 200Y Skill Development Rotation^{2,3}

Notes:

◆ = Required course

❖ = Optional course

Optional courses may not be offered every year. For listings of courses and times offered in the current year, refer to the [Timetables webpage](#).

- 1 No less than four and no more than six full course equivalent electives from another division of this university may count as BPHE/BKIN degree credits. Only two such credits may be at the 100 series level.
- 2 Students are required to successfully complete Year I physical activities before proceeding to upper year activities.
- 3 Students enrolled in the CTEP program may not take this course
- 5 For the BPHE program - Placements in PHE 350Y must have a PHE focus.
- 6 For the BKIN program - Placements in PHE 350Y must have a KIN focus.
- 7 For the BPHE program - PHE 390Y research course must have a PHE focus
- 8 For the BKIN program - PHE 390Y research course must have a KIN focus
- 9 Students enrolled in the BPHE and CTEP programs may not take this course.
- 10 PRA 321H Adapted Physical Activity has been added as a degree requirement for all BPHE students and PRA 312H Pedagogy has been deleted from the BPHE degree requirements. BPHE students who have completed PRA 312H already will be exempted from the new PRA 321H Adapted Physical Activity requirement. BKIN students who have completed PRA 312H1 may use it towards their PRA options.

Year III & IV - BPHE PROGRAM

Academic Courses

- ◆ PHE 301H Physical Culture and Social Inequality³
- ◆ PHE 413H Adapted Physical Activity
- ◆ PHE 418H Ethical Issues in Kinesiology, Education & Physical Culture

- ◆ **ONE** full course equivalent from category C
- ◆ **THREE** full course equivalents from categories A and/or B (see list of categories below)
- ◆ **ONE HALF** course equivalent (any level) from another division of this University¹
- ◆ **TWO** full course equivalents (200 + level) from another division of this University¹
- ◆ **TWO** full course equivalents from categories A, B, and/ or another division (200+ level) of this University¹

Practicum² and Outdoor Project

- ◆ PRA 310H Fitness & Neuromuscular Conditioning
- ◆ PRA 311H Movement Awareness
- ◆ PRA 313H Games: Net/Target
- ◆ PRA 314H Games: Territory
- ◆ PRA 315H Games: Striking
- ◆ PRA 321H Adapted Physical Activity¹⁰
- ◆ **One of:**
- ❖ ODP 300H Advanced Canoe Tripping
- ❖ ODP 301H White Water Canoeing
- ❖ ODP 302H Fundamentals of Winter Camping

Year III & IV - BKIN PROGRAM

Academic Courses

- ◆ PHE 325H Advanced Cardiorespiratory Physiology
- ◆ PHE 413H Adapted Physical Activity
- ◆ PHE 418H Ethical Issues in Kinesiology, Education & Physical Culture

- ◆ **ONE** full course equivalent from category A
- ◆ **THREE** full course equivalents from categories B and/or C (see list of categories below)
- ◆ **ONE HALF** course equivalent (any level) from another division of this University¹
- ◆ **TWO** full course equivalents (200+ level) from another division of this University¹
- ◆ **TWO** full course equivalents from categories B, C, and/ or another division (200+ level) of this University¹

Practicum² and Outdoor Project

- ◆ PRA 310H Fitness & Neuromuscular Conditioning
- ◆ PRA 311H Movement Awareness
- ◆ PRA 320H Exercise & Aging⁹
- ◆ PRA 321H Adapted Physical Activity
- ◆ **Two of:**¹⁰
- ❖ PRA 313H Games: Net/Target
- ❖ PRA 314H Games: Territory
- ❖ PRA 315H Games: Striking
- ◆ **One of:**
- ❖ ODP 300H Advanced Canoe Tripping
- ❖ ODP 301H White Water Canoeing
- ❖ ODP 302H Fundamentals of Winter Camping

Category A

- ❖ PHE 301H Physical Culture & Social Inequality³ (Required course for the BPHE program)
- ❖ PHE 303H Health Communication & Physical Education
- ❖ PHE 311H Physical Cultural Studies & Public Policy
- ❖ PHE 314H Media, Health & Exercise Sciences
- ❖ PHE 332H Sport Related Violence
- ❖ PHE 403H Body and Health in Physical Culture
- ❖ PHE 404H Physical Culture, Health & Environments
- ❖ PHE 430H International Development through Sport
- ❖ PHE 433H Experiencing Physical Cultural Studies

Category B

- ❖ PHE 307H Administrative Theory & Organizational Behaviour
- ❖ PHE 312H Population Health
- ❖ PHE 312H Psychology of Injury and Rehabilitation
- ❖ PHE 320H Theory of Coaching
- ❖ PHE 331H Teaching the Child Physical Activity
- ❖ PHE 350Y Professional Placement I^{5,6}
- ❖ PHE 390Y Directed Research^{7,8}
- ❖ PHE 401H Health Psychology
- ❖ PHE 405H Advanced Sport Psychology
- ❖ PHE 410H Stress & Coping
- ❖ PHE 412H Aging, Health & Physical Activity
- ❖ PHE 426H The Role of Physical Activity in Girls' & Women's Health

Category B continued

- ❖ PHE 427H Exercise & Mental Health
- ❖ PHE 428H Exercise Health & Nutrition
- ❖ PHE 431H Advanced Coaching Seminar
- ❖ PHE 450Y Professional Placement II^{3,5,6}
- ❖ PHE 490Y Advanced Research^{7,8}
- ❖ PHE 491H Independent Study

Category C

- ❖ PHE 304H Motor Control
- ❖ PHE 305H Neural Basis of Human Movement
- ❖ PHE 308H Sport Medicine
- ❖ PHE 319H Advanced Biomechanics and Electromyography
- ❖ PHE 325H Advanced Cardiorespiratory Physiology (Required course for BKIN program)
- ❖ PHE 411H Speed and Power
- ❖ PHE 414H Molecular and Cellular Muscle Biology
- ❖ PHE 415H Human Environmental Exercise Physiology
- ❖ PHE 416H Science & Practice of Training for Sport Performance
- ❖ PHE 417H Topics in Clinical Kinesiology
- ❖ PHE 419H Clinical Exercise, Testing & Prescription
- ❖ PHE 429H Exercise for Children with Chronic Disease
- ❖ PHE 468H Laboratory Methods for Sport and Exercise Sciences
- ❖ PHE 480H Ergonomics

2009 Admission CTEP Program of Study – BPHE & B.Ed. (Rev 2011)

Only students admitted to the CTEP program at the Faculty of Physical Education & Health may complete the CTEP program of study. The complete CTEP program consists of 25.0 full academic courses, one education internship unit, two physical activity core rotation credits, six practica courses, 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).

CTEP students admitted prior to 2009/2010 must refer to the 2008 CTEP Program of Study for their degree requirements.

Note: Except where noted, academic courses with a “Y” in the course code designator are full course credits and those with “H” are half course credits. For the final listing of courses available and the term and times they are offered in the current academic year, refer to the Academic and Physical Activity Timetables.

Year I

Academic Courses

- ◆ ANA 126Y Elementary Human Anatomy
- ◆ PHE 101Y Lifespan Development (+20 hour field experience)
- ◆ PHE 102H Physical Activity, Health & the Social Sciences
- ◆ PHE 103H Physical Activity Health & the Biophysical Sciences
- ◆ PHE 113H Personal Health
- ◆ PSY 100H Introductory Psychology
- ◆ **ONE** full course equivalent (any level) from another division of this University¹

Physical Activity Core Course² and Outdoor Project

- ◆ ODP 100H Outdoor Project I
- ◆ PAC 100Y The Basic Rotation²

Year III

Academic Courses

- ◆ EDU 312H Principles of Teaching
- ◆ EDU 322H Inclusive Education (+20 hour field experience)
- ◆ PHE 200H Psychology of Physical Activity
- ◆ PHE 320H Theory of Coaching
- ◆ PHE 331H Teaching the Child Physical Activity
- ◆ PHE 340H Communication & Conflict Resolution
- ◆ **ONE HALF** full course equivalent (any level) from another division of this University¹
- ◆ **ONE HALF** full course equivalent (200 + level) from another division of this University¹
- ◆ **ONE** full course equivalent from category C*

Internship, Practicum² and Outdoor Project

- ◆ PRA 341H Education Internship
- ◆ PRA 310H Fitness & Neuromuscular Conditioning
- ◆ PRA 311H Movement Awareness
- ◆ PRA 312H Pedagogy
- ◆ **One of:**
- ❖ ODP 300H Advanced Canoe Tripping
- ❖ ODP 301H White Water Canoeing
- ❖ ODP 302H Fundamentals of Winter Camping

Year II

Academic Courses

- ◆ PHE 202H Historical Studies of Sport and Physical Activity
- ◆ PHE 203Y Research Methods & Evaluation
- ◆ PHE 204H Theory of Motor Skill Acquisition - Motor Learning
- ◆ PHE 209H Introductory Biomechanics
- ◆ PHE 225H Exercise Physiology
- ◆ PHE 240H Equity & Diversity in Education (+20 hr field experience)
- ◆ PSL 200Y Basic Human Physiology
- ◆ **ONE HALF** full course equivalent (any level) from another division of this University¹

Physical Activity Core Course² and Outdoor Project

- ◆ ODP 200H Outdoor Project II
- ◆ PAC 200Y Skill Development Rotation²

Year IV

Academic Courses

- ◆ EDU 425Y Health & Physical Education
- ◆ EDU 460H Psychological Foundations of Learning
- ◆ EDU 470H Social Foundations of Teaching & Schooling
- ◆ EDU 480H Mentored Inquiry in Teaching I (0.25 credit value)
- ◆ EDU 490H Professional Semester - Practicum I (0.25 credit value)
- ◆ PHE 413H Adapted Physical Activity
- ◆ **ONE** full course equivalent (200 + level) from another division of this University¹
- ◆ **ONE** full course equivalent from category A and/or B

Year V

Academic Courses

- ◆ EDU ###Y Curriculum, Instruction & Assessment (Second teachable)
- ◆ EDU 580H Mentored Inquiry in Teaching II (0.25 credit value)
- ◆ EDU 590H May-June Practicum II (0.25 credit value)
- ◆ PHE 418H Ethical Issues in Kinesiology, Education & Physical Culture
- ◆ **ONE HALF** full course equivalent (200 + level) from another division of this University¹
- ◆ **ONE HALF** full course equivalent from category A and/or B
- ◆ **TWO** full course equivalents from categories A, B and/or another division (200 + level) of this University¹

Practicum²

- ◆ PRA 313H Games: Net, Wall and Target
- ◆ PRA 314H Games: Territory
- ◆ PRA 315H Games: Striking

* It is not necessary to strictly follow the Category Option order as listed in the Program of Study. The main purpose of the listing in Year III of the Program of Study is to ensure that CTEP students have completed 1.0 course equivalent in Category C. Students have the choice to complete the Category Option Requirement in higher years according to their own timetable availabilities.

Category A

- ❖ PHE 303H Health Communication & Physical Education (Recommended for the BPHE program)
- ❖ PHE 311H Physical Culture & Public Policy
- ❖ PHE 314H Media, Health & Exercise Sciences
- ❖ PHE 335H Hockey in Canadian Culture
- ❖ PHE 403H Body, Health & Physical Culture Studies
- ❖ PHE 404H Physical Culture, Health & Environments
- ❖ PHE 430H International Development through Sport

Category B

- ❖ PHE 307H Administrative Theory & Organizational Behaviour
- ❖ PHE 313H Psychology of Injury and Rehabilitation
- ❖ PHE 312H Population Health
- ❖ PHE 390Y Directed Research³
- ❖ PHE 401H Health Psychology
- ❖ PHE 405H Advanced Sport Psychology
- ❖ PHE 410H Stress & Coping
- ❖ PHE 412H Aging, Health & Physical Activity

Category B continued

- ❖ PHE 422H Special Topics in Physical Education & Health
- ❖ PHE 426H Girls' & Women's Health & Physical Activity
- ❖ PHE 427H Exercise & Mental Health
- ❖ PHE 428H Exercise Health & Nutrition
- ❖ PHE 431H Advanced Coaching Seminar
- ❖ PHE 490Y Advanced Research³
- ❖ PHE 491H Independent Study

Category C*

- ❖ PHE 304H Theory of Motor Skill Acquisition - Motor Control
- ❖ PHE 305H Neural Basis of Human Movement
- ❖ PHE 308H Sport Medicine
- ❖ PHE 319H Issues in Biomechanics
- ❖ PHE 325H Advanced Cardiorespiratory Physiology
- ❖ PHE 411H Speed and Power
- ❖ PHE 414H Molecular and Cellular Muscle Biology
- ❖ PHE 415H Human Environmental Exercise Physiology
- ❖ PHE 416H Science & Practice of Training for Sport Performance
- ❖ PHE 417H Topics in Clinical Kinesiology
- ❖ PHE 419H Clinical Exercise, Testing & Prescription

Notes:

- ◆ = Required course
- ❖ = Optional course

Optional courses may not be offered every year. For listings of courses and times offered in the current year, refer to the Academic Timetable on the Faculty's web site <http://www.physical.utoronto.ca/>

- 1 No less than four and no more than six full course equivalent electives from another division of this university may count as BPHE degree credits. Only two such credits may be at the 100 series level.
- 2 Students are required to successfully complete Year I physical activities before proceeding to upper year activities.
- 3 For the BPHE program - no more than one of the Research courses may have a KIN focus

Administration

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 Associate and Assistant Deans, Professors emeritae/i, all full-time faculty, the Registrar, and representatives of the Council of Athletics and Recreation, of cross-appointed faculty, of the disciplines of anatomy, physiology, sociology and psychology, of the activity instructors, of the student body, the administrative and technical support staff, and alumnae and alumni.

Committees of Council

The following standing committees report to the Faculty 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, Associate Dean - Undergraduate, two faculty, one staff, the Registrar, two students and one alumnae/i 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. It is composed of one representative from the biophysical faculty, one representative from the social sciences faculty and one PHEUA representative or designate. None of the representatives will have any prior involvement with the case. The Chair of each Appeals Committee will be one of the two faculty members and will be entitled to vote.

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, Associate Deans, the manager of the leadership development program, three faculty members, the Registrar as well as one undergraduate student, one activity instructor and one alumnae/i 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 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, Associate Dean - Undergraduate, one activity instructor, the Registrar, the P.H.E.U.A. President, and one alumnae/i representative.

Awards Committee (Joint with CAR)

The Awards Committee is responsible for policy and overseeing the administration of the Faculty's leadership, co-curricular and BPHE awards. The Awards Committee is composed of the Dean, one faculty, one co-curricular instructor or staff, one BPHE student, one student appointed by CAR, one alumnae/i representative, one representative of the University of Toronto Admissions and Awards and one member of the FPEH Advancement and Alumni Affairs staff as secretary (non-voting).

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 of Graduate Education and Research, three faculty members (one from each discipline - biophysical, behavioural and sociocultural), one graduate student representative, one PHEUA representative, representatives from Faculty research groups, and Faculty's Research Centres' Directors.



Information on Admission

This Calendar has been distributed to all Ontario Secondary Schools. The following is a brief synopsis of application information for the B.P.H.E. and CTEP program. You can also obtain customized information from www.myfuture.utoronto.ca.

B.P.H.E. General Information

The Faculty's unique B.P.H.E. program is accredited in Kinesiology and Physical Education Teacher Preparation by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA) and is in great demand by students. Our admissions committee is dedicated to selecting the best 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" on pg. 14. Information on all undergraduate programs offered by the University of Toronto are available on-line at www.adm.utoronto.ca/adm or by request from Admissions and Awards, University of Toronto, 315 Bloor Street West, Toronto, Ontario, M5S 1A3.

Concurrent Teacher Education Program – Physical Education (CTEP) General Information

The five-year Concurrent Teacher Education Program (CTEP) seeks to educate teachers who are committed to improving school environments and honouring the principles of equity, diversity and social justice. Offered in collaboration with the Ontario Institute for Studies in Education (OISE/UT), the program will allow students to simultaneously complete BPHE and OISE/UT courses, including field experiences over a five-year period and graduate with both their professional teacher qualification for teaching at the Intermediate/Senior level and a Bachelors degree in Physical and Health Education. Successful applicants will gain a rich variety of teaching experiences whilst working with young people in diverse contexts over their entire undergraduate period to make them confident and capable teachers. For more information on this program, please refer to the program website - www.ctep.utoronto.ca

Unsuccessful applicants to the CTEP option will be automatically considered for admission to the BPHE Program; no separate application will be necessary.

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 www.adm.utoronto.ca/adm. Apply online at <http://compass.ouac.on.ca>. Paper applications can be ordered by sending an email to: request@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 been registered in at least one course in 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 Undergraduate Program Office, Faculty of Physical Education and Health, 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, and those using the "returning student" provision 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 www.adm.utoronto.ca/adm. Internal transfer applicants are not eligible for admission into the CTEP program.

Admission scholarships

See page 44 for information regarding entrance scholarships for students entering Year I.

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 the broad field of physical and health education.

ADMISSION REQUIREMENTS

(A) Admission with O.S.S.D. Grade 12 or Equivalent – B.P.H.E. & CTEP

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)
- Biology (SBI4U)
- One of:
 - Advanced Functions (MHF4U)
 - Calculus & Vectors (MCV4U)
 - Advanced Functions and Intro. Calculus (MCB4U)
 - Geometry and Discrete Mathematics (MGA4U)
- Exercise Science (PSE4U) if available
- Two additional U/M courses - recommended are Chemistry and Physics.

When Exercise Science (PSE4U) is not presented, the student may use another Grade 12 U/M course and also provide a letter from his/her high school explaining the circumstances that have prevented him/her from doing so. Letters must be addressed to the Admissions Committee, Undergraduate Program Office, Faculty of Physical Education and Health, University of Toronto, 55 Harbord St., Toronto, Ontario, M5S 2W6. All applicants must present the English, Math and Biology requirements.

Students who are required to present an acceptable English Facility test result are exempt from the Grade 12 English I/English (ENG4U) requirement and may substitute another Grade 12 U/M course in its place.

(B) Admission as a Non-matriculant – B.P.H.E only

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 Oct. 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 Biology, 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 (<http://www.wdw.utoronto.ca/index>).

(C) Admission as a Transfer Credit Student – B.P.H.E only

An undergraduate of another university or U of T faculty may be admitted to the B.P.H.E. 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. Transfer students are not eligible to apply to the CTEP program.

Additional Requirement – B.P.H.E. & CTEP

An online Statement of Interest including the name and contact information of one referee is required of all applicants to both the B.P.H.E. and CTEP Program. Information on the completion of this form will be provided to applicants in January. Applications will not be considered without the completed Statement of Interest.

Additional Requirement – CTEP only

CTEP applicants are required to complete a CTEP Applicant Profile for which a fee will be charged. The CTEP Applicant Profile is a vital part of the admission selection process. Consequently, applicants should read the questions and instructions carefully. For more information about the CTEP Applicant Profile visit the CTEP website: <http://www.ctep.utoronto.ca/>

Aboriginal Students

In recognition of the university’s special responsibilities to the Aboriginal 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 program. Aboriginal applicants who wish consideration under these criteria should notify the Chair of the B.P.H.E. Program 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 Office of Aboriginal Student Services and Programs, First Nations House, 563 Spadina Avenue, Toronto, Ontario, M5S 2J7; telephone 416-978-8227.

Students with a Disability

The B.P.H.E. Program has reserved two spots for qualified applicants with a physical disability. Applicants or their Guidance Counsellors are invited to contact the Faculty’s Undergraduate Office at 416-978-3026 or margaret.ajax@utoronto.ca with requests for special consideration. Students should indicate this information on their Statement of Interest.

Special /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 \$60 fee directly to the Faculty. Graduates of the program may be readmitted for further undergraduate study upon presentation of a letter to the Admissions Committee outlining their reasons for wishing to return. The re-registration fee is \$24. Official transcripts from all institutions attended are required. Students from other universities should also include a letter of permission from their home institution. Application dates are June 30 for fall admission and by November 30, for winter admission. Contact the Faculty for applications. Early application is advised, as places are limited. Not all applicants are granted this privilege.

Deferred Admission

Only 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. Application should be made through Admissions and Awards, University of Toronto, within one month of receipt of the offer of admission.

Full-time Students

A full-time student will take the normal load as outlined for each year of study and pay a flat rate fee for the academic year. Students may take less than the normal load and will be considered full-time if enrolled in a minimum of three full academic courses. In such cases the tuition fee will remain the same as if enrolled in a normal full course load. The degree requirements for each student are based on the year of admission to the Faculty. Students who, in the opinion of the Dean of the Faculty, are not making satisfactory progress toward the B.P.H.E. degree, may be denied further enrollment in the Faculty.

Part-time Students – B.P.H.E. only

Any individual enrolled in 50% or less of the academic course load will be considered as a part-time student for the corresponding year of the program. The maximum course enrollment for part-time study is 2.5 full academic courses, one physical activity core credit, and one outdoor project. Fees for part-time students are assessed on a per course basis. Students applying to the CTEP program are not eligible for part-time studies.

Information about Enrollment Procedures

Newly admitted students will receive enrollment information at the end of their pre-registration session. (See pre-registration package for dates). Prior to registration students are advised to check with their family doctor to ensure that they are adequately immunized and medically able to participate in vigorous physical activity.

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

ROSI (Repository of Student Information)

ROSI is the automated student information/records system. You will be able to access ROSI on the Web (SWS). 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.

Student Web Service (SWS) www.rosi.utoronto.ca

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

- Add, cancel, change courses/meeting sections for academic courses
- Add, cancel or change waiting list enrollment 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 enrollment indicators)
- Access your GPAs, your academic status, and your grades (for both academic and activity courses)
- 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 T2022A tax receipts

Using the Student Web Service

Access is through student numbers (Person ID) and a six digit personal identification number (PIN). The PIN consists of year, month and date of birth (e.g. 710323 = March 23, 1971). It is important not to give both student number and date of birth to anyone else. For greater security you will be prompted to select a new PIN. You will also be asked to complete a questionnaire to help you reset your PIN in case you forget.

Use of the SWS to enrol in courses means that you agree to abide by all of the academic and non-academic rules and regulations of the University and Faculty and assume the obligation to pay academic and incidental fees according to the policies and requirements of the University of Toronto.

Adding/Dropping Courses After Enrollment

After the initial enrollment, a student can only add or delete courses without academic penalty before the deadlines specified in the Academic Calendar (p. 6). 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
Course adds and section changes will NOT be accepted after the last date to enrol in a course as specified in the Academic Calendar (p. 6). Arts and Science courses may have limited enrollment 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 & Waiting List Monitoring

Students are responsible for monitoring their records. It is extremely important that you check on ROSI 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 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 and Registration Card)

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. If a student loses a card, the loss must be reported promptly to the FPEH Undergraduate Office and a replacement requested. There is a fee for the replacement of lost cards. If a student decides to withdraw from the Faculty, or is authorized to transfer to another division, the T-Card must be returned to the office to effect the withdrawal or transfer.

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.

Course Descriptions

GENERAL INFORMATION

Prerequisites

Students **MUST** observe course prerequisites. Students will be withdrawn 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.

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, ≥ 13.5 full academic courses are in Year IV, and ≥ 18.5 full academic courses are in Year V (CTEP only).

Hours Per Week

In general, academic courses comprise a minimum of three contact hours per week, consisting of lectures, seminars, tutorials and laboratories. The physical activity core rotations range from three to four hours per week.

Availability of Courses

Some optional courses are not offered each year. Students are advised to check details with individual instructors, and to plan

carefully their course selection 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 www.physical.utoronto.ca.

Key to Course Numbering Code

The first number of each course describes the year in which it is normally taken.

PHE	=	Academic or Leadership course
ODP	=	Outdoor project
PAC	=	Physical activity core course
PRA	=	Practicum
Y	=	Full course credit
H	=	Half course credit
◆	=	Required course
❖	=	Optional course

For information on which courses are offered and in which term for the current academic year refer to the B.P.H.E. Academic and Physical Activity Timetables.

Other academic course indicators include: ANA, EDU, NFS, PSL, and PSY.

Academic Courses - B.P.H.E.

◆ ANA 126Y Elementary Human Anatomy

This is an introductory course on the anatomy of the human body. Following a brief overview of histology, emphasis is placed on the functional anatomy of the human body using a systemic approach. The course has a heavy emphasis on the musculoskeletal system during second term.

Three lecture hours and laboratory sessions.

◆ PHE 101Y Lifespan Development

This course examines a variety of topics and issues related to development across the life span. Each content area introduces current theory and research on growth, motor, cognitive, and psychosocial aspects of human development. Standards and norms of physical, motor, and cognitive development will also be provided with a critical approach to their interpretation. A unique focus will be the tracing of ways in which people develop and change across the life course in broader terms of physical activity participation.

Exclusion: PSY210H

Three hours per week – combination of lectures and labs. CTEP students will also complete a mandatory 20 hour field experience.

◆ PHE 102H Physical Activity, Health and the Social Sciences

This course examines the major institutions and programs which provide opportunities for physical activity in Canada, within the context of the health care system and society as a whole. It will introduce students to the field's major aspirations and challenges and the ways in which knowledge from the social sciences can inform the effort to realize them.

Two lecture and one tutorial hour per week.

◆ PHE 103H Physical Activity Health and the Biophysical Sciences

This course introduces students to topics from the biophysical sciences relevant to physical and health education. Contributions from a variety of scientific fields, particularly physiology and biochemistry, will be examined. Topics such as muscle structure, body composition, energy systems, physical fitness, metabolism, biomechanics and cardiovascular disease will be briefly examined within the context of physical activity, disease prevention and health enhancement. This course is intended to facilitate and enhance the information and understanding of upper level biophysical courses.

Exclusion: PHE110H

Four hours per week - combination of lectures, seminars, tutorials and labs.

◆ PHE 113H 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 health; reproduction and contraception; healthy sexuality and sexual abuse; immunity and infectious disease including those transmitted sexually; nutrition; substance use and abuse; cardiovascular diseases; and cancer.

Three lecture and one tutorial hour per week.

◆ PSY 100H Introductory Psychology

A brief introductory survey of psychology as both a biological and social science. Topics will include learning, perception, motivation, cognition, developmental, and social psychology.

Exclusion: PSY200HI, PSY100YI

Prerequisite: There is no Prerequisite for PSY100HI; however, there are additional requirements for the completion of a Psychology Minor or Major. Please refer to the 2009-10 Arts & Science Calendar for details.

Three lecture hours per week.

◆ PHE 200H Psychology of Physical Activity and Sport

This course develops the student's understanding of cognition and behaviour in physical activity, sport, and exercise. The course examines psychological theories and then applies these theories to the world of sport and exercise. The course is structured in a manner that makes it equally appropriate for the teacher, coach, recreational participant and elite athlete.

Exclusion: UNI370H

Prerequisites: PSY100H/PSY100Y, PHE101Y/PHE201H

Three lecture hours per week.

◆ PHE 202H Historical Development of Canadian Physical Activity

This course examines the major beliefs, practices and institutions in the provision of physical activity in Canada. Topics include: the making of modern sports, the establishment of public physical education, parks and recreation; the struggles of those outside the mainstream for inclusion; the physical fitness movements; and the expanding roles of the mass media and the provincial and federal governments. The purpose is to help students appreciate the richly varied approaches to the provision of physical activity in Canadian society, in the context of Canadian history, and the complex processes by which the major institutions and programs of today have been fashioned.

Prerequisite: PHE102H

Two lecture and one tutorial hour per week

◆ PHE 203Y Research Design and Evaluation

This introductory course provides students with a conceptual understanding of the theoretical frameworks of science and research methodology, research principles across paradigms of inquiry, and research methods and techniques that apply to the study of human behaviour and physical activity. Basic research principles and processes, types of research and scientific methods (both quantitative and qualitative) are covered in the first term. Univariate statistics (e.g., t-tests, correlation, ANOVA, confidence intervals, standard scores etc.) are the focus of the second term. Emphasis is on conceptual understanding and practical application of statistical tests that are currently used in the Exercise and Health Sciences.

Exclusions: ECO220Y, ECO227Y, GGR270Y, PSY201H, PSY202H, SOC201Y

Three hours per week - combination of lectures, seminars, tutorials and labs.

◆ PHE 204H 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 from child to adult. These principles and theories will provide the student with selected concepts of perceptual-motor behaviour and a framework for their application in teaching, coaching and rehabilitation. The 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: PSY100H/PSY100Y

Three lecture hours per week and ten laboratory hours.

◆ PHE 209H Introductory Biomechanics

Biomechanics is the study of forces acting upon or generated by living structures, and the internal and external movement that may result. In the first half term, students are introduced to the basic principles of mechanics with application to human movement. Attention is then turned to joint, muscle and tissue mechanics with a view to understanding the biomechanics of training and injury.

Prerequisites: ANA126Y, PHE103H

Three lecture hours per week and ten laboratory hours.

◆ PSL 200Y Basic Human Physiology

This course is designed to present basic physiological mechanisms related to normal function, from bed rest to maximal effort. It provides a basis for courses in health and other physiology courses. An active learning component, including labs, is an integral requirement of the course.

Exclusion: PSL 201Y

Prerequisites: ANA126Y, PHE103H

Two lecture hours per week and self-directed active learning component involving computer simulations.

◆ NFS 284H Basic Human Nutrition

An introductory course to provide the fundamentals of human nutrition to enable students to understand and think critically about the complex inter-relationships between food, nutrition, health and the environment.

Option: PHE or another division course

Exclusions: NFS286H, NFS384H

Three lecture and one tutorial hour per week.

◆ PHE 301H Physical Activity 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.

Exclusion: UNI371H, students enrolled in the CTEP program may not take this course.

Prerequisite: PHE202H

Two lecture and one tutorial hour per week.

❖ PHE 302H The Olympics

The modern Olympic Movement initiated by Pierre de Coubertin has outlasted all rivals (notably the Women's and 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 incorporates the Paralympic Games. This course examines the aspirations, achievements, problems and prospects of the modern Olympic Movement and its implications for physical activity and health with specific reference to the Beijing and Vancouver Olympic and Paralympic Games.

Prerequisite: PHE202H

Three lecture and one tutorial hour per week.

Not offered annually.

❖ PHE 304H Theory of Motor Skill

Acquisition - Motor Control

The objective of this course is to provide the student with insight into the theoretical, methodological, selected neurophysiological and biomechanical factors essential to understanding the processes of human skilled performance and motor control. These processes underlie the acquisition of motor skills and will be studied using human information-processing models.

Prerequisite: PHE204H

Three lecture hours per week.

❖ PHE 307H 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.

Exclusions: MGT262H, MGT363H, PSY332H, WDW260H

Prerequisite: PHE101Y/PHE201H

Three lecture hours per week.

❖ PHE 308H Sport Medicine

This course builds on knowledge of the biomechanics of injury and dysfunction acquired in PHE209H to develop a systematic understanding of risk, injury prevention, and initial management of injuries in sports and physical activities. Some additional topics include "doping" in sport, travel issues in competitive sport, and ethical issues in clinical sport medicine.

Exclusion: HMB470H

Prerequisites: ANA126Y, PHE209H (taken in 2005/06 session or later)

Three lecture hours plus tutorials.

❖ PHE 311H Physical Activity and Public Policy

During the last few years, governments around the world and at every level in Canada - federal, provincial, municipal, school board and college/university - have initiated new policies and programs to address the growing crisis of physical inactivity. This course examines those initiatives, the circumstances that gave rise to them and their adequacy and effectiveness, with specific reference to Canada.

Exclusion: UNI311H

Prerequisite: PHE202H

Two lecture hours and one tutorial hour per week.

Not offered annually.

❖ PHE 312H Population Health

This course will explore patterns of health and illness among groups (populations) of people. Emphasis will be on the social and environmental determinants of health. Students will learn about the basic research methods and issues in the field. Current examples of major health concerns both locally and globally will be used to illustrate key concepts.

Exclusion: UNI373H

Prerequisites: PHE102H, PHE113/PHE213, PSY100H/PSY100Y, PHE203H/PHE203Y

Three lecture hours per week.

❖ PHE 319H Issues in Biomechanics

This course will involve an in-depth analysis of the biomechanics of one or more common physical activities e.g. walking, running, jumping, throwing, cycling, or swimming. Some material will be presented in lectures by the instructor, while students will do research and present in seminars to the class on other aspects of the topic(s) being focussed on. Some laboratory experience will be part of this course.

Prerequisite: PHE209H

Three lecture, seminar or lab hours per week.

❖ PHE 320H Theory of Coaching

This course will be an introduction to the theory and practice of coaching. Through both lectures and practical experiences, students will become familiarized with the fundamentals of coaching and gain an appreciation of the diversity and complexity of the coaching process. There will be considerable links with PHE331H Teaching the Child, as well as PAC300Y Pedagogy, Principles of Fitness II and Fitness Leadership. Current knowledge and experiences will be delivered by various faculty members, athletic instructors and coaches integrating this knowledge with practical application.

Students who successfully complete the course will gain their National Coaching Certification Program (NCCP) Introduction to Coaching Parts A and B. This is the new equivalent of the old Level I and II Theory.

Prerequisites: PHE204H, PHE209H, PSL200Y

Three lecture/tutorial hours per week.

Note: Recommended for CTEP students.

◆ PHE 325Y Physiology and Biochemistry of Physical Activity

This course is designed to examine the physiological and biochemical responses of the human body to both acute and chronic bouts of physical activity. The impact of activity on health, and health on physical activity, is explored by examining adaptations from the cellular to the systemic level of bodily function.

Exclusion: HMB472H

Prerequisites: ANA126Y, PSL225Y/200Y

Three lecture hours per week and 16 lab hours.

❖ PHE 331H Teaching the Child Physical Activity

This course provides a systematic introduction into teaching and learning methodology for physical and health education at elementary and secondary schools. It begins with a consideration of learning objectives for physical and health education, teaching styles, and appropriate methods of presentation. It then examines the physiological growth and development of the child, and the effect of physical activity upon this pattern. Special considerations for exercise testing and prescribing exercise for school age children will be discussed.

Prerequisites: PHE101Y/PHE201H, PSL225Y/200Y

Two lecture and one tutorial hour per week.

Notes: Students enrolled in the CTEP program must take PHE331H as a subject studies course.

Students applying for the "Teaching Preparation Option" should complete PHE331H in their third year (See p. 28).

❖ PHE 335H Hockey in Canadian Culture

This course addresses the social sciences and humanities of hockey (sociology, anthropology, history, political economy, cultural studies, geography and literature). It is also about us, as Canadians, exploring the nature of our identities and lives through the vehicle of hockey. And while we are exploring, appreciating, and enjoying the place of hockey in Canadian culture, we will also be casting a critical eye on the myths and structures of the sport.

Prerequisite: PHE202H

Three lecture/tutorial hours per week

Offered in alternating years.

❖ PHE350Y Leadership Placement I

In this course, you will increase your knowledge of leadership in physical education and health in work contexts in our society. As future practitioners in our field, you will reflect upon and discuss the ways in which current leaders deliver physical activity and active health to participants as you will consider and develop your own leadership and professional style and enhance your awareness of the broad range of professional practice, career opportunities, and challenges within our field. This course combines academic course work with practical exposure to a career in our field. Students will participate in an on-site apprenticeship experience (between 80 to 100 hours) with a mentor by observing, job shadowing, and participating in the planning and implementation of programs as appropriate. Through course readings, written assignments, small group work, full class sessions, and tutorials we will investigate topics such as: effective mentoring relationships, creating and monitoring your own placement learning plan, leadership practices and relationships, the role of the graduate of Physical Education and Health in our society, recognizing and

making career choices and plans. You may choose a placement within our Faculty or in the community beyond our Faculty in the areas of education, or kinesiology-related placements (e.g. in fitness, recreation, and sport or health promotion or health care). See p. 29 for a listing of our community placement partners.

Exclusion: PHE250H/PHE350H, students enrolled in the CTEP program may not take this course.

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

Classroom sessions average two hours per week in addition to placement hours.

❖ PHE390Y Directed Research in Physical Activity and Health

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 workshops to assist them with the research projects.

Prerequisite: PHE203Y, a minimum B average in the area of interest, and an application process.

For the application process, refer to PHE491H, note #1 on page 22.

❖ PHE 401H Health Psychology

This course provides students with an overview of contemporary topics in health psychology. The class will examine psychological theory, research and skills that are relevant to the promotion and maintenance of optimal health and the prevention and treatment of illness and physical injury. The first half of the course will cover theoretical frameworks for understanding health behaviour, motivation and psychosocial factors that influence health attitudes and behaviour. Emphasis will be placed on the role of health psychology in exercise and health behaviour. In the second half, topics germane to clinical health psychology and multidisciplinary settings will be explored including professional issues and ethical practice for future health professionals.

Exclusions: UNI470H, PSY333H

Prerequisites: PHE113H/PHE213H, PHE200H/PHE300H and PSY100H/PSY100Y

Three lecture hours per week.

❖ PHE 402H Physical Activity, Health and the Media

This course draws upon communications theory, political economy, semiology and sociology to examine the ways in which meanings about physical activity are produced, distributed and consumed through the media. Topics include: the social marketing of health, advertising and the "body politic", media advocacy, sports and fitness marketing, and the production of sport as a media event.

Exclusion: UNI471H

Prerequisite: PHE301H

Three lecture hours per week.

❖ PHE 403H Body, Health and Physical Culture(s)

This course examines the position of the body within contemporary physical culture(s). Drawing upon a range of sociological theories, we will consider how the body is conceptualized and the ways in which ideas about the body are embedded in important political struggles in Western physical culture(s). We take the perspective that the body is a social phenomenon as well as a biological entity. We will evaluate the major perspectives that have been used to understand the body; explore how knowledge about the body is produced; investigate how the body is represented and governed; and examine how the body has become increasingly central to the modern person's sense of self-identity.

Exclusion: UNI472H

Prerequisite: PHE301H

Three lecture hours per week (combination of lectures & seminars).

◆ PHE 410H Stress and Coping

This course will challenge the student to deal with the inter-relationships between stress, health and physical activity. A holistic approach is taken to the integration of these concepts, to allow the student to better understand the mind-body relationship in the prevention of stress disorders and optimization of health. Selected stress management strategies and techniques will be analyzed, practised and evaluated.

Exclusion: HMB471H

Prerequisite: PHE301H **Corequisite:** PHE325Y

Three lecture hours per week (including some practical, experiential classes)

❖ PHE 412H Aging, Health and Exercise

This course will examine the aging process, its effects on body function, the implications of aging for physical activity and the benefits of exercise for the aged. The course will examine both the science and practice of exercise and aging. Special considerations for exercise testing and prescription, the psychological and sociological implications of aging, and special medical problems of the elderly will be discussed.

Prerequisite: PHE325Y

Three lecture hours per week.

◆ PHE 413H Adapted Physical Activity

This course will introduce students to the importance of, and effective ways of providing physical activity opportunities to individuals with a wide range of abilities. Attention will be paid to the physical, psychological and social supports that enable people with disabilities to adopt the active living lifestyle of greatest interest to them. The ability of physical activity professionals to include individuals with different abilities will be examined across a wide variety of physical activity settings (e.g., school physical education, community recreation, fitness training, coaching, etc.). Class activities will emphasize active discussion and student participation, and assignments will focus on the practical application of classroom information.

Prerequisites: ANA126Y, PHE209H, PSL200Y

Three lecture hours per week.

Note: Students enrolled in the CTEP program must take PHE413H as a subject studies course.

❖ PHE 414H Cellular Physiology and Biochemistry

This course introduces students to recent advances in exercise biochemistry and cellular physiology by examining metabolic regulation during exercise and various disease states. The acute and chronic responses to exercise, training and detraining will be examined.

Prerequisite: PHE325Y

Three lecture hours per week.

❖ PHE 415H Environmental Physiology

This course will cover topics about the interactions between organisms and their environment. How environmental factors such as heat, cold, altitude, etc. affect the body's work capacity and performance will be discussed. In addition, the cellular and physiological adaptations that accompany acute and chronic exposure to stressful environments will be studied. Possible topics include: the stress response, exposure to extreme temperatures, the effects of altitude, space flight, oxidative stress, hyperbaria and pollution.

Prerequisite: PHE325Y

Four lecture hours per week.

❖ PHE 416H Theory of Athletic Conditioning for Health and Performance

In this course the theoretical basis of the adaptive responses to chronic physical activity and exercise training will be examined and applied to the design of specific programs of conditioning for health and performance.

Prerequisite: PHE325Y

Three lecture hours per week.

◆ PHE 418H Ethical Issues in Physical Education, Kinesiology and Health Studies

As the final required course for the BPHE degree, this will be an ethically oriented synthesis and conclusion to the program. 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 or research – will be in a position of social responsibility and leadership, and may exercise considerable power over others. With such power goes considerable intellectual, civic and personal responsibility. This course will initiate discussions about an ethical framework that will have pedagogical, intellectual, political, and relationship implications for students' respective fields of study. We will examine the work of 20th-century philosophers, intellectual activists and critical scholars, and will apply their theories to a range of ethical concerns that have arisen in contemporary Canadian society in the fields of kinesiology, physical education, sport, health sciences. We will focus on three intersecting ethical dimensions: (a) the importance of reflective and nonjudgmental communication, (b) the necessity of resisting domination, and (c) creating new, alternative relationships. We take up the challenge of courageously developing an ethical self that can respond intellectually, politically and personally to the proliferation of ethical dilemmas in our fields. Selected ethical situations will be examined, analyzed, and evaluated.

Prerequisite: PHE301H

Three lecture hours per week (combination of lectures and tutorial classes)

❖ PHE 419H Exercise Assessment and Prescription: Theory and Application

This course will give students the theoretical and methodological basis for the various approaches to exercise testing and the prescription of exercise across the population. Emphasis will be placed on the physiological and clinical applications for assessment and prescription in a number of disease states, as well as the healthy population. While the emphasis will be upon cardiovascular health, all parameters of fitness will be covered.

Prerequisite: PHE325Y

Two lecture and one laboratory hour per week.

❖ PHE 422H Special Topics in Physical Activity and Health

This course designator is used for offerings that are not part of the permanent curriculum such as subjects offered by visiting professors or new courses being developed by faculty. Topics vary from year to year. Refer to the current Information and Registration Handbook for course descriptions and the current Academic Timetable for course schedules.

❖ PHE 426H The Role of Physical Activity In Girls' and Women's Health

This course draws upon previous course work in biophysical, behavioural and sociocultural 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: PHE325Y

Three lecture hours per week

❖ PHE 427H Exercise and Mental Health

Mental well-being is a critical element of total health. There is a spectrum of mental states that range from clinically diagnosed psychopathologies such as depression and schizophrenia to total wellness that might be represented by constructs such as high self esteem, subjective well-being, and life satisfaction. This module critically examines the evidence underpinning the role of physical activity in a) the avoidance of mental disorders, b) recovery from mental disorders, c) the well being and quality of life of those with or without mental disorders. The module will also address the definition and measurement of key psychological constructs that act as markers of psychological well-being. Initiatives to enhance mental health through physical activity will be discussed and implications for health service design and delivery will be identified.

Exclusion: HMB473H

Prerequisite: PHE200H/PHE300H

Three lecture hours per week

❖ PHE 428H Exercise, Health and Nutrition

This course is designed to provide students with knowledge in nutrition as it applies to exercise, fitness, health and human performance. The course will include nutrition topics related to fuel utilization during exercise, performance and recovery, fluid and electrolyte principles, energy balance and bodyweight regulation for exercise and performance. Special topics may also be presented.

Prerequisite: PHE325Y

Three lecture hours per week.

❖ PHE 430H International Development Through Sport

Increasingly, sport and physical activity are recognized and utilized as tools of international development. From refugee assistance and conflict resolution to programmes targeting economic growth and HIV/AIDS, a host of development initiatives use sport-based programs to meet their goals. The purpose of this course is to examine -- theoretically, empirically, and critically -- the Development through Sport (DTS) movement. It is important to consider these social and political issues in order both to problematize the DTS movement and to assist and challenge future DTS volunteers.

Prerequisite: PHE301H

Three lecture/tutorial hours per week

Offered in alternating years.

❖ PHE 450Y Leadership Placement II

Placements have been designed, in cooperation with health, sport, recreation, fitness, and educational institutions, to provide you with supervised experience in a professional setting in your final year of the program. You will be encouraged to integrate and apply academic, activity, and leadership knowledge and skills to a field setting. Course readings, written assignments, classroom sessions, and tutorial discussions will be utilized to further your experience and understanding of professional practice/work and to promote a critical and reflective professional practice that integrates research and practice and addresses the interactions between individuals and social institutions. Each student will spend a between 100 to 150 hours in a placement and will work closely with a mentor in the field by observing and participating as appropriate. Students will be encouraged to discover and develop their professional interests and capabilities, their feelings about themselves as developing professionals, and understandings of their relationship to the work world and the transition from critical pedagogy to critical practice. The holistic approach of this course will encourage you to consider several of the major theoretical issues discussed in previous courses within the context of work in our society and to consider alternative modes of practice that may lead to a more just society.

Exclusion: Students enrolled in the CTEP program may not take this course.

Prerequisites: You must have followed the appropriate pre-course procedures in the year preceding course enrolment, PHE350H/PHE350Y, and instructor approval. See p. 29 for a listing of our community placement partners.

Classroom sessions average two hours per week in addition to placement hours.

❖ PHE 490Y Advanced Research in Physical Activity and Health*

In this course students will have an opportunity to undertake research on a topic relating to the study of physical activity or 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 PHE490Y course or external equivalent.

Prerequisite: PHE390Y, a minimum B average in the area of interest, and an application process.

❖ PHE 491H Independent Study In Physical Activity and Health*

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 PHE491H or external equivalents.

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

*Notes: Regarding PHE490Y and PHE491H:

1. For permission to enrol a student must:
 - a) obtain course information from the Faculty's information services office
 - b) find a faculty advisor**
 - c) complete the Advisor Application Form
 - d) obtain the Advisor's and Co-ordinator's signature on the application.

Students must complete steps a) to d) and register by June of the preceding year.
2. Funding may be available to subsidize some costs of PHE490Y/491H projects. See the course information package for application guidelines.

**Please note that each faculty member can accept only a limited number of students.



Physical Activity Courses

The physical activity curriculum is an integral component of the education of physical and health education students. The activity courses have been designed to broaden one's appreciation for the various environments in which physical activity takes place, and the demographic diversity that shapes physical activity. In a rapidly changing society, crucial skills for physical educators are the ability to learn practical skills of organizing, instructing and demonstrating; sensitivity to gender and cultural differences; and adaptability and flexibility in the creative use of space, facilities and environments. Specifically, the physical activity courses are designed to help students:

- Increase their ability to impart the joys of physical activity
- Understand the health implications of physical activity
- Develop their leadership skills
- Improve their performance skills in a broad range of physical activities
- Develop students' skills of inclusion
- Transfer theoretical knowledge into a wide variety of practical settings

In each year, students take one required core rotation, which is graded and counts towards grade point averages. **Students are required to successfully complete Year I physical activities before proceeding to upper year activities.**

The physical activity courses are held in the Faculty's Athletics and Physical Education Centre (AC) as well as fields, Varsity Centre and Arena. The AC provides physical education students with four gyms, International squash courts, two swimming pools, Field House with a 200-metre indoor track and four multi-purpose courts, Strength and Conditioning Centre, fencing salle, indoor golfing facility, and a dance studio.

Health Requirements

Prior to registration, B.P.H.E. students are advised to check with their family doctor to ensure that they are adequately immunized and medically able to participate in vigorous physical activity.

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, Undergraduate Program.

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

◆ Year I: PAC 100Y The Basic Rotation

Taken together, aquatics, dance, gymnastics, the combination of run/jump/throw and the principles of fitness include the components of virtually every modern form of physical activity. For this reason, they comprise the foundation for the B.P.H.E. activity program. The emphasis of this rotation is on student participation, the learning of basic movement forms and the understanding of the principles of fitness.

Basic Dance

This course is designed for students to explore the elements of dance - movement, time, energy, and shape - by being exposed to various social dance styles. Through choreography, students will be introduced to the basic rhythms, techniques, and history of each style covered. Postural alignment and basic technique will also be taught in order to highlight body awareness and musicality. Students will become more aware of how dance can be utilized to convey expressions, ideas, and emotions through non-verbal communication.

Basic Run/Jump/Throw

The run/jump/throw component introduces students to the fundamental technical skills of running, jumping and throwing and the training necessary for their successful and enjoyable execution. Students explore how these skills are incorporated into more complex sports activities.

Basic Gymnastics

This course is designed to introduce students to the basic movements associated with gymnastics. Students will be provided with the experience of working on the various events: floor exercise, vault, uneven bars, rings, horizontal bar, pommel horse, balance beam, and parallel bars. In addition to the learning of basic skills, students will be introduced to the composition of basic routines.

Principles of Fitness Level I

This course is based upon understanding the five principles of fitness - endurance, speed, flexibility, power and strength. Students will be introduced to different methods of testing and improving their own physical fitness in these five areas.

Basic Swim*

This section of the basic rotation is designed for those students with little or no previous swimming experience. Upon completion of the course, students should be comfortable in deep water and will have some knowledge of the various swimming strokes and aquatic activities.

Basic Aquatics*

This section introduces students who feel comfortable in the water to the many enjoyable forms of aquatic activity, including swimming, synchronized swimming, aquafit, water polo and springboard diving.

*Note: All students will be screened for their swimming abilities prior to the first class. Students will be assigned to the appropriate aquatic section according to their swimming abilities.

◆ Year II: PAC200Y Skill Development Rotation

The sport skills rotation will consist of activity units from the following:

- “racquet skills” - badminton, squash and tennis
- “field game skills” - field hockey, soccer, baseball and football
- “gym” - volleyball, basketball,
- “individual activity skills” - track & field, dance, gym/trampolining, aquatics and golf

Students will choose from eight sections which may include one activity from each of the four groups. The objective of this rotation is to develop the student’s competencies with the basic skills in a range of physical activities. These courses will be instructor driven and delivered by the expert coaches and instructors within the Faculty. The emphasis of this rotation will be on the learning and performance of various sport skills.

Note: Equipment and protective eyewear where required will be provided.

◆ Year III: PAC300Y Movement Principles & Inclusion

The objective of this required rotation is to enhance the understanding of the principles of movement education through the use of various physical activities and applications of body awareness, space, strength and fitness training. This rotation will primarily be instructor-led but students will have ample opportunities to demonstrate their leadership skills in different settings.

Principles of Fitness Level II

This course will be a practical enhancement of the five principles of fitness studied in Year I. Students will develop and experience a wide variety of physical activities with emphasis on understanding the benefits of resistance training, flexibility exercises and weight training in a safe environment. Specific performance improving techniques, strategies and methodologies will be incorporated into this unit from a practical perspective.

Movement and Health Through Dance Conditioning

The objective of this rotation is to discover how dance conditioning can encourage healthy functioning of the body - by balancing the mind/body/spirit dynamic. This course will use these conditioning methods, as well as postural alignment techniques, and meditative practices to improve physical effectiveness in other types of athletic and everyday movement. It also highlights ways of reducing physical and emotional stress. The ultimate outcome for students will be to recognize their own malalignments and learn how to affect change in their own bodies.

Pedagogy

The focus of Pedagogy relates to all educational interventions in the area of human movement, physical activity and sport. It can also be related to the areas of teaching and coaching of individuals and teams, teacher and coach education and training, and curriculum content. This course will examine a wide range of practical and theoretical issues focusing closely on good practice, communication and organizational skills. Students will gain presentation experience in applying theoretical knowledge to a variety of fields and populations

Introduction to Inclusion

This course will promote the abilities of students in physical education and health to recognize and eliminate barriers to participation. Key points of focus will include; bullying, cliques, individual ability based approach, homophobia, personality and motivation. Areas identified are vital to students’ understanding in promoting inclusive environments. Students will identify their role in reducing potential barriers to participation and active living.

Advanced Sport Instruction

The focus is to advance skills, techniques and tactics in the following activities: aquatics, badminton, basketball, soccer, squash, and volleyball. This course will build on work completed in PAC200Y. Students must have completed a PAC200Y rotation unit which corresponds with their chosen activity or be able to demonstrate an adequate skill level as determined by the instructor in the first class.

◆ Year IV: PAC400Y Diversity in Physical Activity

The fourth year required rotation is a culmination of activities studied in the first three years and applied to different populations and groups within our society. There are four core units, each one centred around the playing, organizing and enjoyment of participating in physical activity in a variety of settings. These are:

- Games - which combines co-operative games with games from different cultures
- Adapted Games on land and water for special populations
- Organizational and management skills for peer group activities
- Personal fitness - prior to graduating, students are reminded of the importance of personal fitness for their own long-term health and the health of others. As many students will serve in positions of leadership and influence over others, this course will highlight appropriate and inclusive ways to enhance personal fitness

Students must choose one activity from either Dances of the World, Fitness for Fun, or Fitness for Active Healthy Aging. All activities are based around introductory lectures from instructors followed by student led group presentations. Issues such as inclusion and multicultural issues as related to different populations will be discussed. This course is a preparation for students going out into the world to enhance individual and social well-being through physical activity and health.

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' curriculum, 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 B.P.H.E. program include:

- ◆ Year I ODP 100H Introduction to Outdoor Physical Activity and the Environment
- ◆ Year II ODP 200H Advanced Outdoor Education
- ◆ Year III Requirement ONE of:
 - ❖ ODP 300H Advanced Canoe Tripping
 - ❖ ODP 301H Advanced Water Navigation-White Water Canoeing
 - ❖ ODP 302H 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. Students who are qualified for instructing the activities offered in ODP 100H/200H are selected as camp counsellors and assist in the planning and instruction of these courses. Students are selected based upon their previous experience and recognized leadership qualities. One or two 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 (Year III/IV) assume a leadership role in this aspect of the curriculum, they represent a key component in the success of the outdoor projects, and are exemplars to the younger students with respect to leadership and responsibility. See page 49 for student costs.

◆ ODP 100H Introduction to Outdoor Physical Activity and the Environment

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.

◆ ODP 200H Advanced Outdoor Education

This project will provide a more in-depth opportunity for the student to relate to the natural physical environment. Students will develop skills in navigation and map reading through participation in orienteering, and in planning and organizing a two-day canoe trip. Additional skills related to leadership in outdoor education will be emphasized.

Prerequisite: ODP 100H

❖ ODP 300H Advanced Canoe Tripping

This optional project follows logically from ODP 200. Skills and experiences are provided at a more advanced level, and are then applied during a four-day wilderness travel venture by canoe. Emphasis will be placed on developing leadership skills in outdoor recreation. Fulfills third year requirement.

Prerequisite: ODP 200H

❖ ODP 301H Advanced Water Navigation - 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: ODP 200H

❖ ODP 302H 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: ODP 200H

CTEP Courses - B.Ed.

Only students admitted to the CTEP program at the Faculty of Physical Education and Health may register in the following courses.

THE EARLY FOUNDATIONS COURSES

◆ PHE 240H Equity and Diversity in Education:

This course focuses on raising awareness and sensitivity to equity and diversity issues facing teachers and students in diverse schools and cultural communities. It includes a field experience and entails observation of, and participation in, equity and diversity efforts in a culturally-rooted school and/or community organization.

Exclusion: PHE301H (this course will substitute for any PHE301H prerequisite)

◆ EDU 7001H Principles of Teaching: Legal, Ethical & Professional

This course builds understanding of teaching as a professional practice. The course will primarily focus on the research base underlying policies and documents such as the Foundations of Professional Practice. Through guided CTEP portfolio activities, students will make connections and reflect on the construction of their professional identity. This course is linked to an online module on School Law.

◆ Subject Studies Courses

PHE331H see page 19.

PHE413H see page 20.

THE ADVANCED FOUNDATIONS COURSES

◆ PHE 340H Communication and Conflict Resolution

The course focuses on principles and practices of conflict management and resolution, emphasizing interpersonal communication, including cross-cultural perspectives and communicating across different identities and worldviews, with particular attention to the relevance of these skills, principles, and processes to teaching and schooling.

◆ EDU 7002H Inclusive Education: ESL & Exceptional Learners

Provides a foundation in inclusive curriculum and pedagogical practices for diverse exceptional learners in the classroom, (including behaviour, communication, intellectual, physical, and multiple exceptionalities) and students for whom English is a second language (ESL). This course includes a field experience involving observation of a variety of exceptional and English language learners. Students will engage in a tutoring experience with one learner over several sessions.

◆ EDU 7506H Psychological Foundations of Learning

Focuses on key psychological theories and research relevant to student learning. Explores how psychological factors and a teacher's understanding of these issues influence student learning, student motivation and the learning environment. This component

is linked to the Year 4 Professional Session practicum. Emphasizes subject-specific methodology. Students are introduced to curriculum documents appropriate to their division(s), evidence-informed pedagogical practices, and assessment and evaluation methods.

◆ **EDU 7508H Social Foundations of Teaching & Schooling**
Focuses on how teachers can support diverse students' learning in classroom, school and school system settings. This requires developing understandings of classroom social and cultural dynamics in relation to teachers' curricular and pedagogical choices, program and school organization, working relationships among teachers and administrators, and how educational policies shape diverse students' experiences of schooling. This component is linked to the Year 4 Professional Session Practicum.

◆ EDU 7510H/ EDU 7511H Mentored Inquiry and Teaching 1 and 2

This methodology course draws upon foundational and curricular concepts introduced throughout the program. The goal is to help new teachers make sense of their teaching experiences as beginning practitioners through inquiry projects. This course will include 10 to 15 Mentored Inquiry and Teaching days in schools over the course of the academic year. This component will be taken in conjunction with other B.Ed. courses including Curriculum, Instruction, and Assessment and practicum placements.

Exclusions: PHE350Y, PHE450Y



PRACTICAL EXPERIENCES

Field Experiences

In the Concurrent Teacher Education Program, students will have field experiences linked to Lifespan Development, Equity and Diversity in Education and Inclusive Education: ESL and Exceptional Learners courses. These experiences are primarily for observation and small inquiry research projects. In addition to the field experiences, candidates have the opportunity for two supervised practicum placements and an internship experience. Initially candidates observe school communities and gradually become involved in tutoring, student-teaching, and research inquiry experiences.

◆ EDU 7010H/EDU 7011H Practicum 1 and 2

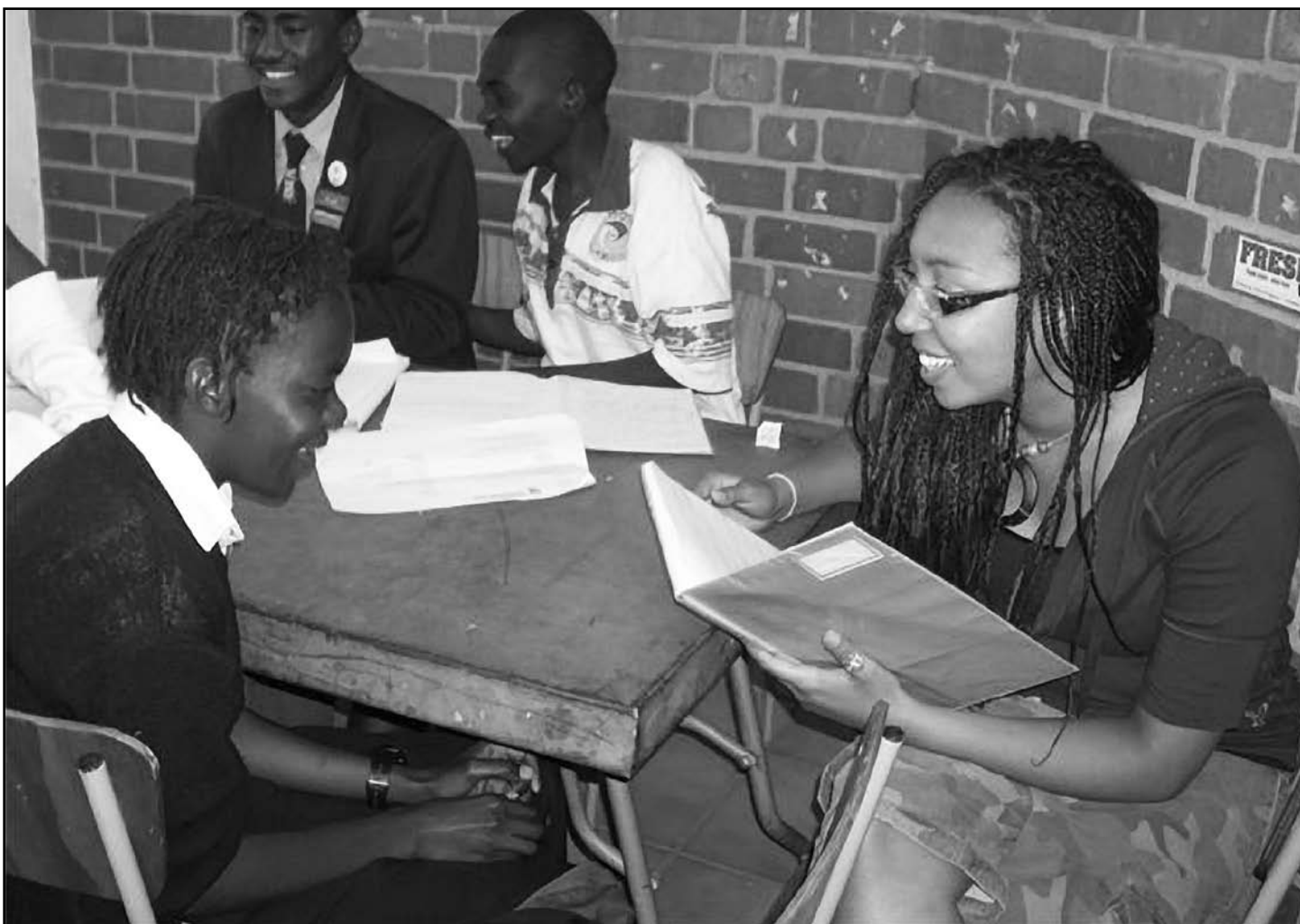
The practicum consists of two elements: orientation to schools, with a focus on the school community, and classroom practice. Students will complete two practicum sessions over the course of the program. The first practicum is in Year 4 of the program and spans 35-40 days over a four-month period. In Year 5 of the program, students will complete a 20-25 day practicum in April. Practicums will take place in schools or other settings approved by the Ontario College of Teachers. Through the Mentored Inquiry and Teaching days, teacher candidates spend an additional 10 to 15 days in schools leading up to their practicum.

◆ PRA 341H CTEP Internship

The purpose of the internship is to integrate, extend and deepen the learning experiences of each teacher candidate as he/she identifies particular academic or practical interests throughout the course of his/her studies. Building on their individual interests and needs, teacher candidates can choose from a wide variety of Internship opportunities (school sites, non-school sites or international sites) offered by CTEP partners.

◆ PRA 140Y - 540Y E-Portfolio

The E-Portfolio is an individual mandatory assignment with a pass or fail credit in each of the 5 years which spans the life of the BPHE/CTEP student in the Faculty. It is intended to help students reflect on their current ideas in relation to themselves and education. Students must successfully complete this yearly project each year. By the end of the 5th year students will have a personal professional E-Portfolio which will help them develop their teaching careers.



Teaching Preparation Option - Consecutive B.Ed. Program at OISE/UT

Under an agreement between the Faculty and the Ontario Institute for Studies in Education, University of Toronto, OISE/UT will give “preferred entry status” to B.P.H.E. graduates who:

1. successfully complete PHE331H Teaching the Child Physical Activity, with a minimum grade of “B”;
2. successfully complete PHE450Y Leadership Placement in a Faculty-approved practice teaching placement;
3. achieve at least a B average in 15 full course academic equivalents, completed before the fall term of their year of application to OISE/UT; and
4. present a strong applicant profile form.

Achievement of these minimum conditions does not guarantee a place in OISE/UT. An overall A average is recommended to be competitive for admission. By giving the student a background in education and some practical teaching experience, in combination with the leadership and physical activity experience all B.P.H.E. students acquire, this program should enable students to present a strong application.

Applicants to OISE/UT who wish to be considered for “preferred entry status” must notify the Faculty’s Registrar’s Office by the published deadline in the fall term of their year of application to OISE/UT.

Students who successfully complete 1, 2, and 3 above will have the notation “Teaching Preparation Option” placed on their transcripts once course grades have been approved and within two weeks of written request.

Note: Students enrolled in the CTEP program are not eligible for the “Teaching Preparation Option”.



Community Partners for Leadership Placements

Our Leadership Course options are designed to meet the Faculty's objective of developing leaders within the broad field of physical education and health. In the classroom, students will address the theoretical knowledge base in the areas of leadership and professional practice, and in the field they will apprentice with mentors in related careers. Students apply to work in placement positions in our Faculty or in the community. Students may also apply to locate their own mentor from a new organization in the community. A list of our 2008-2009 community partners and a sampling of placements within our Faculty is given below.

EDUCATION

Birchmount Park Exceptional Athlete Program
 Bishop Allen Academy - TCDSB
 Blake Street Public School
 Blessed Mother Teresa Catholic Secondary School
 Bloor Collegiate Institute
 Carleton Village Public School
 Cawthra Park Secondary School
 Central Senior School - Trillium Lakelands DSB
 Central Technical School
 Crosby Heights Public School
 D.A. Morrison Middle School
 Dante Alighieri Academy
 David & Mary Thomson Collegiate Institute
 De La Salle College "Oaklands"
 Divine Mercy Catholic Elementary School
 Don Mills Collegiate
 East York Collegiate Institute
 Etobicoke Collegiate Institute
 Father Michael Goetz Catholic Secondary School
 Greenwood College School
 Harbord Collegiate Institute
 Heydon Park Secondary School
 Humber Valley Village Junior Middle School
 Iona Catholic Secondary School
 James MacDonald School - HWDSB
 Leslieville Public School
 Lindsay Collegiate & Vocational Institute
 Mary Shadd Public School
 McMurrich Junior Public School
 Mississauga Secondary School
 Monsignor Percy Johnson C.S.S.
 Neil McNeil High School
 North Toronto Collegiate Institute
 Northern Secondary School
 Notre Dame Catholic Secondary School
 Oakwood Collegiate Institute
 Ogden Junior Public School
 Parkdale Collegiate Institute
 Philip Pocock Catholic Secondary School
 Riverdale Collegiate Institute
 Runnymede Collegiate Institute
 St. Augustine Catholic Secondary School
 St. Basil the Great College School
 St. Joan of Arc Catholic High School
 St. Marcellinus Catholic Secondary School
 St. Monica Catholic School (DCDSB)
 St. Theresa of Lisieux Catholic High School
 St. Thomas Aquinas Secondary School
 Thornlea Secondary School
 Toronto Catholic District School Board
 University of Toronto Schools, Athletics, HPE Dept.
 University of Toronto Schools, Teaching, HPE Dept.

Upper Canada College
 Wilclay Junior Public School
 York Mills Collegiate

FITNESS, RECREATION, AND SPORT

Chinguacousy Wellness Centre
 Department of Physical Education Athletics and Recreation, UTM
 East End Community Health
 Famous Folks Inc.
 Hockey in the Neighbourhood
 Insideout Core Fitness Studio and Life Balance Institute
 Olympic High Performance Centre (Fitness Institute)
 One Body Fitness
 Ontario Federation of School Athletic Associations (OFSAA)
 Pro-Physiotherapy
 Special Olympics Ontario - Toronto
 St. Alban's Boys and Girls Club
 Totum Life Science
 Tri Fit
 Urban Expeditions

HEALTH CARE

Ajax & Pickering Physiotherapy Centre
 Athletic Therapy Services
 Chiropractic for Life
 College Chiropractic Clinic
 Core Strength
 Don Mills Health Centre
 Functional Innovative Therapeutics
 Hospital For Sick Children
 Innervate Health Care Centre
 Kensington Gardens Long Term Care Facility
 Levy Elliott Sports Medicine Clinic
 Mount Sinai Hospital
 Physical Edge Physiotherapy
 Pivot Sport Medicine and Orthopaedics
 Sheddon Physiotherapy and Sports Clinic
 Solely Chiropractic
 Sports Medicine Specialists
 Toronto Emergency Medical Services
 Toronto Pain and Headache Clinic
 Toronto Rehab - Cardiac Rehab & Secondary Prevention Program
 Toronto Rehab - Geriatrics Program & Spinal Cord Programs
 William Osler Health Centre - Oncology Group
 Women's Cardiovascular Health Initiative
 -Women's College Ambulatory Care Centre

HEALTH PROMOTION AND RESEARCH

Emkiro Health Services
 Hospital for Sick Children Department of Community Health
 Hospital for Sick Children-Cardiovascular Clinical Research Unit
 ThinkFirst Foundation of Canada
 University of St Michael's College-Chaplaincy Services
 Variety Village Research Opportunity

SAMPLE STUDENT PLACEMENTS WITHIN OUR FACULTY:

Assistant to Athletic Director
 Personal Training Assistant
 Student Leader in the CLTE
 Student Therapist Field Care Placement

Examination Procedures

Missed Examinations

Students who miss a midterm or final examination for an unforeseen and petitionable reason must notify the Undergraduate Program Office within 24 hours of the scheduled examination. Failure to do so within the allotted time will result in the assignment of zero for the missed examination. Faculty examinations missed because of documented petitionable grounds may be replaced by a make-up examination where feasible. It is the responsibility of the student to contact the professor and the Undergraduate Program Office promptly to arrange for the make-up examination. However, if the examination is in a course from another division, then the rescheduling procedures of that division will be followed. Students must petition with supporting documentation to the Examinations Committee of the Faculty of Physical Education and Health and meet all deadlines and regulations of the other division concerned. Only in very exceptional circumstances, and with the agreement of both the instructor and the student, would an examination be waived. Under no circumstances is the final examination of a PHE courses to exceed 75% of the final mark.

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 Undergraduate Program 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.

Outstanding mid-term tests and assignments

Students will be required to complete all course requirements prior to writing the final exam unless otherwise specified in the course outlines. Students unable to do so will have to defer their final examination(s) until these requirements are met.

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 provided that the examination falls outside of regularly scheduled class time. If the midterm examination is scheduled within the regular class time, it will not be rescheduled without the Examinations Committee's consent.

Appealing a Grade

Appeals will only be considered if they are filed within six months of approval of the final result by the Examinations Committee. It is, however, to the student's advantage to appeal as promptly as possible.

In all cases reconsideration of an examination mark may lead to a lowering of the mark, a raising of the mark, or no change.

1. The first recourse in all cases must be to the faculty member responsible for the course. A student should make an appointment as soon as possible with the instructor for the purpose of reviewing the course's assignments, examinations, and grade calculation. In the event that a particular instructor is not available for immediate appeal, the Undergraduate Program Office staff should be notified immediately.
2. If the matter is not resolved through step one, the student may then formally appeal the grade.
 - a) Appeal of Final Mark forms are available at the Undergraduate Program Office.
 - b) In completing the appeal form (petition) a student must provide detailed specific reasons for requesting reconsideration of the grade.
 - c) If it is necessary to obtain a copy of a final examination paper, students may do so where feasible for a fee of about \$13.00 (refundable if the mark is changed in the student's favour). Arts and Science course examinations may be obtained at Sidney Smith Hall, Room 1006, Faculty of Arts and Science. Other examinations may be obtained through the Undergraduate Program Office.
3. The Associate Dean - Undergraduate Education, in consultation with the Chair of the Examinations Committee, will review the appeal submitted by the student, a submission by the Faculty member involved, and any other relevant information, and render a decision. This decision will be communicated to the student in writing.
4. If, after consideration of the Associate Dean's judgment, the student still believes there are grounds to re-examine the grade, he or she may, within 30 days of the date of the written result of the appeal to the Associate Dean, petition the Appeals Committee for a final reconsideration. Such a petition must state, in detail, the student's reasons for appeal of the Associate Dean's decision. The Appeals Committee will make a final ruling based on the merit of the student's submission and the decision of the Associate Dean. (See p. 33).

Conduct of Examinations

1. Student Identification:

All students must have their photo-identification cards displayed during any examination. The invigilators are to compare the signatures on the cards with those signed by the students on the official examination list. Students appearing without their cards must report to the Undergraduate Program Office within 24 hours, and in the presence of the invigilator, to confirm the identity of the student. Students failing to do so will be assessed a mark of zero on the examination.

2. Examination Guidelines:

- Students are advised to arrive at the examination room at least 15 minutes before the scheduled exam time.
- Students will not be permitted to enter the examination room later than 15 minutes after the start of the exam, nor to leave except under supervision until at least half an hour after the exam has commenced.
- A pre-assigned seating plan will be used in all mid-term and final examinations.
- Only a pen, pencil, ruler, calculator (if permitted) and I.D. card will be allowed on the student's table.
- No food, drinks, electronic devices - cellular telephones, laptop computers, programmable calculators, palm pilots, or pagers are permitted in the examination room.
- No hats and sunglasses may be worn during the examination.
- An invigilator will accompany students who need to use the washroom.
- No communication, verbal or non-verbal, is permitted once the student enters the examination room and during the examination.
- At the conclusion of an exam all writing within the answer books shall cease. Acceptance of the exams may be refused of candidates who fail to observe this requirement.
- If an offence is committed, The Code of Behaviour on Academic Matters will be enforced including the loss of academic credit and expulsion.
www.utoronto.ca/govcncl/pap/policies/behaveac.pdf

3. Examination Conflicts/Overload:

(i.e., two or more final examinations scheduled for the same day and time and/or three final examinations scheduled within three consecutive examination time blocks.) Students must report examination conflicts by the deadline date indicated on the posted BPHE 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.

4. Pledge of Non-Disclosure:

The Faculty of Physical Education and Health 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:

<http://www.governingcouncil.utoronto.ca/policies/behaveac.html>
<http://www.governingcouncil.utoronto.ca/policies/studentc.html>

Information recorded at the time of registration is transmitted to the Undergraduate Program 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 (ROSI) 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);
6. social insurance number.

Notice of Collection concerning Freedom of Information and Protection Privacy see page 56.

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 page 40 for further details.

Attendance at Classes and Examinations

Students proceeding to the B.P.H.E 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. Number of documented absences permitted will vary with each required and optional course. For requirements refer to the course outlines.

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 Web at www.rosi.utoronto.ca, 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 and one activity 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 Undergraduate Program Office staff.

Extra Credits

If the total number of courses exceeds the number required for degree, the student will need to designate which courses to count towards the degree. If this is not done by the drop date(s) of the course(s) in question, the Undergraduate Program Office will designate “extra” courses on an arbitrary basis. Of the optional courses taken in other divisions of the university, only two full courses at the 100 level may be credited toward the degree. All others will be “extra” credits. Students are encouraged to plan prerequisite courses carefully. Extra credits are not included in the GPA but will appear on the transcript with a grade.

NOTE: Courses cannot be nominated as “extras” retroactively.

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, PAC, PHE 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 academic and 2 activity options may be transferred.

Current B.P.H.E students may take a maximum of 5 academic and 2 full activity options from other approved universities by letter of permission (provided these courses do not exceed the overall transfer maximum of 9 academic and 2 activity options). 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 Undergraduate Program 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.

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 Undergraduate Program Office by the last date to delete courses in the winter term. 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 enrollment in upper-level courses to their own students. B.P.H.E 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 withdrawal 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 their B.P.H.E. programs without academic penalty up to the Friday before the commencement of Reading Week. 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 - www.utoronto.ca/govcncl/pap/policies/behaveac.pdf regarding this and other academic offences and sanctions.)

Graduation

B.P.H.E. 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 courses, 4 core physical activity rotations, 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.

To graduate, a student must:

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

CTEP - B.P.H.E./B.Ed. Graduation Requirements

A student shall be deemed to have completed Year V and therefore be eligible for graduation, when standing has been obtained in the full complement of 25.0 academic courses, 4 core physical activity rotations, one Education Internship, 5 E-portfolios, 3 outdoor projects, an acceptable Standard First Aid and Basic Rescuer CPR, and when all other B.P.H.E./B.Ed. 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 the appropriate levels before the last date to add courses in the fall term of Year V.

To graduate, a student must:

1. obtain a cumulative academic course GPA of at least 2.5;
2. obtain a cumulative activity core course GPA of at least 1.7;
3. obtain a cumulative education course GPA of at least 2.3; and
4. meet all other requirements of the B.P.H.E./B.Ed. program as established in the year in which he/she first entered the Faculty.

Graduating with Honours

Students who achieve a cumulative weighted non-education academic and activity 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 B.P.H.E. degree.

Graduating with High Honours

Students who achieve a cumulative weighted non-education academic and activity 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 B.P.H.E. degree.

Petitions

The regulations of the Faculty and the requirements for the B.P.H.E. 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. Petition forms are available from the Undergraduate Program Office, the Faculty Main Office and the Faculty website - www.physical.utoronto.ca. 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 Associate Dean-Undergraduate Education. Students are advised to consult with the Associate Dean 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 two weeks of the notification date of the petition result.

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

Discipline

Academic: 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. To see the full document refer to the web site: <http://www.governingcouncil.utoronto.ca/policies/behaveac.html>

Non-academic: 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 Physical and Health 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 Caput may, in its discretion, suspend or expel a student from the academic privileges of the University. Every decision of the Caput involving the expulsion of a student from the University requires confirmation by the Governing Council. The role of the Caput 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 Caput 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. To see the full document refer to the web site: <http://www.governingcouncil.utoronto.ca/policies/studentc.html>

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. To see the full document refer to the web site http://www.governingcouncil.utoronto.ca/policies/Professional_Practice_Behaviour_Health_Prof_Students.html

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 results in annual averages. Cumulative grade point averages include all courses taken in the B.P.H.E. program to the end of the session concerned. Sessional, annual, and cumulative averages are calculated for:

- graded academic courses (academic component grade point average),
- graded activity courses (activity component grade point average), and
- graded academic and activity courses together (combined grade point average).

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

ACADEMIC COURSES			CORE ACTIVITY COURSES
Full	Half	Quarter	Full
1.0	0.5	0.25	0.66

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 Web at: www.rosi.utoronto.ca. Requests may also be made in person or by writing the University of Toronto Transcript Centre at Room 1006, Sidney Smith Hall, 100 St. George Street, Toronto M5S 3G3. A fee of \$10.00 which includes G.S.T. and P.S.T., is charged for each transcript. Cheques and money orders should be made payable to the University of Toronto. Students may also pay from their active student accounts or by credit card.

Students must indicate at the time of the request if the purpose of the transcript is for enclosure in a self-administered application. Such transcripts are issued in specially sealed envelopes.

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 www.hswriting.ca for information and appointments.

Student Counselling

Students seeking academic or career counselling should contact the FPEH Undergraduate Office staff. Students desiring personal counselling should contact the Counselling and Learning Skills Services in the Koffler Student Services Centre. Those students seeking advice regarding graduate studies should see the Associate Dean of the Graduate Program. Students whose progress is not satisfactory after the first term will be invited for counselling by the Associate Dean of the Undergraduate Program and/or his/her designate.

Smoking, Eating and Drinking In Classrooms

Smoking negates your role as health exemplar. It is discouraged at all times and expressly forbidden in scheduled classes and in the Athletic and Physical Education Centre. 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.

Grading Practices Policy

Purpose

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

- that grading practices throughout the university reflect appropriate academic standards;
- that the evaluation of student performance is made in a fair and objective manner against these academic standards;
- that the academic standing of every student can be accurately assessed even when courses have been taken in different divisions of the university and evaluated according to different grade scales

Application of Policy

The policy applies to all individuals and committees taking part in the evaluation of student performance in degree, diploma, and certificate credit courses (hereafter referred to as courses).

Amendment to Policy

Amendments to the policy shall be recommended to the Academic Board. Changes to the divisional regulations on grading practices shall be forwarded to the Committee on Academic Policy and Programs.

Distribution of Policy

A copy of the Grading Practices Policy as well as the description of the grade scales and the substance of divisional regulations indicated in Part II of this policy shall be published in the Calendar of the division. Similarly a copy shall be given to all students upon initial registration and to all instructors and others, including teaching assistants, involved in the evaluation of student performance.

The policy is in three parts: Part I deals with grades, Part II outlines grading procedures to be adhered to in divisional regulations adopted as part of this policy, and Part III is an administrative appendix available upon request from the Office of the Vice-President and Provost.

PART I: GRADES

Meaning of Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

- I.1 A grade assigned in a course is not an assessment of standing within a program of studies. To determine the requirements for credit and standing in a program of studies, the academic regulations of the division in which the program is offered should be consulted.
- I.2 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, page 36).

For physical activity core courses (designated by PAC) the grade meanings are applied to student performance on the following criteria:

- ability to excite interest in physical activity, and to meet the learning needs of a varied population of participants;
- extent of knowledge of the health implications of the activity, including the means by which benefits can be enhanced and risks minimized;
- extent of knowledge of the theoretical bases of training performance, tactics, strategy, and rules;
- critical and analytic ability and ability to communicate on the subject;
- performance of physical skills and ability to utilize them in the competitive or performance format pertinent to the level of the course;
- ability to transfer theoretical knowledge into a wide variety of practical settings;
- contribution to the learning environment.

Grade Scales

- I.3 Once a judgement on the performance of the student has been made, the following grade scales are to be used:
 - the refined letter grade scale A+, A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F;
 - the numerical scale of marks, consisting of all integers from 0 to 100;
 - the scales Honours/Pass/Fail and Credit/No Credit.

These grades are assigned for courses in which only very broad evaluative distinctions in assessing the quality of student performance are judged appropriate. Outdoor Project (ODP) grades are reported on a Credit (CR)/Non-credit (NCR) basis. The key criteria for assessment include active participation, application of theoretical knowledge, and contribution to the learning environment.

Grades vs. Scores

I.4 Grades should always be based on the approved grade scales. However, students may find that on any one evaluation they may receive a numerical or letter mark that reflects the score achieved on the test or essay. The cumulative scores may not be directly identified with the final grade. Grades are final only after review by the divisional review committee described below.

Grade Reporting

- 1.5 Grades will be assigned according to the numerical scale of marks referred to in 1.3 above, and converted to the refined letter grade scale of 1.3 above. The H/P/FL and CR/NCR scales of 1.3 above may also be used. However, the grades assigned in a course must all be from the same scale.
- 1.6 All non-grade designators used in reporting course results must correspond to the University-wide standard. A list of the currently approved designators and their meanings is given on page 39.
- 1.7 The information in grade reports and transcripts must be communicated to the user, whether within or outside the University, in a clear and meaningful way. To that end, transcripts must include:
1. an enrollment history, which traces chronologically the student's entire participation at the university,
 2. a "grade point average" based on a 4-point scale for all undergraduate divisions (Note: grade point average values will be assigned as follows: A+/A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, D- = 0.7, F = 0.0),
 3. 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),
 4. both the numeric mark and its letter grade equivalent, where possible, for all courses,
 5. course weight values, expressed using a uniform system of values allowing for the relative values needed by each division,
 6. transfer credits granted,
 7. academic honours, scholarships and awards sanctioned by the University,
 8. a comprehensive guide explaining all grades and symbols used on the transcript.

The following conversion table will be used in the reporting of students' grades



CONVERSION TABLE AND METHOD FOR CALCULATING GPAS

Grade Meanings*	Letter	GPA	%
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%

A GPA is determined by assigning a Grade Point Value to each course mark and then averaging these values according to the following weights:

- a full academic course weight is 1.0,
 - a half academic course weight is 0.5,
 - a quarter academic course weight is 0.25,
 - a two term (24 week) physical activity core course weight is 0.66.
- *See Meaning of Grades, page 35.

PART II: GRADING

Divisional councils shall forward to the Committee on Academic Policy and Programs changes to their grading procedures. Grading procedures may be adapted to divisional circumstances on the recommendation of the Committee on Academic Policy and Programs, but such procedures must be consistent with the principles in this policy.

Grades shall be recommended by the instructor to the chair or division head. The grades shall then be reviewed and approved following the divisional review procedure. Grades shall not be reported or released to students as official until the divisional review procedure has been carried out. The divisional review constitutes final approval of grades except when grades are changed on appeal.

II.1 Divisional Review Committee

The Examinations Committee is the divisional review committee in the Faculty. It shall:

1. administer the implementation of the University Grading Practices Policy at the divisional level and oversee the general consistency of grading procedures with the division;
2. approve and administer the University's specific regulations concerning the grade scale or scales to be used, the assignment of non-grade designators for course work, classroom procedures and approved methods of evaluation;
3. review, adjust and approve course grades recommended by instructors. The grades recommended for any individual student in the professional faculties may be adjusted according to his or her performance in the course or program as determined by the committee. The divisional committee has the final responsibility for assigning the official course grade.

II.2 Classroom Procedures

To ensure that the method of evaluation in every course reflects appropriate academic standards and fairness to students, divisional regulations governing classroom procedures must be consistent with the practices below.

1. As early as possible in each course (and no later than the division's last date for course enrollment) the instructor shall make available to the class, and shall file with the division or department, the methods by which student performance shall be evaluated. This should include whether the methods of evaluation shall be essays, tests, examinations, etc., the relative weight of these methods in relation to the overall score, and the timing of each major evaluation.
2. After the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of two-thirds of the students enrolled in the course. Any changes shall be reported to the B.P.H.E. Program Office.
3. Student performance in a course shall be assessed on more than one occasion. For any course under the jurisdiction of this Faculty, the following regulations apply: 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 mark can be set within two weeks of the last class or end of term.
4. In courses that meet regularly as a class there shall 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 shall be indicated to the student. In the case of a written examination, the value shall be indicated on the examination paper.
5. Commentary on assessed term work and time for discussion of it shall be made available to students.
6. At least one piece of term work which is a part of the evaluation of a student performance, whether essay, lab report, review, etc., and is worth at least 5% of the final mark, shall be returned to the student prior to the last date for withdrawal from the course without academic penalty.
7. Grades shall be recommended by the instructor in reference to the approved grade scales on the basis of each student's overall performance.
8. Failing examination papers must be re-read by the examiner before the final marks are reported.
9. All final examinations are to be retained by the instructor or the Undergraduate Program Office for a minimum of six months.

Note:

1. Exemption of courses from these regulations must be approved by the examinations committee which will apply criteria determined by the Curriculum Committee.

II.3 Procedures in the Event of Disruptions Principles

The following principles shall apply in the event of disruption of the academic program:

- The academic integrity of academic programs must be honoured; and
- Students must be treated in a fair manner recognizing their freedom of choice to attend class or not without penalty.

PROCEDURES

1. The Vice-President and Provost, or the Academic Board, shall declare when a disruption of the academic program has occurred. The Provost shall take steps to inform the University community at large of the changes to be implemented, and will report to the Committee on Academic Policy and Programs regarding the implementation of the procedures and changes to the status of the academic programs.
2. Individual instructors or multi-section coordinators responsible for courses that are disrupted shall determine, as the disruption proceeds, whether any changes to classroom procedures are needed to complete the course.
3. Changes to the classroom procedures should, where possible, first be discussed with students prior to the class in which a vote of the students present on the proposed changes is to be taken. Changes agreed upon by consensus should be forwarded to the department or division with a report on the attendance at the class where the vote was taken.
4. Where consensus on changes has not been arrived at, or where a vote is not feasible, the instructor, after the class discussion, will provide the division head or chair of the department in multi-departmental faculties, with his or her recommendation, along with the results of any classroom votes. The chair or division head shall then make a decision.
5. Where classes are not able to convene, the instructor, with the prior approval of the chair in multi-departmental faculties or the division head, shall make changes deemed necessary to the classroom procedures. In the absence of the instructor such changes will be made by the divisional head and require the approval of the Provost. Where courses are to be cancelled, approval of the divisional council is required. If the divisional council cannot meet, approval of the division head, or in the absence of the division head, the approval of the Provost, is required.
6. Students must be informed of changes to classroom procedures. This may be done by circulating the changes in writing to the class, posting in the departmental and faculty offices, reporting to the divisional council, as well as listing in the campus press. Should classes resume, students must be informed, at class, of any changes made during the disruption.
7. Where a declared disruption occurs in a specific course after the last date to drop courses for the academic term or session, students who do not wish to complete the course(s) during that term or session may, prior to the last day of classes, withdraw without academic penalty. Such students shall receive a full refund of the course tuition fee.
8. Where students have not attended classes that are meeting, they nonetheless remain responsible for the course work and meeting course requirements. However, where possible, reasonable extension of deadlines for the course requirements, or provision of make-up tests shall be made and reasonable alternative access to material covered should be provided.
9. A student who considers that a disruption has unreasonably affected his or her grade in a course may appeal the grade following the procedures as set out on Calendar page 30. If the petition is approved, the student's original grade will be replaced by either an assessed grade or by a grade of CR/NCR, or as deemed appropriate in the particular circumstances.

II.4 Assessment in Clinical and Field Settings

Divisions may make reasonable exemptions to the classroom procedures described above in circumstances such as field or clinical courses where adherence to these procedures is not possible. Nevertheless, it is obligatory that the assessment of the performance of students in clinical or field settings should be fair, humane, valid, reliable and in accordance with the principles enunciated in the University Grading Practices Policy. Accordingly, where a student's performance in a clinical or field setting is to be assessed for credit, the evaluation must encompass as a minimum:

- a) 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;
- b) a mid-way performance evaluation with feedback to the student;
- c) written documentation of the final assessment.
- d) In addition, for such clinical and field experiences, 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. Any exception from the above would require a divisional request with explanation for approval by the Governing Council.

II.5 Grade Review and Approval Process

The following principles and procedures shall govern the grade review and approval process.

1. The distribution of grades in any course shall not be predetermined by any system of quotas that specifies the number or percentage of grades allowable at any grade level.
2. However, a division may provide broad limits to instructors setting out a reasonable distribution of grades in the division or department. Such broad limits shall recognize that considerable variance in class grades is not unusual. The division may request an explanation of any grades for a course that exceed the limits and hence appear not to be based on the approved grade scales or otherwise appear anomalous in reference to the Policy. It is understood that this section shall only be used when the class size is thirty students or greater. Each division shall make known in the divisional Calendar the existence of any such limits.
3. The criterion that the Divisional Review Committee shall employ in its evaluation is whether the instructor has followed the University Grading Practices Policy. The Review Committee shall not normally adjust grades unless the consequences of allowing the grades to stand would be injurious to the standards of the University, or the class in general.
4. Membership on the Divisional Review Committee may include students but should not include members of the divisional appeals committees.
5. Where grades have been adjusted by a divisional committee, the students as well as the instructor shall be informed. On request, the students or the instructor shall be given the reason for the adjustment of grades, a description of the

methodology used to adjust the grades, and a description of the divisional appeal process.

6. Where the Examinations Committee changes course grades, the Undergraduate Program Office shall be so informed. The Undergraduate Program Office shall then relay this information, upon request, to the students or the instructor with a description as to the reason for the change and the methodology used.
7. Past statistical data, including drop-out rates, mean arithmetic average, etc., should be provided to the Divisional Review Committee as background information where available. The Committee will not use this information exclusively to judge whether a specific grades distribution is anomalous. Rather, the information should provide part of the basis for an overall review of grades in a division.
8. Where class grades have been changed, or when the Divisional Review Committee had reservations about the grades, the issue will be taken up with the instructor by the division head, with a view to ensuring that the Grading Practices Policy is followed in future.

II.6 Appeal

Every division shall establish divisional appeal procedures. Students may appeal grades according to the procedures established for that purpose in the division. The appeal may be made whether marks have been altered by the review process or not. These procedures are outlined on page 30 of the Calendar, and are also available upon request at the Undergraduate Program Office.

II.7 Student Access to Examination Papers

- All divisions 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.
- All divisions should provide students with the opportunity within a reasonable time to review their examination paper where feasible. A recovery fee should be set to cover administrative costs including photocopying where feasible.
- All divisions should provide, in addition to the customary re-reading of papers and the rechecking of marks, the opportunity for students to petition for the re-reading of their examination where feasible. A cost recovery fee should be set and returned where appropriate.

II.8 Conflict of Interest

Where the instructor or a student has a conflict of interest, or is in a situation where a fair and objective assessment may not be possible, this should be disclosed to the chair or division head who shall take steps to ensure fairness and objectivity.

Designators and other Non-grade Symbols Approved for Reporting Course Results

AEG: Aegrotat standing granted on the basis of term work and medical or similar evidence where an alternative examination is not possible. Where a student petitions with documentation, an alternative examination will normally be arranged (“SDF”). AEG is assigned by a divisional committee upon approval of a student’s petition. Maximum allowance of “AEG” standing is two full courses. It carries credit for the course 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.

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 enrollment 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 Examinations Committee upon approval of a student’s petition or an instructor’s recommendation. It carries no credit for the course and is not considered for averaging purposes. Students must successfully petition for consideration to complete course work beyond the last day of the final examination period of the term in question to receive “SDF” status in a course. Generally accepted petitionable circumstances will apply to petitions regarding late completion of course work. Such petitions must be submitted by the last day of the Final Examination period for the course(s) in question. “SDF” may be replaced by the earned grade if the student completes the course work before the expiry of a specific extension period decided by the Examinations Committee at the time of assignment of the designator. Failure to complete the required material within established deadlines will result in the assignment of a course grade based on the work completed to that point. Students with SDF(s) may not be permitted to register in September until the pertinent courses have been satisfactorily completed and students’ academic eligibility to continue has been confirmed. Courses with SDF standing do not satisfy pre-requisite requirements.

WDR: Withdrawn without academic penalty, WDR, is assigned by the Examinations Committee upon approval of a student’s petition for late withdrawal from a course. 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 the Admissions Committee to students entering with Advanced Standing or by the Examinations Committee to continuing students who wish to receive credit for summer or evening courses done at another university. 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 (on page 36)
- the grade point value earned in each academic full course and one-half the grade point value earned in each academic half course 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 - May) 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 Physical Education and Health 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.

CTEP Academic Requirements

Starting in a student's second audited year the requirement to remain in the CTEP program is to maintain a cumulative grade point average (CGPA) of at least 2.5. Students not meeting this requirement will be placed on 'probationary status'. Such students must at minimum maintain an annual grade point average (AGPA) of 2.5 or be removed from the CTEP program and may continue in the BPHE-only degree program. Note: students will have to ultimately achieve a cumulative grade point average (CGPA) of 2.5 to be eligible to graduate. The BPHE academic requirements will also apply to all students enrolled in the CTEP program.

B.P.H.E. 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 counsellor at our Undergraduate Program 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.

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.

Suspension: A student on probation who has not previously incurred a suspension will be placed on a one year suspension following a scheduled academic audit if his/her fall/winter annual academic GPA is below 1.7 regardless of the number of courses attempted. 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.

Expulsion: A student who incurs a third suspension will be denied further enrollment in the Faculty.

Student Services and Resources

Officers of the University

A list of officials of the University of Toronto can be found at:
<http://www.governingcouncil.utoronto.ca/assetfactory.aspx?did=3894>

Koffler Student Services Centre

Many of the student support resources are housed in the Koffler Student Services Centre at 214 College Street: The Bookstore, Career Centre, Counselling and Learning Skills Service, Health Service and Psychiatric Clinic, and Housing Service. A full listing of the student services offered by the University of Toronto is available at <http://www.studentservices.utoronto.ca/>

Career Centre

416-978-8000

214 College Street, Koffler Student Services Centre
www.careers.utoronto.ca

The Career Centre offers career development workshops and individual appointments, an Extern (job shadowing) program, employment, internship and volunteer listings, and an Extern job shadowing program. Also check out the Career Resource Library, Resume Clinic and Practice Interviews. Signup for Career Centre events and services is offered through the Career Centre's website at: <https://www.careers.utoronto.ca/st/welcome.asp>. Please note that you must be a registered Career Centre user and be logged on to their website to access event and service signup.

Counselling and Learning Skills Service

416-978-7970

214 College Street, Koffler Student Services Centre
www.calss.utoronto.ca

Counselling and Learning Skills Services offers personal counselling and psychotherapy as well as assault counselling and education. Also offered are individual assistance and lectures on learning skills, exam and performance anxiety workshops, and a learning skills drop-in centre. Registration in person is required for some CALSS programs and services. If you have any questions about this procedure or how to access any other CALSS programs, please call the reception desk at 416-978-7970.

Health Service

416-978-8030

214 College Street, Koffler Student Services Centre
www.utoronto.ca/health/

Health Service offers a wide range of services for U of T students and their partners. Physician services include comprehensive medical care, counselling and referrals. Nurses provide information and a range of services including dressing care, immunizations and travel health education. Comprehensive sexual health assessment, care and counselling is available, including contraception counselling, prescriptions and products. Health Service is a designated Health Canada Travel Medicine Clinic and offers a complete travel immunization and education program for students. Diagnostic lab facilities are also available. If you have questions about how to access any Health Service programs, please call the reception desk at 416-978-8030.

Psychiatric Service

416-978-8070

214 College Street, Koffler Student Services Centre
www.utoronto.ca/psychservices/

The Psychiatric Service offers assessment and treatment for students with emotional and psychological concerns. The Psychiatric Service is staffed by clinicians who provide individual, couple and group therapies. It is a confidential service fully covered by OHIP and other health insurance plans. Please call 416-978-8070 or come in person to the Psychiatric Service to make an appointment. No referral is necessary.

Accessibility Programs & Services for Students with a Disability

Voice: 416-978-8060

TDD: 416-978-1902

Robarts Library, 1st Floor (ground entrance off St. George St.)
 130 St. George Street

<http://www.studentlife.utoronto.ca/accessibility.htm>

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.

Services provided include:

- alternative test & examination arrangements
- notetaking services
- sign language interpreters
- on-campus transportation (St. George Campus only)
- adaptive equipment & assistive devices
- alternative format for printed materials
- information & resource materials on health conditions & - disability related issues
- liaison with academic & administrative units within the University & with off-campus agencies.

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.

Walk Safer Service

416-978-7233

www.utoronto.ca/walksafer/

Walk Safer is a service provided by the Campus Community Police or student escort service. Students, staff and faculty can request for someone to walk with at night to locations on the U of T Campus such as between campus buildings, to parking lots, and TTC transit stops near the campus. To request for service, call 416-978-7233. Service is available Mondays to Fridays, 7:00 p.m. to 12 a.m. from September to April.

Office of the University Ombudsperson

416-978-4874

222 College Street, Suite 161

www.utoronto.ca/ombudsperson/

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.

Family Care Office

214 College Street, Koffler Student Services Centre

www.familycare.utoronto.ca

The Family Care Office offers guidance, information, referrals and advocacy on child care, elder care, and programs in the community for families. Workshops and discussion groups on child care, parenting, and elder care are available. There is also a Resource Centre containing practical material on family issues ranging from pregnancy and infant care to lesbian and gay parenting and caring for elderly family members. Registration in person is required for some Family Care programs and services. If you have any questions about this procedure or how to access any other Family Care programs, please call the reception desk at (416) 978-0951.

Colleges

It is possible for students registered at the Faculty of Physical Education and Health 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.

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 the Office of Student Affairs, 416-978-5536.

Eligibility for recognition is assessed annually. The constitutions of every society or association, and all subsequent amendments to such constitutions, shall be submitted to the appropriate Administrative Officer for perusal. The objectives and activities of groups seeking recognition should be seen as attempting to contribute to the educational, recreational, social or cultural values of the University. Membership in groups should be open to all

members of the University community without restriction on the grounds of national origin, race, religion, colour or sex. Status as non-voting members may be extended to interested persons from outside the University.

Sexual Harassment Office

416-978-3908

40 Sussex Avenue, 3rd Floor

www.utoronto.ca/sho/

The Sexual Harassment Office handles complaints of harassment based on sex or sexual orientation at the University of Toronto. Sexual harassment is unwanted sexual attention or unwanted emphasis on your sex or sexual orientation. It includes any unwelcome pressure for sexual favours, any comments, gestures or other conduct which places an offensive focus on the sex or sexual orientation of another person, and any gender-based conduct that is directed at you and that creates an intimidating, hostile or offensive working or learning environment for you.

The University's Sexual Harassment Policy sets out a complaints procedure to deal with both formal and informal complaints, provides for counseling and mediation, and outlines a range of disciplinary measures up to and including dismissal or expulsion. The Sexual Harassment Office provides information and educational resources to all students, staff, and faculty, and handles complaints on an impartial and confidential basis. Meetings are by appointment.

Publicity

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

Student Housing - University of Toronto416-978-8045 email: housing.service@utoronto.ca

214 College Street, Koffler Student Services Centre

<http://link.library.utoronto.ca/studenthousing>

The Student Housing Service provides residence information, a registry of off-campus housing, information on landlord and tenant rights, emergency housing referrals, and functions as the admissions and community development office for student family housing on the St. George Campus.

On-Campus Single Student Residences

Student Housing is guaranteed for all full-time students entering their first year of university in an undergraduate program, whether they live inside or outside Toronto, who are offered admission by July 1st and who have indicated their interest in residence on their application for admission. Students applying to an undergraduate program at the Faculty of Physical Education and Health must indicate their interest in residence on their OUAC application. They will receive a supplementary residence application with their Offer of Admission, on which they will rank their student housing preferences. Visit the Student Housing web site: <http://link.library.utoronto.ca/studenthousing> for details on the various residences available or go to the Student Housing Office, to speak with staff or use the Residence Information Computer Terminal.

Off-Campus Housing

The Student Housing Service maintains a registry of available off-campus housing advertised by private landlords and by students seeking others to room with them. The registry is available in the Student Housing Office, as well as on the web. There is a wide range of resource material and services available. Bring your TCard or letter of acceptance in order to access the Service. Students are advised to meet with the landlord and inspect the premises before entering any agreement.

Student Family Housing

416-978-8049

35 Charles Street West, Front Office

<http://link.library.utoronto.ca/studenthousing>.

Student family housing is available in 710 apartments on the St. George campus. Priority for these unfurnished apartments is given to student families. The term “family” refers to students residing with their dependent children and to childless couples in a permanent relationship. The waiting period ranges from one to 2 years, depending on the type of accommodation requested. It is advisable to apply as soon as you are seriously considering attending the University.

Community Safety Office

www.communitysafety.utoronto.ca

21 Sussex Ave., 2nd floor

416-978-1485

The Community Safety Office addresses personal and community safety issues for students, staff and faculty across all three campuses. They can assist with issues such as personal safety, harassment, stalking, abusive relationships, assaults, bullying, self defense courses and much more. They offer workshops, and other resources. All consultation are confidential.

International Student Centre

www.isc.utoronto.ca

33 St. George Street

416-978-2564

The goal of the ISC is to provide services that promote and support international education at the University. All members of the University community are welcome to come to the ISC and meet in a relaxed and informal atmosphere. Services include health insurance (UHIP), cross cultural counseling, transition programs, pre-arrival information, reception service and orientation events, newsletters, English conversation programs, work and study abroad, visa and immigration, advice on non-academic concerns, and cultural and social programs.

Varsity Blues Intercollegiate Athletics

Men and women have been wearing the distinctive blue and white uniforms of the Varsity Blues for over a century. Being a Varsity Blues athlete gives students a sense of belonging and pride that is unique in the University of Toronto community. The Varsity Blues intercollegiate program is one of the largest and most successful university sport programs in North America.

Offering 44 men’s and women’s teams in a total of 27 sports including baseball, basketball, field hockey, football, ice hockey, soccer and volleyball, the University of Toronto Varsity Blues

legacy and experience are unmatched at a Canadian university. 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. More than 850 students wear the recognizable blue and white uniform of the Varsity Blues and earn the right to represent U of T locally, provincially, nationally and internationally.

U of T students can play varsity sport and be active fans of the Varsity Blues. U of T students get free admission to all regular season home games. Varsity Blues sports are a great on campus activity for students. For more information on playing watching or working with the Varsity Blues check out www.varsityblues.ca

Intramural Athletics

If you’re not interested in being a Varsity Blue but want to participate in organized sports consider U of T Intramurals! The Faculty of Physical Education and Health administers the U of T Intramural program and has been among the program’s most successful participants. More than 10,000 students participate in a variety of men’s, women’s and coed leagues and tournaments. These leagues and tournaments have multiple divisions of skill to accommodate all participants. The goal of the intramural program is to offer “Something for Everyone”, and present a wide range of sports to meet the diverse interests of the student population ranging from hockey to ultimate frisbee, soccer to innertube waterpolo. With a long and storied history, the heart of the intramural program lies with the competing units, the colleges and faculties. Students have the opportunity to develop leadership skills in the physical recreation setting. Numerous job employment opportunities are also available within the intramural program, including officiating and office administration. These opportunities complement and enhance the quality of the student’s overall university experience.

<http://www.uoftintramurals.ca/>

Instructional Courses

Instruction programs at the Faculty of Physical Education and Health involve a broad range of activities from introductory to masters in aquatics, dance and active integration and sport. Students can participate in all programs from learning to teaching and coaching activities. For more information on the variety of instruction programs check www.physical.utoronto.ca or call 416-978-3436.

Athletic Centre

The home to the greatest variety of athletic activities on the St. George Campus, the Athletic and Physical Education Centre (AC) is the main athletic and activity facility for the University of Toronto and houses four gyms; Field House with a 200m indoor track and four multi-purpose courts; Strength and Conditioning Centre; dance studio; North American and English squash courts; Olympic and 25yd pool; fencing salle; indoor golfing facility and the MacIntosh Sport Medicine Clinic.

Varsity Arena

Built in 1926, Varsity Arena is home ice for the men's and women's Varsity Blues hockey teams, the Blues figure skating program, intramural hockey and the community based University Skating Club.

Varsity Centre

The Varsity Centre is a state-of-the-art facility which includes a 5,000-seat stadium, 400m eight-lane track, state-of-the-art artificial turf field and a dome for winter use. When all phases are complete, Varsity Centre will encompass an integrated high performance and teaching facility, where research informs teaching, coaching, co-curricular sports, general physical activity and community outreach.

Fields

The University of Toronto's St. George Campus has a variety of natural grass fields for recreation and competitive sport use including Front Campus, Back Campus and Robert Street Field.



Scholarships, Awards and Academic Prizes

To be eligible for a scholarship, a student must be carrying a full load of academic, activity and ODP courses for the year under consideration, when the Examinations Committee 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 during the Faculty's Reception for Scholars in the fall.

ADMISSION SCHOLARSHIPS

University of Toronto Scholars Program - Admission Scholarships

The University of Toronto annually offers admission scholarships to secondary school students who apply to the university. No special application is needed.

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

A minimum of two entrance scholarships of \$3,000 each are awarded by the Admissions Committee 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.

Dean's Scholarship

The Dean's Scholarships recognize the outstanding calibre of students entering the undergraduate program who do not receive any other admission scholarship. Secondary school students with a 90% average or better entering 1st year will be considered for this \$1,500 award.

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.

Upper Year Honours

I. UNIVERSITY OF TORONTO SCHOLARS PROGRAM IN-COURSE SCHOLARSHIPS

The University of Toronto annually offers in-course scholarships (about \$1,500) to students on completion of their 1st, 2nd, or 3rd 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.

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.

PHE Alumnae and Alumni Scholarships

The student in each of the four years 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.

J. Harry Ebbs Achievement Awards

These awards were established by the PHEUA to encourage academic improvement and excellence among all undergraduates. They are given to second, third and fourth 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. 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 pathbreaking studies into Canadian fitness to be undertaken.

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, third and fourth year who have improved their overall academic percentage averages by the greatest amount based upon a full academic load.

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-Buchanan (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 upper year students include a 3.5 grade point average and a recognizable full course load. 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.

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 School. The scholarship is given to the graduating student with the highest cumulative academic average who has been admitted to the School of Graduate Studies at the University of Toronto. The presentation of the Scholarship is contingent upon enrollment in the program selected.

Barbara Drinkwater Award

The award was established to commemorate the awarding of a 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.

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.

III. LEADERSHIP AWARDS

The following are chosen 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. <http://www.ac-fpeh.com/>

All awards require completion of a minimum of two full academic terms at the University of Toronto by May 2009, and a minimum annual GPA of at least 2.5 ("B") in 2008-09 unless otherwise specified.

Juri V. Daniel In-Course Scholarships*

This award is made to a first, second and third year student who demonstrates qualities of leadership and has contributed to the Faculty. A minimum 3.5 grade point 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.

Peter Klavora Award*

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 FPEH undergraduate or graduate programs in support of a research presentation at an international academic conference during the year the award is made.

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.

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.

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. It is open to students of both genders. 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.

John Flowers Award

A four-time U of T graduate, John Flowers taught high school in Hamilton and Port Arthur prior to joining the faculties of Physical Education and Health and Education in 1986. John also gave tirelessly to his community, serving as an alderman for six years and as a hydro commissioner. 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.

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.

The Ena Reeve Memorial Bursary*

This bursary is awarded to a student enrolled in the BPHE program on the basis of financial need, academic merit and involvement in student leadership. It was established by Dr. William C. Reeve in honour of his mother Ena Reeve, a one-time record holder in the breast stroke and an active contributor to the Mermaid Swimming Club of Toronto.

Spirit of the Faculty Award*

This award is given to a student who has demonstrated pursuit of the mission of the Faculty through such activities as travel to pursue research, teaching or program related opportunities or volunteer services for these purposes. The award has been made possible by donations from alumni and friends.

Spirit of 0T3 Faculty Advancement Award

Established by the graduating class of 0T3, 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.

The Alumni Shield

The Alumni Shield was established by the alumni in 1965 on the 25th anniversary of the School, "in honour of 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 and their names are also engraved on the Shield which hangs in the Faculty. This Shield displays a replica of "The Olympic Shield of Athletic Sports" created by R. Tait McKenzie.

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. The winner will be given the opportunity to do her/his placement for PHE450Y in The Fitness Institute.

Kirk A.W. Wipper Award

This award is presented to a second or third year student who demonstrates enthusiastic involvement in the Outdoor Projects, leadership, willingness to help others and a concern for the natural environment. The recipient is entitled to attend an additional outdoor project at no expense. Kirk A.W. Wipper (4T8), Professor Emeritus in the Faculty, has been 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.

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 Raptors Foundation Awards*

These awards were donated by the Toronto Raptors Foundation to assist students in the academic program of the Faculty of Physical Education and Health 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 enrollment in the academic programs of the Faculty of Physical Education and Health, academic achievement 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.

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.

PHE Alumni Leadership Awards*

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

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

GOVERNMENT FINANCIAL AID

Full-time Students

The Ontario Student Assistance Program (OSAP) provides need-based financial assistance to Ontario residents who are Canadian citizens or permanent residents. Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans to assist with educational and living expenses. The Ontario Student Opportunity Grant provides partial forgiveness of loans on an annual basis for students who have incurred large debt loads.

Information concerning the eligibility and assessment criteria may be obtained from Admissions and Awards, University of Toronto (416-978-2190). Applications and information are also available via the Internet at: osap.gov.on.ca. 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. Admissions and Awards can provide addresses and, in many cases, application forms.

Queen Elizabeth II Aiming for the Top Scholarship

This scholarship is designed to recognize students who have shown academic excellence at the high school level, and to assist students with financial need. The value of the scholarship varies between \$100 and \$3,500 per academic year. Eligibility is based on academic merit, and the size of the award depends on the cost of your tuition fees and your financial need as determined by OSAP.

Canada Millennium Bursary

This bursary is available for full-time students who demonstrate the greatest financial need. To be considered, students must qualify for financial assistance in their province or territory. Indicate your wish to be considered for this Bursary on your OSAP, or appropriate provincial/territorial loan application form. For more information visit <http://www.millenniumscholarships.ca>. Maximum amount \$3,000 .

University of Toronto Work-Study Plan

This program is funded by the university and the Ministry of Training, Colleges and Universities and provides on-campus, part-time employment to students with financial need. Information and applications are available from Admissions and Awards. Work-Study positions are available within the Faculty for eligible candidates. Inquire at the Faculty's Centre for Leadership Training & Education.

Bursary for Students with Disabilities

Non-repayable assistance of up to \$8000 is available from the federal and provincial governments for OSAP recipients who have special educational expenses as a result of a disability. Contact Admissions and Awards for more information.

UNIVERSITY OF TORONTO FINANCIAL AID

The National Scholarship Program

Information about the 2008 University of Toronto National Book Award and Scholarship Program was sent to all Canadian high schools in the spring of 2007. Secondary schools are invited to nominate one student for the National Book Award. Students who are selected as National Book Award winners have the opportunity to submit an application to the National Scholarship Program. In addition, students who identify themselves as meeting the scholarship criteria are also invited to apply directly for the National Scholarship. Many, but not necessarily all, direct applicants will also receive the University of Toronto National Book Award. On the basis of the application criteria, approximately 30 students are selected as finalists. The finalists are invited to be guests of the University during the selection interviews which will be held in the spring of 2008. Approximately 15 of the finalists will be identified as U of T National Scholars. Those not designated as National Scholars will receive an Arbor Scholarship.

The National Scholarship will cover tuition and incidental fees for four years and residence in first year, and will include an additional, renewable, monetary award. The monetary award will range in value from \$2,000 to \$8,000 annually and will be determined on the basis of individual financial circumstances. Arbor Scholarships are renewable and have a value of \$5,000 in the first year and \$1,500 per year for three additional years of undergraduate study.

University of Toronto Scholars Program

This program recognizes outstanding University of Toronto students in any first degree course, both on admission and during their course of study (See pp. 44-45).



THE UNIVERSITY'S COMMITMENT

The University of Toronto is committed to the principle that students who are offered admission will have the financial support necessary to allow them to enter and complete their program. The commitment is based on the assumption that Canadian citizens/permanent residents will first access the government aid for which they are eligible. Financial need is assessed based on the Ontario Student Assistance Program (OSAP), because OSAP provides a uniform method of assessing student need. For students who are assessed by OSAP (or by another Canadian provincial government financial aid program) as requiring maximum assistance, and whose assessed need is not fully covered by government aid, the university will ensure that the full need is met.

University of Toronto Advance Planning for Students (UTAPS)

All full-time students who are Canadian citizens or permanent residents, in good academic standing and assessed by OSAP as requiring maximum assistance, and whose assessed need is not fully covered by government aid for the maximum OSAP or other government support will be automatically considered for this non-repayable grant. Students receiving funding from another province/territory or a First Nations band are also eligible for consideration. Students who do not meet the residence criteria for any province or territory should contact the Office of Admissions and Awards to discuss their residence history and financial situation in more detail with a counsellor. Students may do a self assessment on-line to obtain an estimate of the level of assistance. Full details on this program available at <http://www.utaps.utoronto.ca/>

AID FROM OTHER SOURCES

Faculty of Physical Education and Health Bursaries

Needy students may obtain applications and information from the FPEH Registrar's Office. Applications must be submitted by November 1st. Applications can be downloaded from the Office of Admissions and Awards website at:

<http://www.adm.utoronto.ca/fa/UndergraduateGrantApp.pdf>

OTHER BURSARIES AND AWARDS

A comprehensive list of other bursaries, recognition awards, and scholarships is available at www.adm.utoronto.ca/fa.

The U of T Noah Meltz Program of Financial Assistance

This program provides grants to assist part-time undergraduate students who have financial need. The program assists students who are ineligible to apply to the Ontario Student Assistance program (OSAP) because their course load is less the OSAP minimum of 60 %. Applications are available from the Office of Admissions and Awards.

Ontario Special Bursary Plan

This program provides up to \$2,500 per year (September to August) in non-repayable bursary assistance for students enrolled in less than 1.5 credits per term. Students eligible for this program are those pursuing their first degree, receiving social assistance as a result of a disability or family situation and unable to study full-time for these reasons. The program provides funding for educational costs only such as tuition fees, books, travel and babysitting. There is limited budget for this provincial program.

Fees and Financial Requirements

Academic and Incidental Fees

During the summer, each student will be sent a fees statement 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 first payment of fees in order to confirm their enrollment in courses.

The fees charged to part-time students will be based on the number of courses in which the student is enrolled.

Full fee and refund schedules are available in the FPEH Registrar's Office or on the Student Accounts website: www.fees.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 an interest rate of 1.5% per month (19.56% per year) on any outstanding balance starting November 15th, and each 15th of the month thereafter.

Outdoor Project Fee

The cost ranges from \$190-\$265 for each outdoor project. ODP301H and ODP302H also requires 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 Calendar	\$4.00
Replacement of photo TCard	\$12.00
Copy of record	\$15.00 *
Official Transcript	\$10.00 *
Duplicate receipts for tax purposes	\$5.00
Miscellaneous letters	\$7.00 *
Petition to late add/delete	\$10.00
Copy of an examination	\$15.00 *
Petition to reread examination	\$35.00 **
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	\$32.00 *
Transfer Credit Evaluation	\$30.00
Late registration:	
• first day	\$43.00
• each additional day	\$5.00
Re-registration	\$24.00
Course confirmation	\$7.00
Replacement diploma or certificate (plus cost of postage)	\$51.00
Library Fines:	
- lost book	\$145.00
- lost bound serial	\$245.00
- lost unbound serial	\$75.00
- damaged book or serial	\$45.00
- overdue fines:- books/serials (per day per item)	\$0.50
- short term loan books/serials (per hour per item)	\$0.50
- short term loans beyond 24 hrs. (per day per item)	\$7.50
- reserved/recall books/serials (after 7 days notice: per day per item)	\$2.00
- software (per day)	\$5.00
CTEP Placement Fees:	
- Year 1	\$150.00
- Year 2	\$150.00
- Year 3	\$150.00
- Year 4	\$450.00
- Year 5	\$450.00

* 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.

Canadian and International Exchange Opportunities

The University of Toronto has an ever-increasing number of student exchange programs for which students in Physical and Health Education are eligible. As a general rule, students interested in studying elsewhere are encouraged to do so in the third year of enrollment. Not all courses offered will be accepted by the University of Toronto for credit. Students are advised to consult with the FPEH Undergraduate Office regarding their course selections.

Under the direction of the Director for the International Liaison and Exchanges, the International Student Exchange 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 International Student Exchange Office. 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, McMaster University, Queen's University, Université Laval, Université de Montréal, University of Alberta, University of British Columbia, University of Waterloo and The University of Western Ontario.

Canadian Universities Study Abroad Program offers two study abroad programs. One at Herstmonceux Castle in East Sussex, England and the second in Nantes, France. For more information contact the International Student Exchange Office.

For more information, deadline dates, and application forms, contact:

International Student Exchange Office
 Room 202, Koffler Student Services Centre
 214 College St., Toronto, ON. M5T 2Z9
 Tel: (416) 946-3138, Fax: (416) 978-6110
 e-mail: student.exchange@utoronto.ca
 website: www.utoronto.ca/student.exchange

International Student Conference on the Sport Sciences

Every other year, the Faculty sends two third or fourth year students to the International Student Conference on the Sport Sciences at the Semmelweis University, Faculty of Physical Education, Budapest, Hungary. The next Conference is expected to take place in April/May 2010. The Faculty's representatives will be chosen from an essay competition in which evidence of a solid understanding of the relevant literature, critical analysis of a problem/issue and/or original research will be sought. Applications will be available in the fall of 2009. Full-time, part-time and special students are eligible to apply. For further details contact the FPEH Undergraduate Office.

The Bertha Rosenstadt National Undergraduate Conference

The Faculty of Physical Education and Health 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 PHE390Y/490Y/491H are required to participate.



Graduate Studies in Exercise Sciences

The Graduate Department of Exercise Sciences offers degree programs leading to the MSc and PhD degrees. Study may concentrate on one of the following specialities:

- Metabolic and endocrinological aspects of physical activity
- Muscle physiology and biochemistry
- Psychological aspects of sport and physical activity
- Psychophysiology of exercise and stress
- Socio-cultural aspects of physical activity
- Development through sport
- Media
- Gender and health
- Physical activity promotion
- Sociology of sport and physical activity

The Graduate Department of Exercise Sciences prepares students for careers as research scientists, public policy analysts, teachers, and college and university faculty. Our graduate curriculum helps students pursue Master of Science (MSc) and Doctor of Philosophy (PhD) degrees in the broad areas of behavioural, sociocultural and biophysical studies. Our faculty members' interests range from molecular biology to health communication. For more information visit: www.physical.utoronto.ca

The University of Toronto has a strong commitment to student financial aid. For more information on funding and scholarships visit: www.ac-fpeh.com/academic/grad/

Admission requirements and all information concerning application to the Department of Exercise Sciences is available on-line at: www.ac-fpeh.com/academic/grad/

Ontario Graduate Scholarships

The Government of Ontario provides a number of scholarships for graduate studies. These are tenable at any Ontario university and can provide funding for two to three terms. The value of the scholarships is established by the Government of Ontario. The 2007-08 value of the OGS was \$5,000 per term. Apply early! Applications can be obtained at osap.gov.on.ca.

The application deadline is established by each department, but is generally early fall of the year prior to graduation.

Many other scholarships, fellowships and bursaries are available for graduate studies. These are listed and described in the School of Graduate Studies Calendar and on their website www.sgs.utoronto.ca. For more information contact the School of Graduate Studies, 63/65 St. George Street, Toronto, Ontario M5S 2Z9, (416) 978-6614.





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University of Toronto Policies

Students are strongly urged to become fully aware of the contents of this Calendar, as it is the responsibility of the student to know the published regulations of the Faculty. Failure to observe the regulations and deadlines can have adverse effects upon final marks and/or graduation.

Admission Requirements

The possession of minimum admission requirements does not in itself guarantee admission to the Undergraduate Programs offered by the Faculty of Physical Education and Health, University of Toronto. The University reserves the right to determine whether or not the credentials of high schools and degree-granting institutions in Ontario and the content of individual courses within those institutions meet the standards for admission to University of Toronto programs.

Changes in Programs of Study

The programs of study that our Calendar lists and describes are available for the year(s) to which the Calendar applies. They may not necessarily be available in later years. If the University or the Faculty must change the content of programs of study or withdraw them, all reasonably possible advance notice and alternative instruction will be given. The University will not, however, be liable for any loss, damages, or other expenses that such changes might cause.

Changes in Courses

For each program of study offered by the University through the Faculty, the courses necessary to complete the minimum requirements of the program will be made available annually. We must, however, reserve the right otherwise to change the content of courses, instructors and instructional assignments, enrollment limitations, pre-requisites and co-requisites, grading policies, requirements for promotion, and timetables without prior notice. The most current course offerings are those indicated on the timetables available at the beginning of each term.

Changes in Regulations and Policies

As members of the University of Toronto community, students assume certain responsibilities and are guaranteed certain rights and freedoms. The University has several policies that are approved by the Governing Council and which apply to all students. Each student must become familiar with the policies. The University will assume that he or she has done so. The rules and regulations of the Faculty are listed in this calendar. In applying to the Faculty, the student assumes certain responsibilities to the University and the Faculty and, if admitted and registered, shall be subject to all rules, regulations and policies cited in the calendar, as amended from time to time. All University policies can be found at: www.governingcouncil.utoronto.ca/policies.htm
More information about students' rights and responsibilities can be found at http://www.students.utoronto.ca/The_Basics/Rights_and_Rules.htm

Enrollment Limitations

The University makes every reasonable effort to plan and control enrolment to ensure that all of our students are qualified to complete the programs to which they are admitted, and to strike a practicable balance between enrolment and available instructional resources. Sometimes such a balance cannot be struck and the number of qualified students exceeds the instructional resources that we can reasonably make available while at the same time maintaining the quality of instruction. In such cases, we must reserve the right to limit enrolment in the programs, courses, or sections listed in the calendar, and to withdraw courses or sections for which enrolment or resources are insufficient. The University will not be liable for any loss, damages, or other expenses that such limitations or withdrawals might cause.

Copyright in Course Lectures

If a student wishes to tape-record, photograph, video-record or otherwise reproduce lecture presentations, course notes or similar materials provided by instructors, he or she must obtain the instructor's written consent beforehand. Otherwise, all such reproduction is an infringement of copyright and is absolutely prohibited. In the case of private use by students with disabilities, the instructor's consent will not be unreasonably withheld.

Student Number/Person I.D.

Each student at the University is assigned a unique identification number. The number is confidential. The University, through the Policy on Access to Student Academic Records, strictly controls access to student numbers. The University assumes and expects that students will protect the confidentiality of their Person I.D.s.

Fees and Other Changes

The University reserves the right to alter the fees and other charges described in the Calendar.

Notice of Collection concerning Freedom of Information and Protection of Privacy

The University of Toronto respects students' privacy. Personal information that you provide to the University is collected pursuant to section 2(14) of the University of Toronto Act, 1971. It is collected for the purpose of administering admissions, registration, academic programs, university-related student activities, activities of student societies, financial assistance and awards, graduation and university advancement, and for the purpose of statistical reporting to government agencies. At all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. If you have questions, please refer to www.utoronto.ca/privacy or contact the University Freedom of Information and Protection of Privacy Coordinator at 416-946-7303, McMurrich Building, Room 201, 12 Queen's Park Crescent West, Toronto, ON, M5S 1A8. An expanded version of this Notice can be found at www.fippa.utoronto.ca/policy/nocccx.htm

Further information can be obtained from the Undergraduate Program Office:
Faculty of Physical Education and Health, University of Toronto
55 Harbord Street, Toronto, Ontario, Canada M5S 2W6
Tel. 416-978-3436 Fax 416-971-2118
www.physical.utoronto.ca e-mail: undergrad.peh@utoronto.ca

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Ideas are shared here

Physical educators prep

Health happens here

Energy abounds here

Team spirit builds here

Discoveries are made here

Students study and play here

Bodies move here

Success develops here

Ideas are shared here

Goals are reached here

Dreams are realized here

Friendships are formed here

Physical educators prepare here

Kinesiologists are taught here

Change is promoted here

Self-awareness develops here

Professors and students research here

Friendships are formed here

Team spirit builds here

Bodies move here

Energy abounds here

Students study and play here

Discoveries are made here



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