



FACULTY OF PHYSICAL EDUCATION AND HEALTH UNDERGRADUATE PROGRAM CALENDAR **2011/2012**



UNIVERSITY OF TORONTO
FACULTY OF PHYSICAL EDUCATION & HEALTH

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A Message from the Dean

Welcome to the 2011-2012 academic session.

Drawing upon more than a century of U of T leadership and achievement in physical education, health, kinesiology, athletics and recreation, the Faculty of Physical Education and Health offers four degree programs: Bachelor of Physical and Health Education, Bachelor of Kinesiology, M.Sc., and Ph.D. We also offer a concurrent teacher education program (CTEP) in partnership with the Ontario Institute for Studies in Education here at U of T. Through diversified curricular offerings our students can develop and explore knowledge about the significance of physical activity from behavioural, biophysical and physical cultural perspectives.

The multidisciplinary curriculum provides students with the skills necessary for a lifetime of learning and leadership in a rapidly changing world. Public attention has never been more attuned to what is generally acknowledged as a worldwide crisis of physical inactivity, with serious consequences for our personal health, our healthcare system, and our society as a whole. The B.P.H.E. and B.KIN. degree programs are designed to provide students with the foundation of knowledge and critical thinking skills to help address these difficult challenges.

Our undergraduate programs are accredited in both kinesiology and physical education teacher preparation by the Canadian Council of University Physical Education and Kinesiology Administrators. In addition to academic course work, students engage in physical activity classes. These classes provide important opportunities for applying and demonstrating the theories that are learned in the classroom; moreover, they provide an opportunity to practice what we preach about the importance of physical activity for our physical, cognitive and emotional health.

We encourage students to take advantage of internship opportunities made available 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.

Outstanding professors, staff and facilities are key strengths of our program. All courses are taught by accomplished scholars and scientists who bring their scholarship and research expertise into their classrooms and teaching labs. Our students also have access to the unrivaled resources of the entire University of Toronto, including Varsity Centre, a state-of-the-art 'sport for all' facility that greatly expands the sport and recreation opportunities available to all U of T students.

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

With best wishes,

Ira Jacobs, DrMedSc
Dean, Faculty of Physical Education & Health



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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 physical cultural bases of physical activity and health, and the skills necessary for a lifetime of learning and leadership in a rapidly changing world. We also equip our graduates with the ability to conduct research, to take up the major social challenges facing the profession, especially the challenges of equity and diversity within the domain of physical activity.

The Faculty offers a B.P.H.E. degree program in physical and health education, a B.KIN. degree program in kinesiology, a concurrent teacher education program (CTEP) in partnership with OISE/UT.

The Faculty also offers 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. and B.KIN. students:

- acquire the skills and habits of critical thinking and research,
- acquire knowledge relevant to the understanding of human physical activity and health in Canadian society,
- maintain a high level of personal fitness and develop the knowledge and skills to promote physical activity as a means to good health,
- develop the knowledge and skills of effective leadership in the broad field of physical and health education,
- 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 gymnasias 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.).

In September of 2010, the Faculty revised the curriculum of the B.P.H.E. degree program and introduced a new B.KIN. degree program. These changes were designed to position our Faculty more clearly in the changing landscape of our field to strengthen the preparation of future kinesiologists/health professionals and the preparation of future physical and health educators. There is growing public pressure to ensure the delivery of quality daily physical education to young people within the public school system, thus increasing the demand for physical education specialists. There is also a growing awareness of the role of physical activity/exercise in the prevention and treatment of the leading causes of illness and death. Kinesiology refers to the study of human movement in the broadest sense and as such involves an integrated range of knowledge spanning the biophysical, psychological, and physical cultural areas of study. The revised Bachelor of Physical and Health Education and new Bachelor of Kinesiology will strengthen our curriculum in both Kinesiology and Physical and Health Education while maintaining a multidisciplinary, discipline-focused curriculum in both programs.

Today, approximately 680 undergraduate and 50 graduate students are enrolled in the Faculty's degree programs, and over 77,070 students are eligible for the co-curricular programs.

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

The Program

The Faculty of Physical Education and Health offers an undergraduate program that provides a multidisciplinary 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.

The B.P.H.E. and B.KIN. programs consist of four interrelated parts:

The academic component consists of 20 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 physical cultural bases of physical activity and health. In third and fourth year, students may apply their learning and experience to professionally-supervised 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 practicum 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 the first and second years, students take one required core rotation. The first-year rotation consists of a foundation course in fitness and human movement; the second-year skill development rotation addresses basic aquatics, dance, gymnastics, run/jump/throw and fitness principles. In the third and fourth years, all students participate in required courses in movement, fitness and neuromuscular conditioning. Depending on the degree program, students also complete required and optional courses with a focus on issues like pedagogy, games, aging, neuromuscular challenges, and fitness.

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 four years.

The professional placement courses are designed to meet the Faculty's objective of developing leaders within the broad fields of physical education, health, and kinesiology. 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. and B.KIN. programs. 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 and practicum 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 2011-2012

FALL TERM 2011

June 30	..... Last date for special students to apply for Fall 2011 admission (spaces permitting)
July 1	..... Canada Day Holiday - University closed
July 5	..... Last date for suspended students to apply for readmission
August 1	..... Civic Holiday - University closed
August 23	..... Last date for minimum payment or deferral of fees ¹
August 29-Sept. 2	..... ODP 100H and ODP 200H Outdoor Projects I and II ²
September 2-6	..... ODP 300H Outdoor Project ³
September 5	..... Labour Day - University closed
September 12	..... Academic and activity classes begin
September 14	..... 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 25	..... Last date to enrol in F and Y academic courses
October 10	..... 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 7-8	..... November break - no classes
November 30	..... Last date for special students to apply for Winter 2012 admission (spaces permitting)
December 7	..... Academic and activity classes end
	Last date to confirm intention to graduate in June 2012
December 9	..... Examination date for PRA activity courses ⁶
December 9-20	..... Examination period for academic courses ⁶
December 21-30	..... Winter Holidays - University closed

WINTER TERM 2012

January 9	..... Academic and activity classes begin
January 22	..... Last date to enrol in S section code academic courses
January TBA	..... Deferred examinations from December 2011 ^{6,7}
January/February TBA	..... ODP 302H Outdoor Project ³
February 20	..... Last date for deletion of Y academic courses from academic record and academic grade point average ⁵
February 20	..... Family Day - University closed
February 20-24	..... Reading Week - no classes
March 2	..... Last date for petitions which pertain to June 2012 graduation
March 11	..... Last date for deletion of S section code academic courses from academic record and academic grade point average ⁵
April 5	..... Academic and activity classes end
April 6	..... Good Friday - University closed
April 9-10	..... Examination period for PRA activity courses ⁶
April 11-30	..... Examination period for PHE and A&S academic courses ⁶
May TBA	..... Deferred Examinations from April 2012 ^{6,7}
May TBA	..... ODP 301H Outdoor Project ³
May 21	..... Victoria Day - University closed
June TBA	..... Graduation

Notes:

- 1 Failure to pay the minimum payment or deferral of fees will result in cancellation of enrolment in all courses.
- 2 Required - These Outdoor Projects will be scheduled on the Mon.-Fri. preceding Labour Day weekend in upcoming years.
- 3 Choice of one of ODP 300H or ODP 301H or ODP 302H 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

*I. Jacobs, M.H.K., Dr. Med. Sc.

Professor and Associate Dean – Undergraduate Education

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

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.P.E. (Hon. Caus),
F.A.C.S.M., F.F.I.S.M.

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

Associate Professor Emeriti

P. Klavora, B.A., M.P.E., Ph.D.

Professors

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

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

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

Associate Professors

*M. Atkinson, B.A., M.A., Ph.D.

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

*C. Fusco, B.A., Cert.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.

*T. Welsh, B.P.H.E., M.Sc., Ph.D.

Assistant Professors

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

D. Richards, M.D., Dip.S.M.

Senior Lecturers

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

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

Lecturers

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

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

T. Finlay, B.P.H.E., B.Ed.

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

P. Dennis, Ph.D.

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

A. Lombardo, Ph.D.

F. Moola, B.P.H.E., M.Sc.

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

J. Vescovi, Ph.D.

A. Warner, Ph.D.

S. West, M.Sc.

Status-only Faculty

Professors

T. Beck, Sc.D.

*P. Comper, Ph.D., C.Psych.

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

M. Ducharme, Ph.D.

B. Gottlieb, Ph.D.

P. Klentrou, Ph.D.

A. Knoppers, Ph.D.

*J. A. Maguire, Cert. Ed., B.Ed., Ph.D.

*N. H. McKee, M.D., F.R.C.S.(C), F.A.C.S.

*T. M. McLellan, B.Sc., B.A., B.Ed., M.A.,
Ph.D.

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

C. Rodgers, Ph.D.

P. Shek, Ph.D.

Associate Professors

*K. Allison, B.Sc., B.P.H.E., M.H.Sc., Ph.D.

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

J. J. M. Dwyer, Ph.D.

L. Goodman, Ph.D.

C. James, Ph.D.

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

G. Rail, Ph.D.

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

P. Tikuisis, Ph.D.

J. L. Van Heest, Ph.D.

B. Wilson, Ph.D.

Assistant Professors

F. Buick, Ph.D.

*P. Harvey, M.D., Ph.D.

*S. Jamal, M.D., Ph.D.

*C. F. Notarius, B.P.H.E., M.Sc., Ph.D.

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

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

*G. Wells, B.A. (P.E.), M.Sc., Ph.D.

Senior Lecturers

I. Taylor, M.B., Ch.B., M.D.

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

Lecturer

M. French, Ph.D.

Part-time Activity Instructors

Part Time Activity Instructors

A. Allison

A. Ali, B.P.H.E.

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

A. Blagodarova

M. DeGiorgio, B.P.H.E., B.Ed.

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

K. Headley-Cooper, B.P.H.E., B.Ed., M.Sc.

M. Hennings, B.A.

A. Jones

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

W. Kopplin, B.Sc.

G. MacInnes

D. McGee, B.Sc., M.Sc.

I. Miskiv, B.P.H.E., P.T., C.K., C.S.C.S.

W. Okihiro, B.KIN.

A. Roberts, B.P.H.E., M.Sc., B.Ed., O.C.T.

R. Roberts Smid

E. Roy

J. Sampa, B.P.H.E.

M. Stoncius

P. Toppin

*Faculty with School of Graduate Studies
appointments

2011 Admission Program of Study – BPHE and BKIN

(Revised June 2013)

The complete BPHE and BKIN programs consist of 20.0 full academic courses, eight 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 students enrolled prior to 2011 must refer to the [Program of Study](#) for 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 any questions you may have about your program of study.

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 102H Physical Cultural Studies
- ◆ PHE 104H Fundamentals of Human Movement
- ◆ PHE 105H Fitness: Principles and Practice
- ◆ PHE 106H Foundations of Sport and Exercise Psychology
- ◆ PHE 113H Personal Health
- ◆ PSY 100H Introductory Psychology
- ◆ **ONE** full course equivalent (any level) from another division of this University¹

Practica² and Outdoor Project

- ◆ ODP 100H Outdoor Project I
- ◆ PRA 100Y Human Movement and Fitness

Year II - BPHE AND BKIN PROGRAMS

Academic Courses

- ◆ PHE 201H Psychosocial Development (+20 hrs field experience)
- ◆ PHE 202H Sport, Physical Culture and the Human Condition
- ◆ PHE 203Y Research Design & Evaluation
- ◆ PHE 204H Theory of Motor Skill Acquisition - Motor Learning
- ◆ PHE 205H Introduction to Human Physiology
- ◆ PHE 209H Introductory Biomechanics
- ◆ PHE 225H Exercise Physiology
- ◆ **ONE** full 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 KPE 363H in second year and delay one half credit of the year two other division course until year three or take KPE 363H as an overload in year two.

Practica² and Outdoor Project

- ◆ ODP 200H Outdoor Project II
- ◆ PRA 200Y Skills Development Rotation²

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 PRA 100Y before proceeding to upper year practica courses.
- 3 Students enrolled in the CTEP program may not take this course
- 4 Students enrolled in the BPHE and CTEP programs may not take this course.

Year III & IV - BPHE PROGRAM

Academic Courses

- ◆ KPE 300H Physical Culture and Social Inequality³
- ◆ KPE 400H Ethics and Power in Kinesiology, Physical Education and Health Environments
- ◆ KPE 420H Adapted Physical Activity

- ◆ **ONE** full course equivalent from category C
- ◆ **THREE and ONE HALF** full course equivalents from categories A and/or B (see list of categories below)
- ◆ **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 300H Exercise Modalities for Health and Performance
- ◆ PRA 313H Games: Net/Target
- ◆ PRA 314H Games: Territory
- ◆ PRA 315H Games: Striking
- ◆ PRA 321H Adapted Physical Activity
- ◆ **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

- ◆ KPE 360H Advanced Cardiorespiratory Physiology
- ◆ KPE 400H Ethics and Power in Kinesiology, Physical Education and Health Environments
- ◆ KPE 420H Adapted Physical Activity

- ◆ **ONE** full course equivalent from category A
- ◆ **THREE and ONE HALF** full course equivalents from categories B and/or C (see list of categories below)
- ◆ **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 300H Exercise Modalities for Health and Performance
- ◆ PRA 320H Exercise & Aging⁴
- ◆ PRA 321H Adapted Physical Activity
- ◆ **Two of:**
- ❖ 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

- ❖ KPE 300H Physical Culture & Social Inequality³ (Required course for the BPHE program)
- ❖ KPE 301H Health Communication & Physical Education
- ❖ KPE 302H Media, Health & Exercise Sciences
- ❖ KPE 303H Physical Cultural Studies & Public Policy
- ❖ KPE 304H Sport Related Violence
- ❖ KPE 305H Geographies of Health in Physical Cultures
- ❖ KPE 401H International Development Through Sport
- ❖ KPE 402H Experiencing Physical Cultural Studies
- ❖ KPE 403H Body and Health in Physical Culture

Category B

- ❖ KPE 320H Administrative Theory & Organizational Behaviour
- ❖ KPE 321H Population Health
- ❖ KPE 322H Psychology of Injury and Rehabilitation
- ❖ KPE 324H Advanced Sport Psychology
- ❖ KPE 325H Stress and Coping
- ❖ KPE 326H Aging, Health and Physical Activity
- ❖ KPE 327H Exercise and Mental Health
- ❖ KPE 328H Exercise, Health and Nutrition
- ❖ KPE 330H Advanced Exercise Psychology
- ❖ KPE 340H Teaching the Child Physical Activity
- ❖ KPE 342H Theory of Coaching
- ❖ KPE 350Y Professional Placement I
- ❖ KPE 390Y Directed Research

Category B continued

- ❖ KPE 421H The Role of Physical Activity in Girls' and Women's Health
- ❖ KPE 422H Advanced Coaching Seminar
- ❖ KPE 424H Health Psychology
- ❖ KPE 450Y Professional Placement II ³
- ❖ KPE 490Y Advanced Research
- ❖ KPE 495H Independent Study

Category C

- ❖ KPE 360H Advanced Cardiorespiratory Physiology (Required course for BKIN program)
- ❖ KPE 361H Motor Control
- ❖ KPE 362H Neural Basis of Human Movement
- ❖ KPE 363H Sport Medicine
- ❖ KPE 364H Exercise Metabolism
- ❖ KPE 365H Advanced Biomechanics
- ❖ KPE 366H Ergonomics
- ❖ KPE 460H Science & Practice of Training for Sport Performance
- ❖ KPE 461H Speed and Power
- ❖ KPE 462H Human Environmental Exercise Physiology
- ❖ KPE 463H Topics in Clinical Kinesiology
- ❖ KPE 464H Clinical Exercise, Testing & Prescription
- ❖ KPE 465H Exercise for Children with Chronic Disease
- ❖ KPE 466H Laboratory Methods for Sport and Exercise Sciences
- ❖ KPE 467H Cellular Muscle Biology
- ❖ KPE 468H Respiratory and Pulmonary Physiology

2011 Admission CTEP Program of Study – BPHE & B.Ed.

(Revised June 2013)

Only students admitted to the CTEP program at the Faculty of Kinesiology and Physical Education may complete the CTEP program of study. The complete CTEP program consists of 25.0 full academic courses, eight 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 2011 must refer to the Program of Study for their year of admission for their degree requirements.

Note: Except where noted, 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 Physical Activity Timetables.

Year I (5 credits)

Academic Courses

- ◆ ANA 126Y Elementary Human Anatomy
- ◆ PHE 102H Introduction to Physical Cultural Studies
- ◆ PHE 104H Fundamentals of Human Movement
- ◆ PHE 105H Fitness: Principles and Practice
- ◆ PHE 106H Foundations of Sport and Exercise Psychology
- ◆ PHE 113H Personal Health
- ◆ PSY 100H Introductory Psychology
- ◆ **ONE FULL** course equivalent (any level) from another division of this University¹

Practica² and Outdoor Project

- ◆ ODP 100H Outdoor Project I
- ◆ PRA 100Y Human Movement and Fitness²

In addition to courses listed above all CTEP students must attend the Year I CTEP Tutorials (PRA140Y1). Refer to the KPE Academic Timetable for the day and time of the tutorial and keep it free on your schedule.

Year II (5 credits)

Academic Courses

- ◆ PHE 201H Psychosocial Development (+20 hours field experience)
- ◆ PHE 202H Sport, Physical Culture and the Human Condition
- ◆ PHE 203Y Research Design & Evaluation
- ◆ PHE 204H Theory of Motor Skill Acquisition - Motor Learning
- ◆ PHE 205H Introduction to Human Physiology
- ◆ PHE 209H Introductory Biomechanics
- ◆ PHE 225H Exercise Physiology
- ◆ PHE 240H Equity & Diversity in Education (+20 hr field experience)
- ◆ **ONE HALF** course equivalent (any level) from another division of this University¹

Practica² and Outdoor Project

- ◆ ODP 200H Outdoor Project II
- ◆ PRA 200Y Skills Development Rotation²

In addition to courses listed above all CTEP students must attend the Year II CTEP Tutorials (PRA240Y1). Refer to the KPE Academic Timetable for the day and time of the tutorial and keep it free on your schedule.

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 degree credits. Only two such credits may be at the 100 series level.

2 Students are required to successfully complete PRA 100Y before proceeding to upper year practica courses.

Year III (5.5 credits)

Academic Courses

- ◆ EDU 312H Principles of Teaching (+20 hours field experience)
- ◆ KPE 340H Teaching the Child Physical Activity
- ◆ KPE 341Y Education Internship
- ◆ KPE 342H Theory of Coaching
- ◆ **ONE HALF** course equivalent (any level) from another division of this University¹
- ◆ **ONE FULL** course equivalent (200+ level) from another division of this University¹
- ◆ **ONE HALF** course equivalent from category A or B
- ◆ **ONE FULL** course equivalent from category C

Practicum² and Outdoor Project

- ◆ PRA 313H Games: Net, Wall and Target
- ◆ PRA 314H Games: Territory
- ◆ PRA 315H Games: Striking
- ◆ PRA 321H Adapted Physical Activity
- ◆ **One of:**
- ❖ ODP 300H Advanced Canoe Tripping
- ❖ ODP 301H White Water Canoeing
- ❖ ODP 302H Fundamentals of Winter Camping

In addition to courses listed above all CTEP students must attend the Year III CTEP Tutorials (PRA340Y1). Refer to the KPE Academic Timetable for the day and time of the tutorial and keep it free on your schedule.

It is not necessary to follow the category requirement progressions (A, B and C) as listed above. Choose courses to fulfill your category requirements based on timetable availabilities in Years III and IV.

With the exception of KPE 440H, all BPHE degree requirements and all second teachable subject requirements must be met by the end of the summer term prior to Year V. Students will not be permitted to take any additional courses during the professional year.

Year V (4.5 credits)

Academic Courses

- ◆ EDU 425Y Curriculum, Instruction & Assessment - Health and Physical Education
- ◆ EDU 460H Psychological Foundations of Learning
- ◆ EDU 470H Social Foundations of Teaching & Schooling
- ◆ EDU 480H Mentored Inquiry in Teaching
- ◆ EDU 490H Practicum I (0.25 credit value)
- ◆ EDU 491H Practicum II (0.25 credit value)
- ◆ EDU 4##Y Curriculum, Instruction & Assessment - Second Teachable
- ◆ KPE 440H Communication and Conflict Resolution

Note: 4## course number is dependent on your second teachable subject

Year IV (5 credits)

Academic Courses

- ◆ EDU 322H Inclusive Education (+20 hours field experience)
- ◆ KPE 400H Ethics and Power in Kinesiology, Physical Education and Health Fields
- ◆ KPE 420H Adapted Physical Activity
- ◆ **ONE FULL** course equivalent (200+ level) from another division of this University¹
- ◆ **ONE HALF** course equivalent from categories A and/or B
- ◆ **TWO FULL** course equivalents from categories A, B and/or another division (200+ level) of this University¹

Practicum²

- ◆ PRA 300H Exercise Modalities for Health and Performance

In addition to courses listed above all CTEP students must attend the Year IV CTEP Tutorials (PRA440Y1). Refer to the KPE Academic Timetable for the day and time of the tutorial and keep it free on your schedule.

Category A

- ❖ KPE 301H Health Communication & Physical Education
- ❖ KPE 302H Media, Health & Exercise Sciences
- ❖ KPE 303H Physical Cultural Studies & Public Policy
- ❖ KPE 304H Sport Related Violence
- ❖ KPE 305H Geographies of Health in Physical Cultures
- ❖ KPE 401H International Development Through Sport
- ❖ KPE 402H Experiencing Physical Cultural Studies
- ❖ KPE 403H Body and Health in Physical Culture

Category B

- ❖ KPE 320H Administrative Theory & Organizational Behaviour
- ❖ KPE 321H Population Health
- ❖ KPE 322H Psychology of Injury and Rehabilitation
- ❖ KPE 324H Advanced Sport Psychology
- ❖ KPE 325H Stress and Coping
- ❖ KPE 326H Aging, Health and Physical Activity
- ❖ KPE 327H Exercise and Mental Health
- ❖ KPE 328H Exercise, Health and Nutrition
- ❖ KPE 330H Advanced Exercise Psychology
- ❖ KPE 350Y Professional Placement I
- ❖ KPE 390Y Directed Research
- ❖ KPE 421H The Role of Physical Activity in Girls' and Women's Health

Category B continued

- ❖ KPE 422H Advanced Coaching Seminar
- ❖ KPE 424H Health Psychology
- ❖ KPE 490Y Advanced Research
- ❖ KPE 495H Independent Study

Category C

- ❖ KPE 360H Advanced Cardiorespiratory Physiology
- ❖ KPE 361H Motor Control
- ❖ KPE 362H Neural Basis of Human Movement
- ❖ KPE 363H Sport Medicine
- ❖ KPE 364H Exercise Metabolism
- ❖ KPE 365H Advanced Biomechanics
- ❖ KPE 366H Ergonomics
- ❖ KPE 460H Science & Practice of Training for Sport Performance
- ❖ KPE 461H Speed and Power
- ❖ KPE 462H Human Environmental Exercise Physiology
- ❖ KPE 463H Topics in Clinical Kinesiology
- ❖ KPE 464H Clinical Exercise, Testing & Prescription
- ❖ KPE 465H Exercise for Children with Chronic Disease
- ❖ KPE 466H Laboratory Methods for Sport and Exercise Sciences
- ❖ KPE 467H Cellular Muscle Biology
- ❖ KPE 468H Respiratory and Pulmonary Physiology

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 (CAR), 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 director of the Centre for Leadership Training and Education (CLTE), 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 PHEUA 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 curricular awards. The awards committee is composed of the dean, one faculty, one co-curricular instructor or staff, one undergraduate student appointed by PHEUA, 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 staff as awards officer and 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 socio-cultural), one graduate student representative, one PHEUA representative, representatives from Faculty research groups, and directors of the Faculty's research centres.



Information on Admission

The following is a brief synopsis of application information for the B.P.H.E., B.KIN. and CTEP programs. You can also obtain customized information from www.adm.utoronto.ca/adm-awards/admissions.action

General Information

The recently-introduced Bachelor of Kinesiology Program (B.KIN.), and the B.P.H.E. program (accredited in Kinesiology and Physical Education Teacher Preparation by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA)) are 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 is available on-line at www.adm.utoronto.ca or by mail to: Admissions and Awards, University of Toronto, 172 St. George Street, Toronto, Ontario, M5R 0A3.

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 B.P.H.E./B.KIN 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

Apply online at www.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 completed at least one course at the Faculty, but who have not been in attendance for one or more sessions, do not need to reapply for admission. They must apply for re-registration through the 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. Except for current first-year FPEH students, internal transfer applicants are not eligible for admission into the CTEP program.

Admission Scholarships

See page 44 for information regarding entrance scholarships.

General Requirements for all Applicants

ALL applicants must demonstrate:

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

ADMISSION REQUIREMENTS

(A) Admission with O.S.S.D. Grade 12 or Equivalent – B. KIN., 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)
- Exercise Science (PSE4U) if available – please see note below.*
- Two additional U/M courses - recommended are Chemistry and Physics. (Please note that Chemistry is required for enrolment in Biology courses beyond first year. Candidates with aspiration to complete higher year Biology courses especially in Cell and Systems Biology are encouraged to complete Grade 12 Chemistry.)

***Note:** When Exercise Science (PSE4U) is not presented, the student may use another grade 12 U/M course and also provide a letter from their high school explaining the circumstances that have prevented them 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 requirement (ENG 4U/EAE4U) and may substitute another Grade 12 U/M course in its place.

(B) Admission as a Non-Matriculant – B.P.H.E and B.KIN.

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 (www.wdw.utoronto.ca/index).

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

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

Additional Requirement – All applicants

An online statement of interest including the name and contact information of one referee is required of all applicants to all Programs. Information on the completion of this form will be provided to applicants 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: 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 programs. Aboriginal applicants who wish consideration under these criteria should notify the chair of the admissions committee about their application to the program. Contact 416-978-3026 to initiate this process. Applicants in this category can also receive assistance with their application and enrolment process from the Office of Aboriginal Student Services and Programs, First Nations House, Borden Building North, 563 Spadina Avenue, Toronto, Ontario, M5S 2J7; telephone 416-978-8227, Toll-free phone: 1-800-810-8069, www.fnh.utoronto.ca

Students with a Disability

The Faculty has reserved two spots for 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 also include 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. Official transcripts from all institutions attended are required. Students from other universities should also include a letter of permission from their home institution. Graduates of the program may be 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. Application dates are June 30 for fall admission and November 30, for winter admission. Applications are available from the Faculty's website. 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 their degree, may be denied further enrolment in the Faculty.

Part-time Students

Any individual enrolled in 50% or less of the academic course load will be considered a part-time student for the corresponding year of the program. The maximum course enrolment for part-time study is 2.5 full academic courses, one practica course and one outdoor project. Fees for part-time students are assessed on a per course basis.



Information about Enrolment Procedures

Newly admitted students will receive enrolment 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 enrolment for courses where waiting lists are active
- List your academic courses
- Check available space in academic courses
- View/print your personal timetable
- Check results of academic courses requiring approval (i.e. courses with enrolment indicators)
- Access your GPAs, your academic status, and your 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

Students can access the Student Web Service by using their student number 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 Enrolment

After the initial enrolment, 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 enrolment because of room capacities or because of departmental policy for pedagogical reasons. In either case, if a course or section is full on the last date to add courses, no additional students will be enrolled. Course instructors do NOT have the authority to enrol students in an Arts and Science course or section and a letter of acceptance from the instructor will not enable a student to enrol.

Course and Waiting List Monitoring

Students are responsible for monitoring their records. It is extremely important that you check on 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.

Corequisites

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

Exclusions

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

Year of standing 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
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./B.KIN. academic and practicum timetables.

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

Academic Courses

◆ 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 102H Introduction to Physical Cultural Studies

Physical cultural studies draws on an interdisciplinary network of perspectives to explore how ability, race, gender, class, sexuality, citizenship, and transnationality organize social relations, embodied identities, and ways of playing. Special attention will be paid to issues of power, identity, diversity, and building community capacity for active living. Critical pedagogy will be deployed to foster cultures of activity and a greater understanding of diverse notions of health. Interactive lectures, case studies, field trips, community-based engagement and research may be included to provide students with a comprehensive platform from which to connect theory, practice and cultural change.

Two lecture hours and one tutorial hour per week.

◆ PHE 104H Fundamentals of Human Movement

This is an inter-disciplinary course introducing biomechanics, neuro-motor behaviour, and motor development. It describes how humans control the position and movement of their bodies in the gravitational field of earth. This includes systems for description, measurement and development of healthy posture, movements, flexibility, and stability. The central role of the nervous system in sensation, perception, and the control of motor behaviour, along with introductory principles of motor learning and motor development are also considered. This course will be integrated with PRA 100Y.

Corequisite: PRA 100Y

Three lecture hours.

◆ PHE 105H Fitness: Principles and Practice

An introduction to the components of physical fitness and fitness itself from physiological, behavioural and physical culture points of view. Strength, endurance, flexibility and speed will be examined from their biological basis, their importance to human movement and how each of these components can be altered with appropriate training. Factors that influence motivation and adherence to a fitness program will be studied. Finally, society's role in the creation of contexts and environments that encourages or limits fitness will be examined. This course will be integrated with PRA 100Y.

Corequisite: PRA 100Y

Three lecture hours per week and five lab hours.

◆ PHE 106H Foundations of Sport and Exercise Psychology

Psychology is increasingly seen as an important aspect of sport and exercise behavior. This is an introductory level course that will aid students' familiarisation with psychological concepts and applications. This module will introduce students to some of the core topics, underlying theories and basic psychological skills within the area of sport and exercise psychology. Throughout the course, emphasis will be on practical familiarisation with the basic psychological concepts and skills common to both sporting and exercise contexts.

Three lecture hours per week and five lab hours.

◆ 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.

Exclusions: PSY 100Y, PSY 200H

Prerequisite: There is no prerequisite for PSY 100H; however, there are additional requirements for the completion of a Psychology Minor or Major. Please refer to the 2011-12 Arts & Science Calendar for details.

Three lecture hours per week.

◆ PHE 201H Psychosocial Development

This course will address the psychological and social domains of human development. You will see yourself as an infant, as a child, as an adolescent and young adult, and be stimulated to think about how your experiences will influence your development through the remainder of your adult years. In this investigation, you will benefit from the information provided by the major theorists in the field. You will consider some of the major issues they have identified and make applications to the field of physical activity. The course will also address the role of cultural aspects in understanding life span development.

Exclusions: PHE 101Y, PSY 210H

Prerequisite: PSY 100H

Three lecture hours per week plus 20 hours field experience.

◆ PHE 202H Historical Studies of Sport and 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: PHE 102H

Two lecture hours 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: ECO 220Y, ECO 227Y, GGR 270H, GGR 271H, PSY 201H, PSY 202H, SOC 200H, SOC 202H, SOC 300H

Three lecture hours per week, twenty-two lab hours.

◆ 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: PSY 100H/PSY 100Y

Three lecture hours per week and ten laboratory hours.

◆ PHE 205H Introduction to Human Physiology

This course is an introduction to essential aspects of human biology and physiology. Emphasis will be placed on the physiological systems that are most relevant for the kinesiologist/physical educator and most likely to be discussed in more detail in upper level courses. This course will cover the following units: homeostasis, cell physiology, the central nervous system, muscle physiology, cardiac physiology, the circulatory system, the respiratory system and energy balance.

Exclusions: PSL 200Y, PSL 201Y, PSL 302Y

Prerequisite: ANA 126Y

Four lecture hours per week, five lab 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.

Prerequisite: ANA 126Y

Three lecture hours per week and ten laboratory hours.

◆ PHE 225H Exercise Physiology

Exercise provides a critical stimulus that results in both structural and functional adaptations. This course will examine both acute and chronic physiological responses to various types of exercise perturbations. Special attention will be given to muscular, metabolic and cardiorespiratory responses and adaptations to exercise. These concepts will also be applied to athletic training and sport performance.

Exclusions: HMB 472H, UNI 370H

Prerequisite: ANA 126Y

Corequisites: PSL 200Y/PHE 205H

Three lecture hours per week and ten laboratory hours.

❖ PHE 301H Physical Culture and Social Inequality

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

Exclusions: PHE 240H, UNI 371H. Students enrolled in the CTEP program may not take this course.

Prerequisite: PHE 202H

Note: Required for B.P.H.E. students

Two lecture hours and one tutorial hour per week.

❖ PHE 303H Health Communication and Physical Education

This course examines a variety of approaches to health communication available to physical educators and public health promoters. It is structured around modules that examine healthy schools initiatives with respect to active living and nutrition promotion, e-health literacy, risk communication, biopedagogy, social marketing of fitness, media advocacy for educational policy change, and the effect of broader in/active mediascapes.

Prerequisites: PHE 102H, PHE 202H

Exclusions: PHE 314H, PHE 402H

Note: Recommended for B.P.H.E./CTEP students.

Three lecture hours per week.

❖ 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: PHE 204H

Three lecture hours per week.

❖ PHE 305H Neural Basis of Human Movement

This course examines human movement by exploring both the underlying mechanisms and functional outcomes of neuromuscular control. Specific topics include basic neurophysiology, reflexes, voluntary movements and behaviours, motor disorders and theories of motor control.

Prerequisite: PHE 204H

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: MGT 262H, MGT 363H, PSY 332H, WDW 260H

Prerequisite: PHE 106H

Three lecture hours per week.

❖ PHE 308H Sport Medicine

This course builds on knowledge of the biomechanics of injury and dysfunction acquired in PHE 209H 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: HMB 470H

Prerequisites: ANA 126Y, PHE 209H

Three lecture hours plus tutorials.

❖ PHE 311H Physical Cultural Studies and Public Policy

Physical cultural studies is a way of envisioning and conducting research on how bodies move, are experienced by people within specific cultural settings, are structurally arranged and shaped within social institutions, become classified and mapped, and discursively arranged at a particular moment in history. This course examines the rise of several mass-mediated health and physical activity crises such as sedentary lifestyles, lack of public access to fitness facilities and experiences, epidemiological issues such as obesity and anorexia, and even anti-jock or anti-activity physical cultures. We focus on the ostensible social and cultural conditions which give rise to these physical cultures, and how they may be addressed at institutional, public and private sector levels through intervention and innovative policy.

Prerequisite: PHE 102H

Two lecture hours and one tutorial hour per week.

❖ PHE 312H Population Health

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

Exclusion: UNI 373H

Prerequisites: PHE 102H, PSY 100H, PHE 203Y
Three lecture hours per week.

❖ PHE 313H Psychology of Injury and Rehabilitation

Psychosocial aspects of physical injury are often overlooked components of injury prevention and recovery. They are important considerations for rehabilitation. This course will focus on theory, research, and practical applications related to psychological and psychosocial variables of injury and rehabilitation of athletes and dancers. Prevention, management, performance, and ethical issues relevant to sport/performance psychology, rehabilitation psychology as well as sport/dance science and medicine across a broad spectrum of professions will be addressed. Empirical work and case studies will be emphasized to explore methods and strategies for research, assessment, intervention and best practice across injuries, populations, genres and professions.

Prerequisites: ANA 126Y, PHE 106H, PHE 203Y, PSL 200Y/PHE 205H, PSY 100H

Recommended: PHE 308H
Three lecture hours per week.

❖ PHE 314H Media, Health and Exercise Sciences

This course draws upon critical media studies, health communication studies, political economy, and semiotic fields to examine the ways in which meanings about science, physical activity and health are produced, distributed and consumed. The symbolic and material effects of this circuit of cultural media production on bodies and populations will be scrutinized. Modules of study will address the social marketing of health in kinesiology and allied health fields, risk communication, technological processes of communication, health literacy, journalistic craft, media ethics, the commodification of physical culture, and intra-professional issues in affecting the exercise sciences.

Prerequisites: PHE 102H, PHE 202H

Exclusions: PHE 303H, PHE 402H

Note: Recommended for B.KIN. students
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). Some laboratory experience will be part of this course.

Prerequisite: PHE 209H

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 lectures, tutorials and group discussions, 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 PHE 331H Teaching the Child, as well as the PRA 300H series of courses (see page 25 in the calendar). 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.

Prerequisites: PHE 204H, PHE 209H, PHE 201H/101Y, PSL 200Y/PHE 205H

Three lecture/tutorial hours per week.

Note: Required for CTEP students.

❖ PHE 325H Advanced Cardiorespiratory Physiology

This course builds upon the topics introduced in earlier physiology courses, particularly PHE 225H, and will focus on cardio-respiratory function and control during exercise. Advanced concepts in cardiac performance, respiratory control and the vascular system to exercise will be addressed, in addition to the adaptations seen with chronic exercise training. While each subsystem will be examined in detail, a key objective is to gain an integrative understanding of exercise physiology. Specific topics will include: neural and humoral control of ventilation during exercise, cardiac function including systolic and diastolic function, local and regional control of blood flow, autonomic control of cardiovascular function. Unique challenges to cardio-respiratory control during exercise will also be covered, including extreme environmental conditions including cold, heat and high altitude. The impact of various disease states on the response to exercise, and the effects of exercise intervention on such conditions, will also be examined.

Prerequisite: PHE 225H

Three lecture hours per week and eight lab hours.

Note: Required for B.KIN. students

❖ PHE 331H Teaching the Child Physical Activity

This course provides a systematic introduction to teaching and learning methodology for people working with children and youth in a physical activity setting. It considers issues such as the current levels of physical activity of children and youth, factors that contribute to and deter from participation in physical activity, creating inclusive environments for physical activity and current best practices for teaching physical activity. The Ontario curriculum for health and physical education at the elementary and secondary levels, assessment and evaluation strategies as well as support resources for teaching health and physical education will also be examined.

Prerequisites: PHE 101Y/PHE 201H, PSL 200Y/PHE 205H

Two lecture hours and one tutorial hour per week.

Notes: Required for CTEP students.

❖ PHE 335H Hockey in Canadian Culture

This course examines hockey as a major component of Canadian physical culture. First, as a celebration of Canadian life and culture, the course is about us, as Canadians, exploring the nature of our identities and lives through the mirror of hockey. Second, our appreciation of the place of hockey in Canadian culture will involve casting a critical eye on the myths, structures, and problems inherent in the sport.

Prerequisite: PHE 202H

Three lecture/tutorial hours per week.

❖ PHE 350Y Professional 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 our graduates in our society, recognizing and making career choices and plans. You may choose a placement within our Faculty or in the community in the areas of education or kinesiology (e.g., in fitness, recreation, sport, health promotion or health care). See p.29 for a listing of our community placement partners.

Exclusions: PHE 250H/PHE 350H, 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, be entering 3rd year, and obtain instructor approval.

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

❖ PHE 390Y 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.

Prerequisites: PHE 203Y, a minimum B average in the area of interest, and an application process. For the application process, refer to PHE 491H, note #1 on page 23.

❖ 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, including professional issues and ethical practice for future health professionals, will be explored.

Exclusions: PSY 333H, UNI 470H

Prerequisites: PHE 113H, PHE 200H/PHE 300H, PSY 100H/PSY 100Y

Three lecture hours per week.

❖ PHE 403H Body and Health in Physical Culture

This course will examine theories of the body in contemporary societies. This class will evaluate how socio-cultural knowledge of the body is produced and represented, and how the body is governed in kinesiology, physical education and health settings. Additionally the class will examine how the body's health has become increasingly central to a person's sense of self-identity in (post) modern societies.

Prerequisites: PHE 102H, PHE 202H

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

❖ PHE 404H Physical Culture, Health and Environments.

The course will examine the relevance of environment and place on the health and well-being of Canadian populations. Drawing from socio-cultural studies and cultural geography theories, we will identify and assess the barriers to physical activity participation in urban and rural environments. The course will focus on investigating the intersections among social relations, the built environment and health, as well as those programs and policies that are intended to promote and enhance Canadian's active living in particular urban and rural landscapes.

Prerequisites: PHE 102H, PHE 202H

Three lecture/tutorial hours per week.

❖ PHE 405H Advanced Sport Psychology

This course will examine the most effective means by which individual and team athletic performance can be enhanced. The focus will be on integrating scientific research based on cognitive and social psychology with hands-on experience.

Mental preparation strategies and performance techniques will be taught so that recreational and elite athletes can achieve optimal performance. Topics to be covered throughout the term will include: anxiety, arousal and stress; psychological skills training, motivation, confidence, focus, goal-setting, imagery, team dynamics, burnout and coach-athlete relationships.

Prerequisites: PHE 106H, PHE 101Y/201H, PSY 100H

Three lecture hours per week.

❖ 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 optimization of health and prevention of stress disorders. Selected stress management strategies and techniques will be analyzed, practised and evaluated.

Exclusion: HMB 471H

Prerequisites: PHE 106H, PHE 225H

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

❖ PHE 411H Speed and Power

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

Corequisite: PHE 416H

Two lecture hours and two practical hours per week.

❖ PHE 412H Aging, Health and Physical Activity

This course will examine the aging process from viewpoints ranging from demography to biochemistry. The effects of physical activity and aging on body function and how aging may change engagement in physical activity will be studied. The course will examine both the science and practice of exercise and aging. Approaches to modifying physical activity in light of physiological, pathophysiological, psychological and sociological age-related changes will be discussed.

Prerequisite: PHE 225H

Three lecture hours per week.

◆ PHE 413H Adapted Physical Activity

This course will introduce students to the importance 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: ANA 126Y, PHE 225H, PSL 200Y/PHE 205H

Three lecture hours per week.

❖ PHE 414H Molecular and Cellular Muscle Biology

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

Prerequisite: PHE 225H

Three lecture hours per week.

❖ PHE 415H Human Environmental Exercise Physiology

This course examines physiological responses and adaptations of sedentary, working, and exercising humans to a variety of environmental stressors, including the following: cold and hot environments and the associated challenges to regulate body temperature; pressure changes that occur at high terrestrial altitude or underwater; acceleration forces such as the g-forces experienced by high performance aircraft pilots; and micro-gravity effects experienced by those working and travelling in space.

Prerequisites: PHE 205H/PSL 200Y, PHE 225H, PHE 325H

Three lecture hours per week.

❖ PHE 416H Science and Practice of Training for Sport Performance

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

Prerequisites: PHE 209H, PHE 225H

Corequisite: PHE 325H

Three lecture hours per week.

❖ PHE 417H Topics in Clinical Kinesiology

Issues related to providing kinesiological services will be examined. There will be a focus on understanding the clinical paradigm and clinical reasoning. Diverse issues such as how to integrate theory and science into practice, identification of roles and responsibilities within the health care system will be explored. The role of reflection and continued professional development in clinical practice will be examined. Topics to be covered may include: informed consent and screening; liability issues and scope of practice; code of conduct and the evolving role of the College of Kinesiology; case- and problem-based learning; standards of practice; types of practice models.

Prerequisite: PHE 325H

Corequisite: one of PHE 350Y/450Y/390Y/490Y in a health-care setting

Three lecture hours per week.

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

As the final required course for the B.P.H.E. and B.KIN. 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, health sciences 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. 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 theories and case studies will be examined, analyzed, and evaluated.

Prerequisites: PHE 102H, PHE 202H

Three lecture/tutorial hours per week.

❖ PHE 419H Clinical Exercise, Testing and Prescription

The key learning objectives of this course are to develop expertise in exercise testing and prescription in healthy and clinical populations. The risks of exercise, pre-participation screening procedures and guidelines for exercise prescription are discussed. The focus will be on aerobic/cardiovascular assessment and conditioning. Students will become knowledgeable about laboratory and field testing techniques through theoretical and laboratory learning. Lecture material will include: evidence-based exercise and risk reduction; screening techniques risk and safety issues; clinical exercise testing procedures and use of the electrocardiogram, interpretation of exercise test results; sub-maximal and maximal exercise testing methods, exercise and pharmacological interactions and the prescription of exercise for healthy and clinical populations.

Prerequisite: PHE 325H

Three lecture hours per week and eight lab hours.

❖ PHE 422H/423H Special Topics in Physical Activity and Health

These course designators are 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 socio-cultural aspects of physical activity and links them together within the context of girls' and women's health across the lifespan. Particular attention will be given to how physical activity decreases the risk of disease in girls and women and how physical activity assumes a different role in health and well-being during different phases of the lifespan. Students will also be introduced to issues related to the promotion of physical activity for women, the importance of the inclusion of women and girls in research examining the impact of physical activity and the unique aspects of the response of girls and women to activity.

Prerequisite: PHE 325H

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, and 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: HMB 473H

Prerequisites: PHE 106H, PHE 201H

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: PHE 225H

Three lecture hours per week and six laboratory hours.

❖ 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 programs 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 / sport for development and peace (DTS / SDP) 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: PHE 240H/PHE 301H

Three lecture/tutorial hours per week.

❖ PHE 431H Advanced Coaching Seminar

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

Prerequisite: PHE 320H

Three lecture hours per week.

❖ PHE 450Y Professional 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 current workplace settings 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 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, PHE 350H/PHE 350Y, 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 PHE 490Y course or external equivalent.

Prerequisites: PHE 390Y, 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 PHE 491H or external equivalents.

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

***Notes:** Regarding PHE 490Y and PHE 491H:

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 PHE 490Y/491H projects. See the course information package for application guidelines.

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



Practica Courses (PRA)

The Practica (PRA) curriculum is an integral component of the education of B.P.H.E., B.KIN. and CTEP students. The PRAs have been designed to broaden one's appreciation for the various environments in which physical activity takes place. In every case the PRAs will be significantly linked to PHE academic courses and provide an activity based practical forum where theory will be put into practice. In a rapidly changing society, crucial skills of leaders in physical activity are the abilities to learn the practical skills of organizing, instructing and demonstrating; sensitivity to gender and cultural differences; adaptability and flexibility in the creative use of space, facilities and environments. Specifically the PRAs 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.
- Develop their skills of inclusion.
- Skills of dissemination.
- Develop personal fitness and a healthy active lifestyle.

In each year, students take required practicum courses, which are graded and count towards grade point averages. **Students are required to successfully complete PRA 100Y before proceeding to upper year activities.**

The physical activity courses are held in the Faculty's Athletic Centre as well as fields, Varsity Centre and Arena. The Athletic Centre 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. and B.KIN. 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.

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



◆ PRA 100Y Human Movement and Fitness

PRA 100Y is the practical adaptation of PHE 104H Fundamentals of Human Movement and PHE 105H Fitness: Principles and Practice. In the first term students will be initially introduced to practice exercises for stability, alignment and postural awareness. This will be followed by activities which will help students understand the developmental phases of basic motor skills and how the body processes information required to bring about controlled movements. In the second term students will study the applied knowledge principles of fitness and engage in physical activities and exercise that advance aspects of fitness such as strength, flexibility, power, endurance and agility.

◆ PRA 200Y Skills Development Rotation

This practicum will focus on the development of the psychomotor skills required to perform the following five basic movement activities –dance, gymnastics, fitness, aquatics and run, jump, throw. Completing the program will be a sixth rotation which will focus on the acquiring of ball skills from a Teaching Games for Understanding (TGfU) perspective.

◆ PRA 310H Fitness and Neuromuscular Conditioning

Building on the knowledge and understanding that students gained in their first and second year PRA courses, PRA Fitness and Neuromuscular Conditioning will focus on developing and experiencing 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.

◆ PRA 311H Movement Awareness

The objective of this course is to discover how dance and other movement forms can be used as a vehicle for development of holistic awareness. Throughout the world today, dance is being used to encourage the 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 postural misalignments and learn how to affect change in their own bodies.

◆ PRA 312H Pedagogy

Pedagogy is the study of the process of teaching. Though generally applied to teachers it also has relevance for anyone who is involved in communicating thoughts, ideas or skills. The term generally refers to strategies of instruction, or a style of instruction. In this course we will be focusing on the development of individual pedagogical skills. Pedagogy in this course specifically 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. We will be focusing on various methods and models of teaching including “Teaching Games for Understanding” (TGfU). Students will gain presentation experience in applying theoretical knowledge to a variety of fields and populations examining a wide range of practical and theoretical issues focusing closely on good practice, lesson planning and delivery, communication and organizational skills. **Note:** This course is required for CTEP and B.P.H.E. students.

PRA GAMES

PRA Games courses are based on a modified Teaching Games for Understanding (TGfU) model which emphasizes the playing of adapted and mini-games to teach the tactical strategies and skills of games. Integral to this approach is the use of student-centred problem solving to understand pedagogical principles across the learning domains that exist within categories of games. Although these categories will provide a framework for the course, it does not preclude the study of similarities that exist between different categories of games. For example, field hockey involves similar eye-hand co-ordination skills as those of tennis and baseball.

The categories of games are divided as follows:

◆ PRA 313H GAMES: NET, WALL, AND TARGET

Students will examine the tactical commonalities and skills which exist in games that are played “over the net” and “against a wall.” Some of the games included in this group will be volleyball, badminton, tennis, table tennis and squash. Students will also examine the skills and tactical commonalities which exist in games that involve the use of a target. Some of the games included in this group will be modified adaptations of golf, curling and bocce.

◆ PRA 314H GAMES: TERRITORY

Students will examine the tactical commonalities and skills which exist in games where opponents try to “take possession of their opponent’s territory” with aim of scoring goals, baskets or touchdowns. Some of the games included in this group will be modified adaptations of basketball, soccer, football, field hockey and ultimate Frisbee.

◆ PRA 315H GAMES: STRIKING

Students will examine the tactical commonalities and skills which exist in games where the main objective is for the striking team to place a ball, using a bat, club or stick, away from the fielding team. Some of the games included in this group of games will be modified adaptations of baseball, softball, cricket, lapta and pesapallo.

◆ PRA 320H Exercise and Aging

This practicum will focus development of the knowledge and skills to provide age and functional capacity appropriate exercise evaluations and age and functional capacity specific physical activity and exercise programs. Students may be given the opportunity to practice strategies with older adults. The use of movement forms such as yoga, Pilates, and Feldenkrais may be augmented with alternatives such as chair exercises and water exercises.

◆ PRA 321H Exercise and Physical Neuromuscular Differences

The objective of this course is to introduce students to the effective ways of providing physical activity opportunities for individuals with a wide range of abilities. Students will gain experience in organizing and playing physical activities in a variety of settings. Through these experiences, students will learn some of the specific games and activities that have developed for specific populations and gain an understanding of the ways to adapt other activities to create an inclusive environment.



Outdoor Projects

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

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

The Five Outdoor Projects Offered to the Students In The B.P.H.E./B.KIN. Programs 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. One of the goals of this course is to assist teacher candidates to reflect on the experiences of socio-cultural groups that have not been well-served by the education system. The course provokes students to develop an increased sensitivity to the needs of learners whose linguistic, cultural, social-class, racial and sexuality backgrounds that may be different from their own. Students will be asked to consider their own assumptions about schooling and will learn how educational responses to gender, sexual orientation, disability, class, race, ethnicity, and language differences affect educational outcomes. The course includes a 20-hour field experience in which students will expand their understanding of social diversity and marginalization through observation and participation in school and/or community organizations serving various groups that have been marginalized in schools. We will use pedagogical approaches of critical inquiry and reflection to connect theory on equity and diversity in education to students' practical field experiences.

Exclusions: PHE 301H (this course will substitute for any PHE 301H prerequisite), UNI 371H

Prerequisite: PHE 102H

Corequisite: PHE 202H

◆ EDU 312H 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.

Prerequisite: PHE 240H

Note: This course must be successfully completed before students can progress to the Professional Semester in Year 4.

◆ Subject Studies Courses

PHE 331H see page 19.

PHE 413H see page 21.

Second Teachable Subject:

CTEP students must declare their second teachable subject by the end of Year 1. By the end of Year 4, students must have completed at least 80% of their second teachable subject requirements (3 or 4 credits), and can take up to 1 full course as a corequisite while enrolled in the Curriculum, Instruction and Assessment course related to their second teachable subject in Year 5. For more information about second teachable subjects, please refer to OISE's Teaching Subjects Guidelines for I/S Candidates.

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.

Prerequisite: PHE 240H

Note: This course must be successfully completed before students can progress to the Professional Semester in Year 4.

◆ EDU 322H 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.

Prerequisite: PHE 240H

Note: This course must be successfully completed before students can progress to the Professional Semester in Year 4.

◆ EDU 460H 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 Semester 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.

Prerequisites: PHE 240H, PHE 340H, EDU 312H, EDU 322H, PRA 341H

◆ EDU 470H Social Foundations of Teaching and 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 Semester Practicum.

Prerequisites: PHE 240H, PHE 340H, EDU 312H, EDU 322H, PRA 341H

◆ EDU 480H/ EDU 580H Mentored Inquiry and Teaching I and II

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.

Prerequisites: PHE 240H, PHE 340H, EDU 312H, EDU 322H, PRA 341H

PRACTICAL EXPERIENCES FIELD EXPERIENCES

In the Concurrent Teacher Education Program, students will have field experiences linked to 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.

◆ 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. Teacher candidates can only choose their internship placement at a secondary school. This course also includes weekly tutorial meetings in preparation for this experience, and the 100 hour internship must be successfully completed by the end of Year 3, as it is a prerequisite for the Professional Semester.

◆ EDU 490H/EDU 590H Practicum I and II

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 May. 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.

Note: Please refer to page 27 for information about second teachable subject requirements for Year 5/Practicum II

Community Partners for Professional Placements

Our placement 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 mentors from a new organization in the community. A list of our 2010/11 ongoing community partners and a sampling of placements within our Faculty is below:

EDUCATION

Birchmount Park Exceptional Athlete Program and Birchmount Park Collegiate
 Bishop Allen Academy
 Bramalea Secondary School
 Brampton Centennial Secondary School
 Bur Oak Secondary School
 Canadian Martyrs Elementary School
 Central Technical School
 Earl Haig School
 Heydon Park Secondary School
 Iona Catholic Secondary School
 L'Amoreaux Collegiate
 Leslieville Public School
 Maple High School
 Nelson High School
 North Toronto Collegiate Institute
 Oakwood Collegiate
 Princess Margaret Junior School
 Richmond Hill Christian Academy
 Riverdale Collegiate Institute
 Runnymede Collegiate Institute
 St. Marguerite D'Youville School
 Toronto Catholic District School Board
 Trafalgar Castle School
 Unionville High School
 University of Toronto Schools
 Upper Canada College
 William Lyon Mackenzie Collegiate Institute

KINESIOLOGY - FITNESS RECREATION AND SPORT

Bill Crothers Secondary School - Athletics and Recreation
 Bryst International Inc.
 Canadian Pro Hockey Clinic
 Canadian Sport Centre Ontario
 City of Toronto, Community Recreation Programs
 Ontario Physical and Health Education Association (OPHEA)
 Wagman Centre (A Facility of Baycrest Centre)

KINESIOLOGY - HEALTH CARE

Ajax and Pickering Physiotherapy Centre
 Anders Physiotherapy
 Chiropractic for Life
 Core Strength
 Functional Innovative Therapeutics
 Holland Bloorview Kid's Rehabilitation Hospital
 Kensington Gardens Long Term Care Facility
 Labelle Chiropractic Clinic
 Mount Sinai Hospital

One Step Ahead Mobility Physiotherapy
 Sports Medicine Specialists
 St. Alban's Boys' & Girls' Club
 Toronto East General Hospital
 Toronto Rehab - Geriatrics and Spinal Cord Programs
 Walking Mobility Clinics
 Women's College Hospital - Women's Cardiovascular Health Initiative

KINESIOLOGY - HEALTH PROMOTION AND RESEARCH

Hospital for Sick Children - Cardiovascular Clinical Research Unit
 Hospital For Sick Children - Department of Community Health
 Hospital for Sick Children - Division of Paediatric Emergency Medicine
 Hospital For Sick Children - Neonatal Intensive Care Unit
 International Federation on Aging
 University of Toronto Faculty of Medicine Dept. of Surgery - Anatomy
 University of Toronto Health Service Promotions
 Variety Village

PLACEMENTS WITHIN OUR FACULTY

Personal Training & Accessibility Assistant
 Student Leader in Centre for Leadership Training and Education
 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 course 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 \$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 up to the loss of academic credit and expulsion.
www.governingcouncil.utoronto.ca/policies/behaveac.htm

3. Examination Conflicts/Overload

Only the following situations are a conflict:

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

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

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:

www.governingcouncil.utoronto.ca/policies/behaveac.htm

www.governingcouncil.utoronto.ca/policies/studentc.htm

www.governingcouncil.utoronto.ca/policies/sturec.htm

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/B.KIN. degrees 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. Classes begin 10 minutes after the hour and finish on the hour, unless otherwise stated.

Failure to Drop Courses

Failure to drop a course prior to the deadline outlined in the Academic Calendar will result in the course remaining on the transcript, with a mark determined from the work accomplished in the course. Students are advised to check their programs on the 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 nor do they count towards degree completion 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, PRA, 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./B.KIN. 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 practicum 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 of their final year of study. Students must present documentation of the Faculty of Arts and Science requirements for minors/majors and provide evidence that all requirements will have been completed by the time of graduation. Successful completion will result in the annotation of the students transcript as to the completion of the minor or major.

Note: In some disciplines, the Faculty of Arts and Science has found it necessary to restrict enrolment in upper-level courses to their own students. B.P.H.E./B.KIN. students planning to pursue “majors” and/or “minors” should consult the department concerned regarding the availability of courses.

Withdrawal

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

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

Students may withdraw from their B.P.H.E./B.KIN. 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.governingcouncil.utoronto.ca/policies/behaveac.htm regarding this and other academic offences and sanctions.)

GRADUATION

B.P.H.E. and B.KIN. 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 academic courses, 8 practica courses, 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 practicum 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 academic courses, 8 practica courses, one Education Internship, 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 on their best 15.0 non-EDU academic credits a GPA of at least 2.5;
2. obtain a cumulative practicum 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.

B.P.H.E./B.KIN. Graduating with Honours

Students who achieve a cumulative weighted non-education academic and practicum percentage average greater than or equal to 75%, and an academic average greater than or equal to 75% in all 300+ level non EDU courses will graduate with honours for their B.P.H.E./B.KIN. degree.

B.P.H.E./B.KIN. Graduating with High Honours

Students who achieve a cumulative weighted non-education academic and practicum percentage average greater than or equal to 80%, and an academic average greater than or equal to 80% in all 300+ level non EDU courses will graduate with high honours for their B.P.H.E./B.KIN. degree.

Petitions

The regulations of the Faculty and the requirements for the B.P.H.E./B.KIN. 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: www.governingcouncil.utoronto.ca/policies/behaveac.htm

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 Dean may, in its discretion, suspend or expel a student from the academic privileges of the University. Every decision of the Dean involving the expulsion of a student from the University requires confirmation by the Governing Council. The role of the Dean and the various Councils as described above is contingent on the understanding that offences, actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts, and will only be reviewed by the Dean where the implications to the University are considered sufficiently important to warrant such review. The Governing Council of the University of Toronto has approved a Code of Student Conduct. To see the full document refer to the web site:

www.governingcouncil.utoronto.ca/policies/studentc.htm

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 www.governingcouncil.utoronto.ca/policies/Professional_Practice_Behaviour_Health_Prof_Students.htm

Transcripts

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

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

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

ACADEMIC COURSES

Full	Half
1.0	0.5

PRACTICUM COURSES

Full	Third
0.66	0.22

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 at or by writing to 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 Counselling and Psychological 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 1: 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 practicum courses (designated by PRA) 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

- I.5 Grades will be assigned according to the numerical scale of marks referred to in I.3 above, and converted to the refined letter grade scale of I.3 above. The H/P/FL and CR/NCR scales of I.3 above may also be used. However, the grades assigned in a course must all be from the same scale.
- I.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.
- I.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 enrolment 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,
- the PRA 3XXH (6 week) activity practicum course weight is 0.22.

*See Meaning of Grades, page 35.

PART II: GRADING PROCEDURES

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 enrolment) 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 Undergraduate 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 35 students or greater. Each division shall make known in the divisional Calendar the existence of any such limits.

MARKS GUIDELINES:

Required Courses, Year 1 to 3:

Course average in the 65-73% range.

No more than 20% A grades. No more than 80% A and B grades combined.

Required Courses, Year 4:

Course average in the 65-74% range.

No more than 20% A grades. No more than 80% A and B grades combined.

Optional Courses, Year 3 and 4:

Course average in the 68-77% range.

No more than 30% A grades. No more than 80% A and B grades combined.

Distribution of Marks:

Professors shall endeavour to provide a mark distribution that accurately reflects the size of the class.

The following distributions should be achieved:

100 students or more: standard deviation 10 ± 1

76-99 students: standard deviation 9 ± 1

51-75 students: standard deviation 8 ± 1

36-50 students: standard deviation 7 ± 1

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 enrolment period. It carries no credit for the course and is not considered for averaging purposes.

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

SDF: Standing deferred on the basis of incomplete course work because of medical or similar reasons. SDF is assigned by the 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:

- Education courses (EDU) are not included in your ACCA GPAs (see below).
- 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

An education grade point average (CTPA) is calculated in the same manner as the above methodologies. The letter grade is converted to a grade point valued as per the conversion table (on page 36). Only education courses (EDU) are included in the CTPA grade point averages.

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

In order to ensure that students in the CTEP program will reasonably be able to meet the graduation requirement of a 2.5 academic grade point average on their best 15.0 undergraduate courses, the Faculty requires its CTEP students to meet the following stay-in 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 2.3. Students not meeting this requirement will be placed on warning of removal. Such students must at minimum maintain an annual grade point average (AGPA) of 2.3 or be removed from the CTEP program and may continue in the B.P.H.E.-only degree program. The B.P.H.E. academic requirements will also apply to all students enrolled in the CTEP program.

B.P.H.E./B.KIN. 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 enrolment in the Faculty.

Student Services and Resources

Officers of the University

A list of officials of the University of Toronto can be found at:

www.governingcouncil.utoronto.ca/assetfactory.aspx?did=3894

Student Life Programs and Services – St. George Campus

www.studentlife.utoronto.ca

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

Career Centre

www.careers.utoronto.ca

416-978-8000

214 College Street

The Career Centre offers career development workshops and individual appointments, an extern (job shadowing) program, employment, internship and volunteer listings, extern job shadowing program, resume clinics and practice interviews.

Counselling and Psychological Services

www.caps.utoronto.ca/main.htm

416-978-8070

214 College Street, Main Floor

CAPS offers a wide range of counselling and psychological services tailored to the challenges presented by university life. Staff possess expertise in a wide range of therapeutic methods, come from a variety of educational backgrounds, including psychology, psychiatry and social work, and have distinct interests and specializations. This positions them well to work with the diverse university student population. It also enables them to work collaboratively with both university and non-university services to make a wide range of relevant resources available to students, staff and faculty.

Academic Success Centre

www.asc.utoronto.ca

416-978-7970

214 College Street, Main Floor

The Academic Success Centre is dedicated to making sure you achieve your highest possible learning potential. Their counsellors come from diverse academic backgrounds and all hold graduate degrees. They invite students from across the university community to make use of their services.

Health Service

<http://healthandwellness.utoronto.ca>

<http://www.healthservice.utoronto.ca/Main.htm>

416-978-8030

214 College Street, 2nd Floor

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.

Accessibility Services

www.accessibility.utoronto.ca

Voice: 416-978-8060

Fax: 416-978-8246

TTY: 416-978-1902

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

130 St. George Street

AND

215 Huron Street

9th Floor, Room 939

Voice: 416-978-7677

Fax: 416-978-5729

TTY: 416-978-1902

Services are provided to students with a documented disability. It can be physical, sensory, a learning disability, or a mental health disorder. Students with temporary disabilities (e.g. broken arm) are also eligible for the service.

Students first go through an intake interview to discuss their eligibility and needs. Where appropriate, students are referred to one of the Service's professionals (e.g. Adaptive Equipment

Consultant, Learning Disability Specialist, Occupational Therapist) to discuss strategies and determine accommodations. All discussions are kept confidential with AS and information is disclosed outside the Service only with permission of the student. The offices also play an educational role, raising awareness of the needs of students with disabilities among students, staff and faculty at the University, and the wider community.

WalkSmart

<http://www.campuspolice.utoronto.ca/safety/walkSmart.htm>

416-978-7233 (SAFE)

WalkSmart is service provided by the Campus Community Police and student escorts. Students can request for an escort at night to locations on the U of T St. George Campus (including 89 Chestnut and the Charles Street residences) and surrounding TTC stations. The service is available Monday to Friday from the first day of classes in September to the last day of classes in April, and does not operate on holidays, weekends, reading week, or the summer months. All escorts are teams of two, at least one of which is female, and are University of Toronto students.

Office of the University Ombudsperson

www.utoronto.ca/ombudsperson/

416-978-3485

McMurrich Building, First Floor, Room 102, 12 Queen's Park Cres. West

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

www.familycare.utoronto.ca

416-978-0951

214 College Street

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.

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**.

Sexual Harassment Office

www.utoronto.ca/sho/

416-978-3908

215 Huron Street, 6th Floor, Suite 603

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 Service

www.housing.utoronto.ca

housing.services@utoronto.ca

416.978.8045

214 College St.

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

Residence

Applying for residence as a first-year student is as easy as 1, 2, 3!

1. Indicate your interest in residence on your OUAC application to U of T (if you didn't indicate your interest in residence on your application, it may not be too late – visit the Student Housing Service website for more information)
2. Explore your residence options on the Student Housing Service website
3. Submit your residence preferences by March 31st (instructions are included with your Offer of Admission)

Residence is guaranteed for full-time students who are entering their first year of study in an undergraduate program, are offered admission by May 31st, and indicated their interest in residence on their OUAC application. Residence spaces are typically reserved for new first-year undergraduates and upper-year students who are currently

living in residence. New upper-year and transfer applicants should visit the Student Housing Service website for information on how to apply to residence and their other housing options.

Student Family Housing is available to students who are living full time with a spouse/common-law partner and/or have custody of 1-2 children. Visit www.studentfamilyhousing.utoronto.ca for more information.

Off-Campus Housing

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

Student Family Housing

www.studentfamilyhousing.utoronto.ca

416-978-8049

35 Charles Street West, Front Office

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

416-978-1485

21 Sussex Avenue., 2nd Floor

The Community Safety Office addresses personal and community safety issues for students, staff and faculty across all three campuses. 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.

Equity U of T

www.equity.utoronto.ca

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

Anti-Racism & Cultural Diversity Office

www.antiracism.utoronto.ca

416-978-1259

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

Sexual and Gender Diversity Office

www.sgdo.utoronto.ca

416-946-5624

21 Sussex Avenue, Suites 416 and 417

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

Status of Women Office

www.status-women.utoronto.ca

215 Huron Street, Room 603

416-978-2196

The Status of Women Office works toward full gender equity for women students, staff, and faculty on all three campuses by developing relevant policy, providing advice, identifying key issues to those in senior administration, organizing events, and generally being "an effective catalyst for change".

Centre for International Experience

www.cie.utoronto.ca

416-978-2564

33 St. George Street

AND

416-946-3138

214 College Street, Room 202

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

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 26 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 900 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

Students 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. 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.

www.uoftintramurals.ca



Instructional Fitness 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.

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, practicum and ODP courses for the year under consideration, when the Examinations and Awards Committees meets to recommend awards. In the selection process, both course work that has been completed by the date of the spring Examinations Committee meeting and course load are considered. The following prizes are awarded during the Faculty's Reception for Scholars in the fall.

ADMISSION SCHOLARSHIPS

President's Entrance Scholarship Program

All applicants who meet the following criteria will receive admission scholarship(s) from the University, its faculties or colleges totaling at least \$2,000 provided that they enroll in first year at U of T in the fall. This award is available to all Canadian citizens or permanent residents; studying at a secondary school or CEGEP in Canada; have completed each of the courses required for admissions, including prerequisites, with 'A' standing; and admission average is 92% or better. Additional information about the terms and conditions of the University's awards, as well as answers to questions regarding the University's scholarship programs, is available at www.adm.utoronto.ca/schp

University of Toronto Scholars Program – Admission Scholarships

The University of Toronto offers this scholarship to the top secondary school students who apply to the university. A minimum of two Physical and Health Education applicants will be awarded a non renewable scholarship of \$5,000.

The National Scholarship Program

Information about the 2011 University of Toronto National Book Award and Scholarship Program was sent to all Canadian high schools in the fall of 2010. 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 20 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 2011. Approximately 10 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.

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 Faculty of Physical Education and Health offers Dean's Scholarships to recognize the outstanding calibre of three students entering the undergraduate program who have not received any other academic scholarships. Secondary school students (entering first year) with a 90% average or better 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.

Robert Goode Entrance Scholarship

This award was established in memory of Professor Emeritus Robert Charles Goode by his colleagues, former students and friends. It is awarded to a student entering first year of the B.P.H.E. program in the CTEP stream on the basis of academic merit, a demonstration of commitment to physical activity as a means of maintaining health, and leadership experience in the broad field of physical and health education.

Sheryn Posen Entrance Scholarship

This \$6000 scholarship is awarded to a student entering the undergraduate program on the basis of having a minimum average of 92%, and having not received any other scholarship. An exceptional candidate whose average does not meet 92%, but who has demonstrated strong leadership abilities, may be eligible at the Dean's discretion.



UPPER YEAR HONOURS

I. University of Toronto Scholars Program In-Course Scholarships

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

II. Academic Awards

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

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 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 Physical Health and Education Undergraduate Association (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. It is awarded to a graduating B.P.H.E. /B.KIN student with the highest cumulative academic average who has been admitted to the graduate program in Exercise Sciences.

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: www.physical.utoronto.ca. All awards require completion of 5.0 academic credits at the Faculty of Physical Education and Health, University of Toronto during the regular academic session (September to April), and a minimum annual GPA of at least 2.5.

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.

Paul Carson Student Leadership Award

This award was established by colleagues and friends of Mr. Paul Carson in recognition of his more than 40 years of dedicated

service to the Faculty. It is awarded to a student on the basis of demonstrated leadership and involvement on an athletic varsity team or administrative leadership and a minimum annual GPA of at least 2.5 in the current academic year.

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.

Professor 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.

Charles and Ena Reeve Memorial Award*

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

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 OT3 Faculty Advancement Award

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

The PHE Alumnae and 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 PHE 450Y 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 enrolment 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.

Bursary for Students for Emergency Situations

The Good Samaritan Fund provides a bursary awarded to a student enrolled in the FPHE undergraduate program on the basis of immediate financial need.

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

The Ontario Student Assistance Program (OSAP)

The Ontario Student Assistance Program (OSAP) provides need based financial assistance to Ontario residents who are Canadian citizens, permanent residents or protected persons (recognized convention refugees). Students in course loads of sixty per cent or greater are considered for both federal and provincial interest-free student loans and grants to assist with educational and living expenses. 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). 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.

Queen Elizabeth II Aiming for the Top Scholarship

This scholarship is designed to recognize students who have shown academic excellence at the Ontario 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.

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 \$10,000 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 at www.adm.utoronto.ca.

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 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: 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.

Fees and Financial Requirements

Academic and Incidental Fees

During the summer, each student will receive information indicating the required academic and incidental fees, the date fees are due, and the method of payment. Academic fees include required and specified optional courses in the Faculty and in other divisions of the University. Incidental fees include campus services and student society fees. Students must pay at least the minimum first payment of fees in order to confirm their enrolment 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 \$275-\$375 for each outdoor project. ODP301H and ODP302H also require special clothing and equipment at the student's expense. Refunds (less a \$50.00 administrative fee) will be made no later than two weeks prior to departure. No refunds are allowed after the deadline. If a student misses a camp, fees cannot be transferred to a future outdoor project.

Athletic Fee

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



Administrative Fees

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

Special Student Application fee	\$60.00	
Replacement 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)	\$60.00	
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/Professional Support Fees:		
- Year 1	\$100.00 (\$50.00 per term)	
- Year 2	\$250.00 (\$125.00 per term)	
- Year 3	\$250.00 (\$125.00 per term)	
- Year 4	\$550.00 (\$275.00 per term)	
- Year 5	\$550.00 (\$275.00 per term)	

* 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 enrolment. 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 Centre for International Experience Office promotes and operates student exchange opportunities for the University of Toronto community.

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

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

Canadian exchanges include: McGill University, Laval University, University of British Columbia and Acadia University.

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

Centre for International Experience

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: <http://cie.utoronto.ca>

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 2012. 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 2011. 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 PHE 390Y/490Y/491H are required to participate.

Graduate Studies in Exercise Sciences

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 (M.Sc.) and Doctor of Philosophy (Ph.D) degrees in the broad areas of behavioural, socio-cultural and biophysical studies. Our faculty members' interests range from molecular biology to health communication. For more information visit: www.exs.utoronto.ca

The Graduate Department of Exercise Sciences guarantees funding for two years at the M.Sc. level and four years at the Ph.D level.

Admission requirements and all information concerning the application process to the Department of Exercise Sciences is available online at: www.exs.utoronto.ca



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University of Toronto Policies

Students are strongly urged to become fully aware of the contents of this publication, 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, enrolment 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 www.students.utoronto.ca/The_Basics/Rights_and_Rules.htm

Enrolment 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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august						
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

september						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

october						
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

november						
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

december						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Ideas are shared here

Physical educators prep

Health happens here

Team spirit builds here

Energy abounds 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



UNIVERSITY OF TORONTO
FACULTY OF PHYSICAL EDUCATION & HEALTH

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