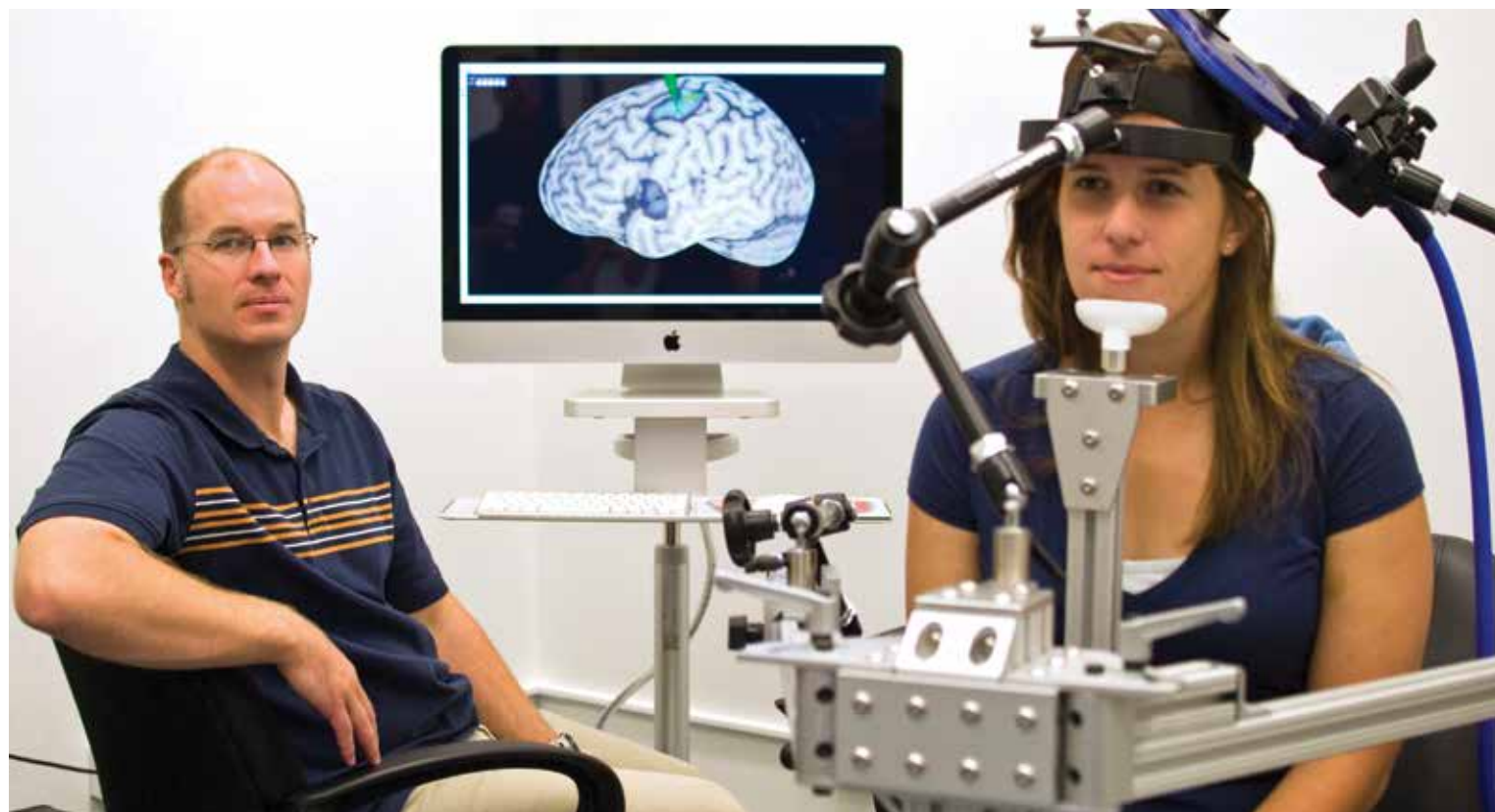

FACULTY OF KINESIOLOGY AND PHYSICAL EDUCATION UNDERGRADUATE PROGRAM CALENDAR 2013/2014



UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

THE UNDERGRADUATE CALENDAR IS PUBLISHED ANNUALLY BY THE
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A Message from the Dean

Welcome to the 2013-2014 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 Kinesiology and Physical Education 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 and well-being.

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 Kinesiology & Physical Education



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Mission of the Faculty

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

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

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

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

The Faculty provides students with a strong interdisciplinary background in the behavioural, biophysical, and 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 and 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, alumni/ae, and community members.

Graduates of the Faculty pursue careers in education, kinesiology, fitness, health promotion, health 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 education and kinesiology,
- 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 kinesiology and physical education.

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

Despite the success of the diploma course, the faculty and staff at U of T realized that an even more ambitious program of professional preparation was needed and that it should be available to both genders. The construction of school 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, alumni/ae, and community members. At the same time the Graduate Program in Exercise Sciences became a department within the Faculty. The idea was to create a 'teaching health centre', in which research, teaching, and practice are closely linked to the benefit of both students in the Faculty's degree programs, and other U of T students.

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 B.P.H.E. 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.

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

Today, approximately 885 undergraduate and 61 graduate students are enrolled in the Faculty's degree programs, and over 79,650 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 1998-2011, is a leading sports historian and Olympic analyst. Dr. Ira Jacobs, who became dean in July 2011, is an internationally recognized exercise physiologist.

The Program

The Faculty of Kinesiology and Physical Education 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.

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, adapted physical activity, 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 2013-2014

FALL TERM 2013

June 30	Last date for special students to apply for Fall 2013 admission (spaces permitting)
July 1	Canada Day Holiday - University closed
July 5	Last date for suspended students to apply for readmission
August 5	Civic Holiday - University closed
August 24	Last date for minimum payment or deferral of fees ¹
August (TBA)	ODP 100H and ODP 200H Outdoor Projects I and II ²
August (TBA) -September (TBA)	ODP 300H Outdoor Project ³
September 2	Labour Day - University closed
September 9	Academic and activity classes begin
September 13	Last date to register without a late penalty ⁴
	Registration cancelled for all students who have not paid or deferred fees
	Last date to confirm intention to graduate at Fall Convocation
September 15	Last day F and Y term course waitlists operational
September 22	Last date to enrol in F and Y academic courses
October 14	Thanksgiving Day - University closed
November 4	Last date for deletion of F academic courses from academic record and academic grade point average ⁵
	Last date to confirm intention to graduate at Spring Convocation
November 11-12	November break - no classes
November 30	Last date for special students to apply for Winter 2014 admission (spaces permitting)
December 3	Academic and activity classes end
	Last date to confirm intention to graduate in June 2014
December 4	Monday class - makeup for Thanksgiving Monday
December 5-6	Examination dates for PRA activity courses ⁶
December 9-20	Examination period for KPE and A&S academic courses ⁶
December 23-January 3	Winter Holidays - University closed

WINTER TERM 2014

January 6	Academic and activity classes begin
January 12	Last day S term course waitlists operational
January 19	Last date to enrol in S section code academic courses
January TBA	Deferred examinations from December 2013 ^{6,7}
January/February TBA	ODP 302H Outdoor Project ³
February 17	Last date for deletion of Y academic courses from academic record and academic grade point average ⁵
February 17	Family Day - University closed
February 18-21	Reading Week - no classes
March 1	Last date for petitions which pertain to June 2014 graduation
March 9	Last date for deletion of S section code academic courses from academic record and academic grade point average ⁵
April 4	Academic and activity classes end
April 7-8	Examination period for PRA activity courses ⁶
April 9-30	Examination period for KPE and A&S academic courses ⁶
April 18	Good Friday - University closed
May TBA	Deferred Examinations from April 2014 ^{6,7}
May TBA	ODP 301H Outdoor Project ³
May 20	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 within the week (Monday to Sunday) preceding Labour Day.
- 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

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.)

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

*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.

Associate Professor Emeriti

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

Senior Lecturer Emeriti

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

Professors

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

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

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

Associate Professors

*M. Atkinson, B.A., M.A., 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.

*C.M. Sabiston, B.Sc.K., M.H.K., Ph.D.

*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.

*K.P. Arbour-Nicopoulos, H.B.Kin.,
M.Sc., Ph.D.

*T. Beach, B.Sc., M.Sc., Ph.D.

D. Moore, B.Hon.Kin, M.Sc., Ph.D.

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

K. Tamminen, Hon. B.A., M.A., Ph.D.

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

Senior Lecturers

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

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

Lecturers

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

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

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

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

Senior Athletic Instructors

M. Bélanger, H.B. (Ph.E.)

B. Brophay, B.A.

K. Drakich, B.A.

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

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

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

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

T. Radchenko, B.A.

*Faculty with School of Graduate
Studies appointments

Part-time Academic Course Instructors/Sessional Lecturers

L. Banks, B.P.H.E., M.Sc.

T. Berg, M.A.

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

B. Daniels, B.A., M.Ed., Ph.D.

P. Dennis, Ph.D.

A. Duncan, B.Sc., M.B.A., OT Reg (Ont.)

G. Geisler, B.P.H.E., M.Sc., Ph.D.

K. Gibson, B.A., B.Ed., M.Sc.

S. Hill, B.Sc., M.Sc., Ph.D.

K.Y. Kim, M.A.

J. Laprade, PT, Ph.D.

A. Lombardo, Ph.D.

P. McKee, M.Sc. OT Reg (Ont.)

A. McKillop, M.Sc.

M. Norman, B.A., M.A.

E. O'Donnell, M.Sc.

F. O'Hagan, Ph.D.

R. Roberts Smid

M. Simons, B.Sc., M.Ed.

S. West, M.Sc.

Part-time Practicum Instructors

A. Allison

A. Bento-Buczmiejuk

N. Brucker, B.Sc.

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

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

B. Dewar, B. PE, B. Ed, M. Ed.

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

G. Gary

G. Geisler, B.P.H.E., M.Sc., Ph.D.

D. Glisic, B.P.H.E.

K. Hirshfeld, B.A. (Hons), CTRS, R/TRO

R. Ho

D.R. Juan, B.P.H.E.

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

W. Kopplin, B.Sc.

K. Le, B.P.H.E., B.Ed.

A. Lighttower, B.Sc.

A. McKillop, M.Sc.

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

J. Montes, B.P.H.E.

W. Okihiro, B.KIN.

K. Pattison, B.Sc.

T. Radchenko, B.A.

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

S. Salerno

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

T. Sanford, B.A.

P. Topping, B.P.H.E.

2013 Admission Program of Study – BPHE and BKIN

(Revised June 2014)

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 2013 must refer to the [Program of Study](#) for their year of admission for their degree requirements. Reference copies are available at the KPE Registrar's Office. Registrar's Office staff are 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
- ◆ KPE 100H Physical Cultural Studies
- ◆ KPE 120H Foundations of Sport and Exercise Psychology
- ◆ KPE 160H Fundamentals of Human Movement
- ◆ KPE 161H Fitness: Principles and Practice
- ◆ KPE 162H 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

- ◆ KPE 200H Sport, Physical Culture and the Human Condition
- ◆ KPE 220H Psychosocial Development (+20 hrs field experience)
- ◆ KPE 260H Introduction to Human Physiology
- ◆ KPE 261H Theory of Motor Skill Acquisition - Motor Learning
- ◆ KPE 263H Introductory Biomechanics
- ◆ KPE 264H Exercise Physiology
- ◆ KPE 290Y Research Design & Evaluation
- ◆ **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 200H Movement and Exercise Applications²
- ◆ PRA 201H Movement and Skills Development²

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

Interprofessional Education, 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
- ◆ PRA 600H Interprofessional Education – Required
- ◆ PRA 601H Interprofessional Education – Option
- ◆ **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

Interprofessional Education, 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
- ◆ PRA 600H Interprofessional Education – Required
- ◆ PRA 601H Interprofessional Education – Option
- ◆ **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 Violence, Suffering and Physical Culture
- ❖ 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 323H Youth in Sport
- ❖ 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 329H Physical Literacy in the Early Years
- ❖ 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
- ❖ KPE 421H The Role of Physical Activity in Girls' and Women's Health
- ❖ KPE 422H Advanced Coaching Seminar

Category B continued

- ❖ KPE 423H Theory of Dance Performance
- ❖ KPE 424H Health Psychology
- ❖ KPE 428H Nutritional Aids in Sport and Exercise
- ❖ KPE 450Y Professional Placement II³
- ❖ 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 367H Sport and Exercise Biomechanics
- ❖ 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

2013 Admission CTEP Program of Study – BPHE & B.Ed.

(Revised June 2014)

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 2013 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
- ◆ KPE 100H Physical Cultural Studies
- ◆ KPE 120H Foundations of Sport and Exercise Psychology
- ◆ KPE 160H Fundamentals of Human Movement
- ◆ KPE 161H Fitness: Principles and Practice
- ◆ KPE 162H 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

- ◆ KPE 200H Sport, Physical Culture and the Human Condition
- ◆ KPE 220H Psychosocial Development (+20 hours field experience)
- ◆ KPE 240H Equity & Diversity in Education (+20 hr field experience)
- ◆ KPE 260H Introduction to Human Physiology
- ◆ KPE 261H Theory of Motor Skill Acquisition - Motor Learning
- ◆ KPE 263H Introductory Biomechanics
- ◆ KPE 264H Exercise Physiology
- ◆ KPE 290Y Research Design & Evaluation
- ◆ **ONE HALF** course equivalent (any level) from another division of this University¹

Practica² and Outdoor Project

- ◆ ODP 200H Outdoor Project II
- ◆ PRA 200H Movement and Exercise Applications²
- ◆ PRA 201H Movement and Skills Development²

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

Interprofessional Education, Practicum² and Outdoor Project

- ◆ PRA 313H Games: Net, Wall and Target
- ◆ PRA 314H Games: Territory
- ◆ PRA 315H Games: Striking
- ◆ PRA 321H Adapted Physical Activity
- ◆ PRA 600H Interprofessional Education – Required
- ◆ **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

Interprofessional Education and Practicum²

- ◆ PRA 300H Exercise Modalities for Health and Performance
- ◆ PRA 601H Interprofessional Education – Option

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 Violence, Suffering and Physical Culture
- ❖ 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 323H Youth in Sport
- ❖ 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 329H Physical Literacy in the Early Years
- ❖ 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
- ❖ KPE 422H Advanced Coaching Seminar

Category B continued

- ❖ KPE 423H Theory of Dance Performance
- ❖ KPE 424H Health Psychology
- ❖ KPE 428H Nutritional Aids in Sport and Exercise
- ❖ 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 367H Sport and Exercise Biomechanics
- ❖ KPE 460H Science & Practice of Training for Sport Performance
- ❖ 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, the chief administrative officer, professors emeritae/i, all full-time faculty, the registrar, and representatives of the Council of Athletics and Recreation (CAR), of the practica instructors, of the student body, the administrative and technical support staff, and alumni/ae.

Committees of Council

The following standing committees report to the Faculty Council:

Executive Committee

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

Admissions Committee

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

Curriculum Committee

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

Examinations Committee

The examinations committee is responsible for implementing the University's grading practices policy for the undergraduate program. It reviews policy concerning examinations (including the examination timetables) and examination results, and makes recommendations on academic status, graduation and the award of all 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 practicum instructor, the registrar, the PHEUA president, and one alumni/ae representative.

Appeals Committee

The Faculty administers academic appeals of prior rulings, normally from the examinations committee, by appointing an appeals committee for each specific case. Each committee will consist of two of the three faculty representatives from a range of disciplines covered by the Faculty's undergraduate programs as well as one PHEUA representative or designate. The chair of each appeals committee will be one of the two faculty members and will be entitled to vote.

Research Committee

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

Awards Committee (Joint with CAR)

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

Restricted Funds Committee (Joint with CAR)

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

Equity Committee (Joint with CAR)

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

Sponsorship Committee (Joint with CAR)

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

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 Bachelor of Kinesiology (B.KIN.), and the Bachelor of Physical Education and Health (B.P.H.E.) programs (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 kinesiology specialist and physical and health educators for the future. Incoming students are assessed for both intellectual and physical activity leadership potential as submitted on the required Statement of Interest. Please see “additional requirements” 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: Enrolment Services, 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 B.P.H.E. 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.uoac.on.ca/
Paper applications can be ordered by sending an email to: access@uoac.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 Registrar's Office, Faculty of

Kinesiology and Physical Education, 55 Harbord Street, Toronto, Ontario, M5S 2W6. Students away for more than two years must fulfill the requirements of the curriculum currently in place. Registration must be completed prior to the commencement of a session, 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 KPE students, internal transfer applicants are not eligible for admission into the CTEP program.

Admission Scholarships

See pages 49-50 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, Registrar's Office, Faculty of Kinesiology and Physical Education, 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 October 1, and not completed an Ontario secondary school or equivalent program. Applicants must demonstrate ability and experience, and complete a minimum of one English, one Math (Advanced Functions or Calculus & Vectors) and 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 Registrar’s 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 Enrolment Services, 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 details at an information session in June. Dates are posted online and will be communicated to students upon admission. 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 KPE Registrar's 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

IMPORTANT NOTE: The course codes for all of the Faculty's academic courses have been updated as of the 2013-2014 academic year. Please be sure to check the listed course prerequisites carefully to ensure that you are eligible to enrol in your courses. Both the old and new course codes are listed after each course description to assist you with this transition. Please contact the Registrar's Office if you have any questions.

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

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 rotations are 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.

KPE	=	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, and PSY.

Academic Courses

◆ ANA 126Y Elementary Human Anatomy

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

◆ KPE 100H 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. Three lecture hours per week.

◆ KPE 120H 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 laboratory hours.

◆ KPE 160H 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 per week.

◆ KPE 161H 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. This course will be integrated with PRA 100Y.

Corequisite: PRA 100Y

Three lecture hours per week and five laboratory hours.

◆ KPE 162H 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 hours 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 Arts & Science Academics & Registration website at <http://www.artsci.utoronto.ca/current/course/> for more details.

Three lecture hours per week.

◆ KPE 200H Sport, Physical Culture and the Human Condition

This course places the study of sport and physical culture alongside key social scientific debates regarding the ways in which cultural life is organized, produced, reproduced and phenomenologically experienced by people. Attention is given to how studies of sport and physical culture (and the types of bodies such activities cultivate) instruct us about universal social scientific questions such as what it means to be human and live as a social being; whether or not people are free in society; the bases and consequences of suffering and injustice in society; and, how societies change through long-term historical processes. A range of sociological, philosophical, cultural studies and social psychological theories (including classical and contemporary theories) are used to illustrate sport and physical culture's role as mediators of core social values and conduits of dominant structuring forces in society such as market capitalism, consumerism, technologization, rationalism, and the medicalization of life. Course assignments blend a mix of empirical research, experiential learning and public academic/translational work.

Prerequisite: PHE 102H/KPE 100H

Two lecture hours and one tutorial hour per week.

◆ KPE 220H 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.

◆ KPE 260H 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 kinesiology/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 laboratory hours.

◆ KPE 261H 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.

◆ KPE 263H Introductory Biomechanics

Biomechanics is the study of forces acting upon, within, and produced by living things. In this course, students will be introduced to biomechanical concepts used in the analysis of human movement. Biomechanics of the musculoskeletal system will be covered in the first half; fundamental laws and principles of mechanics will be covered in the second half. Examples will be provided throughout to demonstrate how biomechanics can be used to enhance and maintain human health, fitness, and performance. Corresponding professional and research opportunities will also be highlighted.

Prerequisites: ANA 126Y, PHE 104H/KPE 160H

Three lecture hours per week and nine laboratory hours.

◆ KPE 264H 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/KPE 260H

Three lecture hours per week and ten laboratory hours.

◆ KPE 290Y 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 and twenty-two laboratory hours.

❖ KPE 300H 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/KPE 240H, UNI 371H. Students enrolled in the CTEP program may not take this course.

Prerequisite: PHE 202H/KPE 200H

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

Two lecture hours and one tutorial hour per week.

Category: A

❖ KPE 301H 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.

Exclusions: PHE 314H/KPE 302H, PHE 402H

Prerequisites: PHE 102H/KPE 100H, PHE 202H/KPE 200H

Three lecture hours per week.

Category: A

❖ KPE 302H 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.

Exclusions: PHE 303H/KPE 301H, PHE 402H

Prerequisites: PHE 102H/KPE 100H, PHE 202H/KPE 200H

Three lecture hours per week.

Category: A

❖ KPE 303H Physical Cultural Studies and Public Policy

Physical cultural studies examines how bodies move and how bodies are: experienced by people within specific cultural settings; structurally arranged and culturally inscribed within social institutions; and become classified and mapped by discourses at particular moments in history. This largely self-directed learning and research-oriented course examines the ostensible social-historical conditions giving rise to so-called problematic physical cultures in Canadian society, and how they are managed at public and private sector levels through intervention and policy. Substantive topics covered in the course include, but are not limited to, the policy management of bodies (and corresponding cultures) socially defined as uncontrolled, violent, ill, grotesque, or otherwise medically pathological.

Prerequisites: PHE 102H/KPE 100H, PHE 202H/KPE 200H
Two lecture hours and one tutorial hour per week.

Category: A

❖ KPE 304H Sport Related Violence

This course exposes students to a range of sociological, social psychological and human rights oriented theories of sports-related violence. Sports-related violence refers to not only those forms of physically, emotionally and psychologically damaging instances of interpersonal aggression commonly found in and around athletic grounds, but also forms of violence and abuse implicitly connected to the production, performance and maintenance of sports cultures and their institutional structures. Over the course of the semester we critically inspect typical manifestations of sports-related violence in a variety of physical cultural settings in Canada and elsewhere, discuss embodied experiences with sport-related violence, inspect the ideological and institutional systems which tend to support the performance of violence in and around sport, and deconstruct media representations of a full gamut of sports-related violence. Case studies of sports related violence and abuse covered in the course include, but are not limited to, player and fan violence, sexual assault, the abuse of animals, terrorism and sports mega-events, self-inflicted athlete abuse, crimes against the environment, the exploitation of children, and forms of international economic violence in sport.

Prerequisite: PHE 102H/KPE 100H

Three lecture hours per week.

Category: A

❖ KPE 305H Geographies of Health in Physical Cultures

The course will examine geographies of health and environments. Drawing from socio-cultural and cultural geography theories, we will identify and assess the importance of space, place and landscape to people's sense of well-being. The course will focus on investigating socio-spatial relations, the built environment and health, as well as those programs and policies that are intended to promote and enhance Canadian's physical cultures in urban and rural contexts.

Prerequisites: PHE 102H/KPE 100H, PHE 202H/KPE 200H
Three lecture/tutorial hours per week.

Category: A

❖ KPE 320H 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/KPE 120H

Three lecture hours per week.

Category: B

❖ KPE 321H 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/KPE 100H, PHE 203Y/KPE 290Y, PSY 100H

Three lecture hours per week.

Category: B

❖ KPE 322H Psychology of Injury and Rehabilitation

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

Prerequisites: ANA 126Y, PHE 106H/KPE 120H, PHE 203Y/KPE 290Y, PSL 200Y/PHE 205H/KPE 260H, PSY 100H

Recommended: PHE 308H/KPE 363H

Three lecture hours per week.

Category: B

❖ KPE 324H 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 101Y/PHE 201H/KPE 220H, PHE106H/KPE 120H, PSY 100H

Three lecture hours per week.

Category: B

❖ KPE 325H 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/KPE 120H, PHE 225H/KPE 264H

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

Category: B

❖ KPE 326H 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/KPE 264H

Three lecture hours per week.

Category: B

❖ KPE 327H 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/KPE 120H, PHE 201H/KPE 220H

Three lecture hours per week.

Category: B

❖ KPE 328H 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/KPE 264H

Three lecture hours per week and six laboratory hours.

Category: B

❖ KPE 330H Advanced Exercise Psychology

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

Prerequisite: PHE 201H/KPE 220H

Three lecture hours per week.

Category: B

❖ KPE 340H Teaching the Child Physical Activity

This course provides an introduction to the pedagogical and learning methodology of working with children and youth in a physical activity setting. It explores issues such as the current levels of physical activity in children and youth; factors that contribute to, and deter from, participation in physical activity; how to create 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 and tools as well as support resources for teaching health and physical education will also be examined. Theory from lectures will be applied during practical lessons. Students will also gain presentation experience in applying theoretical knowledge about physical activity pedagogy while focusing on "good" practice, lesson planning and delivery, communication and organizational skills.

Prerequisites: PHE 101Y/PHE 201H/KPE 220H, PSL 200Y/PHE 205H/KPE 260H

Two lecture hours and two practical pedagogy hours per week.

Note: Required for CTEP students.

Category: B

❖ KPE 342H 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/KPE 340H Teaching the Child, as well as the PRA 300H series of courses (see page 28-29 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 101Y/PHE 201H/KPE 220H, PHE 204H/KPE 261H, PHE 209H/KPE 263H, PSL 200Y/PHE 205H/KPE 260H

Three lecture/tutorial hours per week.

Note: Required for CTEP students.

Category: B



❖ **KPE 350Y Professional Placement I**

Through the deliberate integration of theory and practice, this course will provide students an opportunity to develop their knowledge and competencies in the professional practice of kinesiology and physical education in professional settings. This course combines academic course work with practical exposure to careers in the field. Students will participate in an on-site apprenticeship experience (100 hours) with a mentor observing, job shadowing, and participating in the planning and implementation of programs as appropriate. In addition to the professional placement experience, students are expected to participate in weekly class and tutorial sessions, and complete course readings, written assignments, and examinations. The classroom component of this course moves past typical lecture format to more experiential-based education, incorporating interactive activities and drawing upon ongoing professional placement experiences and critical reflections. Topics covered in this course include, but are not limited to: creating and monitoring your own learning objectives; critical reflection; communication; active listening; conflict resolution; decision making; teamwork; and leadership practices and relationships in the workplace. Students will also be asked to consider the application of major theoretical issues discussed in previous KPE courses within the context of their professional placement experiences.

Exclusions: PHE 250H/PHE 350H, students enrolled in the CTEP program may not enrol in an educational placement.

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

Notes: Classroom/tutorial sessions are two hours per week in addition to placement hours. For more information on the KPE Professional Placement Program and a list of community partners and placement opportunities visit www.physical.utoronto.ca/Undergraduate/Current_Students/Placements.aspx.

Category: B

❖ **KPE 360H Advanced Cardiorespiratory Physiology**

This course builds upon the topics introduced in earlier physiology courses, particularly PHE 225H/KPE 264H, 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/KPE 264H

Three lecture hours per week and eight laboratory hours.

Note: Required for B.KIN. students

Category: C

❖ **KPE 361H 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 sensorimotor control. These processes underlie the acquisition of motor skills and will be studied using human information-processing models.

Prerequisite: PHE 204H/KPE 261H

Three lecture hours per week.

Category: C

❖ **KPE 362H Neural Basis of Human Movement**

This course examines the neural and cognitive processes that underlie human movement. Specific topics include: neural anatomy; neurophysiology; theories of motor control; movement disorders; and the neural substrates of reflexes, preprogrammed movements, and voluntary movement.

Prerequisite: PHE 204H/KPE 261H or by permission of the instructor.

Three lecture hours per week.

Category: C

❖ **KPE 363H Sport Medicine**

This course builds on knowledge of the biomechanics of injury and dysfunction acquired in PHE 209H/KPE 263H 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/KPE 263H

Three lecture hours plus tutorials.

Category: C

❖ **KPE 364H Exercise Metabolism**

This course examines the role of lean tissue and adipose tissue in whole body metabolism. Examination of mitochondrial function and the role of endocrine modulation of energy storage and utilization will be an important theme. In addition to reviewing key metabolic pathways, this course will investigate the regulation of these pathways in different tissues. The impact of acute and chronic adaptations to exercise and changes in nutritional status will be explored to better understand underlying mechanisms related to overall metabolism. Examination of disease states might be used to address the above issues.

Prerequisite: PHE 225H/KPE 264H

Three lecture hours per week

Category: C

❖ **KPE 365H Advanced Biomechanics**

Biomechanics is the study of forces acting upon, within, and produced by living things. Students will learn to apply the knowledge and skills acquired in the introductory biomechanics course to conduct in-depth quantitative analyses of fundamental human movements (e.g., walking, jumping, throwing, or lifting).

Prerequisite: PHE 209H/KPE 263H

Three lecture hours per week and nine laboratory hours.

Category: C

❖ KPE 366H Ergonomics

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

Prerequisites: PHE 209H/KPE 263H, PHE 225H/KPE 264H

Three lecture hours per week.

Category: C

❖ KPE 390Y Directed Research

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

Prerequisites: PHE 203Y/KPE 290Y, a minimum B average in the area of interest, and an application process. For the application process, refer to KPE 495H, note #1 on page 26.

Category: B

◆ KPE 400H Ethics and Power in Kinesiology, Physical Education and Health Fields

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 during their careers. 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 power and governance in our fields. Selected theories and case studies will be examined, analyzed, and evaluated.

Prerequisites: PHE 102H/KPE 100H, PHE 202H/KPE 200H, Fourth-year standing.

Three lecture/tutorial hours per week.

❖ KPE 401H 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 202H/KPE 200H

Three lecture/tutorial hours per week.

Category: A

❖ KPE 402H Experiencing Physical Cultural Studies

This course is structured as a series of field research exercises that are designed to teach students how to conduct physical cultural studies in the city of Toronto. Students are asked to conduct field research inside and outside of the classroom as a means of understanding the importance of translating physical cultural studies theories and methods for and with audiences beyond the university. Substantive emphasis is given to understanding how diverse physical cultures are formed and are reproduced, how to understand their structuring and articulation within broader social environments, and the meaning of such physical cultures in the context of Toronto. To this end, students are responsible for conducting a field research project on and within a physical culture of their choice over the semester. Students are also collectively required, as part of in-class and tutorial instruction, to explore a semester-long case study of a physical culture identified by the instructor. Finally, additional time and effort is spent in the course meeting with and touring various organizations that directly influence physical culture and sport policy in the city of Toronto, and assessing how these organizations impact the overall character of physical culture in the city.

Prerequisites: PHE 102H/KPE 100H, PHE 202H/KPE 200H

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

Category: A

❖ KPE 403H Body and Health in Physical Culture

This course will examine theories of the body in contemporary societies. This class will evaluate how knowledge of the body is produced in western societies, and how the body is governed through kinesiology, physical education and health discourses. We will also 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/KPE 100H, PHE 202H/KPE 200H

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

Category: A

◆ KPE 420H 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/KPE 264H, PSL 200Y/PHE 205H/KPE 260H

Three lecture hours per week.



❖ KPE 421H 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/KPE 360H

Three lecture hours per week.

Category: B

❖ KPE 422H 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/KPE 342H

Three lecture hours per week.

Category: B

❖ KPE 424H 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 related 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 106H/PHE 200H/KPE 120H, PHE 113H/KPE 162H, PSY 100H/PSY 100Y

Three lecture hours per week.

Category: B

❖ KPE 450Y Professional Placement II

This course builds on the knowledge and skills acquired in KPE 350Y to further students' professional development in the practice of kinesiology and physical education in work contexts. As a part of this course, students will spend 100 hours in a professional placement setting and will work closely with a mentor in the field by observing and participating as appropriate. Through weekly class and tutorial sessions, written assignments, and examinations, students are encouraged to apply the theoretical concepts they have studied in the classroom to their professional practice, and vice versa. Topics covered in this course include, but are not limited to, integrity in relationships, performance adaptability, diversity, creativity, ethics and professionalism, civic engagement, activism, and balance in the workplace. Adopting a value-based approach to professional development, and drawing upon the students' professional placement experiences, students will also be encouraged to consider strategies for applying the professional practice of kinesiology and physical education to the broader community.

Exclusions: PHE 341Y, PRA 341H

Prerequisites: You must have followed the appropriate pre-course procedures in the year preceding course enrolment, PHE 350H/PHE 350Y/KPE 350Y, and obtain instructor approval.

Notes: Classroom/tutorial sessions are two hours per week in addition to placement hours. For more information on the KPE Professional Placement Program and a list of community partners and placement opportunities visit http://www.physical.utoronto.ca/Undergraduate/Current_Students/Placements.aspx.

Category: B

❖ KPE 460H 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/KPE 263H, PHE 225H/KPE 264H

Corequisite: PHE 325H/KPE 360H

Three lecture hours per week.

Category: C

❖ KPE 461H 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/KPE 460H

Two lecture hours and two practical hours per week.

Category: C

❖ KPE 462H Human Environmental Exercise Physiology

This course examines physiological responses, adaptations, and maladaptations 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; disruptions to circadian rhythms associated with overseas travel; and microgravity effects experienced by those working and travelling in space.

Prerequisites: PHE 205H/PSL 200Y/KPE 260H, PHE 225H/KPE 264H, PHE 325H/KPE 360H

Three lecture hours per week, one laboratory exercise during regularly scheduled lecture time, and one field trip visit to a research laboratory in north Toronto.

Category: C

❖ KPE 463H 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/KPE 360H

Three lecture hours per week.

Category: C

❖ KPE 464H 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/KPE 360H

Three lecture hours per week and eight laboratory hours.

Category: C

❖ KPE 465H Exercise for Children with Chronic Disease

This course draws from the most recent research in the area of pediatric exercise medicine. Participants in the course will examine various diseases with a specific focus on the mechanisms of exercise intolerance that develop in each condition. Based on the disease specific mechanisms, evidence-based options for exercise interventions will be presented. Exercise responses between pediatric athletes, healthy children and children with chronic disease will be compared to develop a complete understanding of human potential and limitations.

Prerequisite: PHE 325H/325Y/KPE 360H

Three lecture hours per week.

Category: C



❖ KPE 466H Laboratory Methods for Sport and Exercise Sciences

Collection and analysis of data represents a challenge in understanding human performance during exercise and sport. In this course students will be exposed to measurement techniques currently used in sport and exercise science. The methods will be examined to gain a further understanding in their strengths and shortcomings from a technical, statistical and practical point of view. As part of this course students will complete nine labs that examine force, EMG, lactate, and oxygen consumption measurement and other techniques under a variety of conditions. This course is intended for students interested in pursuing graduate studies in exercise or sport sciences.

Prerequisites: PHE 209H/KPE 263H, PHE 325H/KPE 360H

Two lectures hours and two laboratory hours per week.

Category: C

❖ KPE 467H 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/KPE 264H

Three lecture hours per week.

Category: C

❖ KPE 490Y Advanced Research

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/KPE 490Y course or external equivalent.

Prerequisites: PHE390Y/KPE 390Y, a minimum B average in the area of interest, and an application process.

Category: B

❖ KPE 495H Independent Study

The purpose of the independent study is to permit students to extend beyond current course offerings and explore in detail a subject area of their choosing related to the study of physical activity and health. Students work closely with a faculty supervisor with a relevant background. Before pursuing an independent study, students are expected to have taken all the relevant courses offered by the Faculty in that sub-discipline. Students will research their topic of interest primarily through reading and writing a report on their findings. They are also required to attend some classes/workshops throughout the term and to present their reviews and/or findings at the annual Bertha Rosenstadt National Undergraduate Research Conference. Students may elect a total of no more than two half courses under KPE 495H or external equivalents.

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

Category: B

***Notes:** Regarding KPE 490Y and KPE 495H:

- For permission to enrol a student must:
 - obtain course information from the Registrar's Office
 - find a faculty advisor**
 - complete the Advisor Application Form
 - obtain the advisor's and co-ordinator's signature on the application.

Students must complete steps a) to d) and register by August of the preceding year.
- Funding may be available to subsidize some costs of KPE 490Y/495H projects. See the course information package for application guidelines.

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



The University of Toronto IPE Curriculum

The University of Toronto Interprofessional Education (IPE) curriculum is focused on the development of specific values and core competencies across eleven health professional programs (dentistry, medical radiation sciences, medicine, nursing, occupational therapy, pharmacy, kinesiology and physical education, physician assistant, physical therapy, social work and speech-language pathology). The knowledge, skills/behaviours and attitudes developed through the IPE curriculum enable students to provide collaborative relational-centred care in an interprofessional context.

Students entering the B.KIN. and B.P.H.E. degree programs in 2012 and later must successfully complete the IPE curriculum includes attendance in two (2) learning activities from a wide range of options available in students' third and fourth years. For more information, visit: <http://ipe.utoronto.ca/>

Mission of the Practica

The Practica (PRA) curriculum is an integral component of the education of the B.P.H.E., B.KIN. and CTEP students. The practica are intended to be a forum for students to integrate and apply their theoretical knowledge of physical education and kinesiology, such that they graduate with the requisite skills to become leaders in the education and promotion of physical activity. These practica are designed to prepare students to be movement specialists; to learn fundamental movement principles and skills and to apply them to individuals of all ages and diverse backgrounds across various settings, including: education, fitness, coaching, play, the workplace, and rehabilitation.

Learning Outcomes

- to impart the joys of physical activity
- to understand and apply theoretical concepts to diverse settings and populations

- to understand the health implications of physical activity
- to understand fundamental movement principles
- to demonstrate fundamental movement skills
- to develop skills of engagement, inclusion and dissemination
- to demonstrate ethical decision-making and practice
- to enhance awareness of personal fitness for sport, the workplace, and lifelong health

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. Students who require special accommodations are required to provide current medical documentation.

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 KPE 160H Fundamentals of Human Movement and KPE 161H 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 300H Exercise Modalities for Health and Performance

There are many different types of exercises and exercise programmes. Students will be exposed to both traditional and non-traditional programmes in order to gain an understanding of each method's strengths and weaknesses in achieving specific fitness goals. At the conclusion of the course, students will be able to decide which exercise types and programmes are best used to achieve fitness goals in health, sport and occupation. The course will consist of both lecture and practical components.

Prerequisite: PRA 200Y

Exclusions: PRA 310H, PRA 311H



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 Adapted Physical Activity

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 54 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 and develop skills related to wilderness travel, including canoe tripping skills, from packing to canoeing, navigation and portaging and the establishment of a campsite in a wilderness setting. Additional skills related to leadership in outdoor education will be emphasized using activities that go beyond those seen in ODP 100H.

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 Kinesiology and Physical Education may register in the following courses.

THE EARLY FOUNDATIONS COURSES

◆ KPE 240H Equity and Diversity in Education

This course focuses on critically examining and raising awareness and sensitivity to equity and diversity issues facing teachers and students in Ontario's 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 may be different from their own. Students will be asked to consider their own assumptions about schooling and will learn how educational and equity responses to gender, sexual orientation, disability, class, race, ethnicity, and language differences affect educational outcomes. The course includes a 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.

Exclusions: PHE 301H/KPE 300H (this course will substitute for any KPE 300H prerequisite), UNI 371H

Prerequisite: KPE 100H/PHE 102H

Corequisite: KPE 200H/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/KPE 240H

◆ Subject Studies Courses

KPE 340H see page 20.

KPE 420H see page 23.

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 all of the required courses for their second teachable (4.0 or 5.0 full credits). For more information about second teachable subjects, please refer to OISE's Teaching Subject Guidelines for I/S Candidates.

THE ADVANCED FOUNDATIONS COURSES

◆ KPE 440H 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/KPE 240H

◆ 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/KPE 240H

◆ 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. 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/KPE 240H, EDU 312H, EDU 322H, PHE 341Y/KPE 341Y

Co-requisite: PHE 340H/KPE 440H



◆ 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.

Prerequisites: PHE 240H/KPE 240H, EDU 312H, EDU 322H, PHE 341Y/KPE 341Y

Co-requisite: PHE 340H/KPE 440H

◆ 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/KPE 240H, EDU 312H, EDU 322H, PHE 341Y/KPE 341Y

Co-requisite: PHE 340H/KPE 440H

PRACTICAL/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.

◆ KPE 341Y Education 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 complete their internship placement at a secondary school. This course includes lectures and tutorial meetings in preparation for this experience, and the 100 hour internship must be successfully completed before entry to the Professional Year.

Prerequisites: PHE 201H/KPE 220H, PHE 240H/KPE 240H, PRA 100Y, PRA 200Y

Three lecture/tutorial hours bi-weekly.

◆ 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 in Year 5 of the program. The first practicum will take place in the fall term spanning 20-25 days, and will focus on the student's second teachable subject. The second practicum will take place in the winter term spanning 30-35 days, and will focus on the student's anchor subject (Physical Education and Health). Practicums will take place in schools or other settings approved by the Ontario College of Teachers. Through field experiences attached to other B.Ed. courses, teacher candidates spend an additional 10-15 days in schools leading up to their practicum placements.



Examination Procedures

Missed Examinations

Students who miss a midterm or final examination for an unforeseen and petitionable reason must notify the Registrar's 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 Registrar's 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 Kinesiology and Physical Education 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 KPE 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 Registrar's Office must receive notification within the 24 hour time limit (indicated above) and a petition with supporting documentation requesting a deferred exam must be submitted no later than the end of the examination period. In case 2, arrangements for the international competition must not be made before a student receives permission for an alternative examination date.

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

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

Outstanding mid-term tests and assignments

Unless otherwise stated in the relevant course outline, all term work is to be completed no later than the last day of classes. Deadlines and penalties for late or missing work will be stated in the course outline. Professors have the authority to grant extensions of term work to no later than the last date of the examination period. Students requiring extensions beyond that

date must petition (pg. 37). Professors may require students to formally petition for term work extensions at their discretion.

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 Registrar's 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 Registrar's 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 Registrar's 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. 37).

Conduct of Examinations

1. Student Identification:

All students must have their photo-identification cards (T-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 Registrar's 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 Kinesiology and Physical Education requires students writing examinations at times other than the regularly scheduled time, to sign a Pledge of Non-Disclosure form. Any breach of this agreement will lead to imposition of the maximum permitted academic penalty.

Undergraduate Information

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

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

Information recorded at the time of registration is transmitted to the Registrar's Office. Based on this information, the Faculty issues marks and transcripts. Inaccurate or out-of-date information could cause serious inconvenience, such as a delay in receiving awards, results, transcripts, graduation information and other official documents. Students must update their own information on the university's student record system (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 60.

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 45 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 Registrar’s Office staff.

Extra Credits

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

- No more than 2.0 elective credits from other divisions may be at the 100 level. All others will be extra.
- A repeated course that had previously been successfully completed (only allowed for program pre-requisite purposes) will be extra.
- A completed course that is an exclusion (see pg. 16) to a degree requirement or already completed course will be extra.

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

Transfer Credits and Letters of Permission

There are two types of transfer credits: incoming credits for transfer students, and letter of permission credits for current students. Generally, course descriptions are used for assessment. However, in cases where students wish comparisons to division-specific (i.e. ANA, PRA, KPE or PSL) courses, detailed course outlines must be provided by students applying for transfer credit. Complete applications are due in mid August of their year of admission. A maximum of 9 academic and 2 PRA courses may be transferred.

Current B.P.H.E./B.KIN. students may take a maximum of 5 academic and 2 PRA courses from other approved universities by letter of permission (provided these courses do not exceed the overall transfer maximum of 9 academic and 2 PRA courses). With the exception of students in the Exchange Program students are permitted only two courses on letter of permission at the 300 level or higher. Letter of permission requests must be accompanied by appropriate course outlines and payment, and submitted several weeks prior to any course application deadlines. Transfer credits for exchange students will be established on an individual basis. Transfer credits are granted only if final grades are at least one grade higher than the minimum passing grade of the other institution (e.g. 60%+ where 50% is a pass). See the Registrar’s Office for more details, and the list of fees for charges. Transfer credits will be indicated without grades on the University of Toronto transcript. Grades obtained elsewhere are not factored into the grade point averages. Transfer students are not allowed to enroll in credit courses that would duplicate previous completed courses whether transfer credit was granted or denied.

Major/Minor Certification

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

Note: In some disciplines, the Faculty of Arts and Science has found it necessary to restrict enrolment in upper-level courses to their own students. 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, 2 interprofessional education seminars, 7 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, 2 interprofessional education seminars, 7 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 IV.

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. Personal convenience (e.g. travel plans) and work commitments are not normally acceptable as petitionable. Petition forms are available from the Registrar's Office, the Faculty Main Office and the Faculty website: 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 30 days of the notification date of the petition result.

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

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 Kinesiology and Physical Education students. Jurisdiction over the conduct of students while in residence rests with the body administering the residence. Where the appropriate body exercising disciplinary jurisdiction has found that a student of the University has engaged in conduct prejudicial to the interests of the University, the Dean may, in its discretion, suspend or expel a student from the academic privileges of the University. Every decision of the Dean involving the expulsion of a student from the University requires confirmation by the Governing Council. The role of the Dean and the various Councils as described above is contingent on the understanding that offences, actions or claims within the jurisdiction of criminal and civil courts will be referred where appropriate to those courts, and will only be reviewed by the Dean where the implications to the University are considered sufficiently important to warrant such review. The Governing Council of the University of Toronto has approved a Code of Student Conduct. 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 <http://www.governingcouncil.utoronto.ca/policies/ProBehaviourHealthProStu.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 subsession. 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	Quarter
1.0	0.5	0.25

PRACTICUM COURSES

Y	H
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 KPE Registrar's 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.

University Assessment and Grading Practices Policy

Statement of Purpose

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

Overarching Principles

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

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

Scope of Policy

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

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

This policy is in three parts:

Part A: Grades

Part B: Grading Practices

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

Distribution of Policy

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

PART A: GRADES

1. MEANING OF GRADES AND GRADE SCALES

1.1 Meaning of Grades

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

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

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

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

1.2 Grade scales

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

1.2.1. Undergraduate:

- 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 (that is, 0, 1...99, 100).

Undergraduate

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



1.3 ALTERNATE GRADE SCALES

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

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

1.4. APPROVAL OF ALTERNATE GRADE SCALES

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

PART B: GRADING PRACTICES

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

1. COURSES

1.1 Disclosure of method(s) of evaluation of student performance

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

1.2. CONSEQUENCES FOR LATE SUBMISSION

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

1.3. CHANGES TO THE METHOD OF EVALUATION

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 students enrolled in the class, provided the vote is announced no later than in the previous class. Any changes must be reported to the division or the department. The only exception to this is in the case of the declaration of a disruption. [Please see the University's Policy on Academic Continuity.]

1.4. MULTIPLE ASSESSMENTS

1.4.1. Undergraduate.

Student performance in an undergraduate course must be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 75% of the grade¹. No term test worth more than 25% of the final term mark can be set within two weeks of the last class or end of term¹.

1.5 TIMING OF ASSESSMENT

1.5.1. Undergraduate

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

1.6. Access to commentary on assessed term work

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

1.7. FINAL EXAMINATIONS

1.7.1. Undergraduate

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

1.7.2. Retention

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

1.8. Final grades

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

Note:

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

WRITTEN EXAMINATIONS IN COURSES

2.1. Access to exemplars

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

2.2. Review of final examinations

All divisions/faculties should provide students with the opportunity within a reasonable time to review their final course examination paper where feasible. Divisions/faculties may charge a cost-recovery fee (for review) consistent with the Policy on Ancillary Fees.

3. GRADE REVIEW AND APPROVAL

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

3.1. Responsibility and Oversight

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

3.2. Review and approval of final grades

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

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

3.3. Adjustment of final grades

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

3.4. Considerations in the review and approval of final grades

3.4.1. Conformity with Policy

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

3.4.2. Distribution of grades

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

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

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

3.5. Informing instructors and students of grade adjustment

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

4. GRADE REPORTING

4.1. Use of the grading scale

4.1.1. Undergraduate:

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

4.2. Use of Non-grade designators

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

4.3. Transcripts

[Please see the University's Transcript Policy for full details on the required content of the official University transcript]

4.3.1. Undergraduate:

Undergraduate transcripts must include:

- a refined letter grade and normally the numeric grade, or the final grade using an approved alternate grading scale for each course completed.
- a "grade point average" based on a 4-point scale for all undergraduate divisions as described in A 1.2.1 except where the division/faculty has secured formal approval to be exempted from this policy or where CR/NCR has been used.
- a comprehensive guide explaining all grades and symbols used on the transcript

5. APPEALS OF FINAL GRADES

Every division/faculty shall establish divisional appeal procedures. Students may appeal grades regardless of whether marks have been altered by the review process or not. These procedures are outlined on page 34 of this Calendar, and are available upon request at Registrar's Office.

6. OTHER ACADEMIC ASSESSMENTS

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

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

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

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

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

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

8. CONFLICT OF INTEREST

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

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

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

DNW: Did not write/did not attend/did little work. DNW is assigned by the instructor and must be changed to another symbol during the

divisional grade review. It carries credit for the course prior to the review but is not considered for averaging purposes.

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

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

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

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

SDF: Standing deferred on the basis of incomplete course work because of medical or similar reasons. SDF is assigned by the division upon approval of a student's petition or an instructor's recommendation. It must be replaced by a regular grade assigned by the instructor before the expiry of a specific extension period. It carries no credit for the course and is not considered for averaging purposes.

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

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

University of Toronto Transcript Policy

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

Statement of Purpose

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

Overarching Principles

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

Scope

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

Required Content of the Academic Transcript

The academic transcript must include:

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

Access to Official Transcripts

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

University of Toronto Policy on Academic Continuity

Preamble

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

Scope

The purpose of this document is to provide a policy framework that will guide the University in enhancing its ability to fulfill its academic mission in the face of potential threats to academic continuity. It is intended to apply to circumstances and events that are potential threats to the continuity of the academic operations of the University and relates entirely to the principles and processes that should guide the University in this context. It applies to instances when the academic continuity of one or more programs, one or more departments or faculties, one or more campuses, or the whole University is disrupted and changes need to be made to the normal academic operations of the University. Additional related policies and guidelines are the Code of Student Conduct (Feb. 2002), Policy on Crisis Preparedness and Response (Feb. 2005), and the Emergency Preparedness and Crisis Management Plan (May 2009).

Principles

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

Primacy of the Educational Mission

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

Integrity of Academic Programs

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

Fairness to Students

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

Timely Information

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



Ensuring Academic Continuity in the Event of Disruption

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

Authority to declare a state of disruption

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

Declaration of a state of academic disruption

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

Coordination of University response

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

Communication of decision

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

Responsibilities

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

The University has a responsibility to:

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

Divisions/Faculties have a responsibility to:

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

Academic administrators are responsible for:

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

Instructors are responsible for:

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

Students have a responsibility to:

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

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 39).
- 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 39). 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 Kinesiology and Physical Education will be evaluated for assignment of academic standing. Scheduled academic audits will be conducted twice per year: after the winter session for students who attempted fall and/or winter courses and after the summer session for students who attempted spring and/or summer courses. The annual academic average after the winter session and the sessional academic average after the summer session will be the pertinent averages used in the consideration of a student's academic status. An attempted course is one in which a student remains enrolled after the last date to withdraw, unless the academic penalty normally attached to a later withdrawal is removed by petition.

CTEP Academic Requirements

In order to ensure that students in the CTEP program will reasonably be able to meet the graduation requirement of a 2.50 academic grade point average on their best 15.0 undergraduate courses, the Faculty requires its CTEP students to meet the following stay-in requirements. Each May after completing at

least 8.0 credits the requirement to remain in the CTEP program is to maintain a cumulative academic grade point average (Cumulative ACCA) of at least 2.30. Students not meeting this requirement will be placed on warning of removal. Such students must at minimum maintain an annual academic grade point average (Annual ACCA) of 2.30 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 Registrar's Office.

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

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>

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

130 St. George Street

AND

215 Huron Street, Suite 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

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 Ombudsperson

www.utoronto.ca/ombudsperson/

416-946-3485

**McMurrich Building, Room 102,
12 Queen's Park Crescent 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 Kinesiology and Physical Education to become members of a college. Such membership is not obligatory, and application is at the option of the student. A College fee is required for all students accepted for membership. Requests for application forms and other inquiries should be directed to the individual colleges: New, Innis, University, Victoria, Trinity, St. Michael's, and Woodsworth.

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 Life, **416-978-5536**.

Sexual Harassment Office

www.utoronto.ca/sho/

416-978-3908

215 Huron Street, 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 Services

www.housing.utoronto.ca

housing.services@utoronto.ca

416-978-8045

214 College Street, Room 203

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

<http://www.housing.utoronto.ca/>

Residence is guaranteed for all new full-time students entering their first year of university in an undergraduate program for the first time, provided that they have indicated their interest in residence by completing the University's common residence application (MyRes) by March 31, and have received and accepted an offer of admission, usually by June 1. (**<https://myres.utoronto.ca/>**)

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 for on-campus residence and 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.

Students must respond to all deadlines and meet all deposit requirements in order to maintain their eligibility.

Off-Campus Housing

Visit the Student Housing Service website for access to exclusive off-campus rental listings (both private and shared) and the Roommate Finder service. You will also find valuable information on budgeting, inspection checklists, and tenant rights. One-on-one assistance is available by 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 & 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 and Gender Diversity Office is dedicated to and works towards addressing discrimination based on sexual and gender diversity. Through the provision of resources, education and consultation the office is a support and a resource to students, staff and faculty within the learning and working communities at the University.



Status of Women Office
www.status-women.utoronto.ca
215 Huron Street, Suite 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

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 46 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. Almost 900 students are members of the Varsity Blues program and earn the right to represent U of T locally, provincially, nationally and internationally.

U of T students can not only play varsity

sports but also 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 ANY student. For more information on playing, watching or working with the Varsity Blues athletics check out our website,

www.varsityblues.ca, like us on Facebook (www.facebook.com/varsityblues), or follow us on Twitter, @varsity_blues #bleedblue.

Intramural Athletics

Students not interested in being a Varsity Blue but who want to participate in organized sports should consider UofT intramurals! The Faculty of Kinesiology and Physical Education administers the UofT intramural program and has been among the program's most successful participants. More than 10,000 students annually 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 employment opportunities are also available within the intramural program, including officiating, game managers, and office administration. These opportunities complement and enhance the quality of the student's overall university experience.

www.uoftintramurals.ca

Instructional Activity Courses

Instruction programs at the Faculty of Kinesiology and Physical Education involve a broad range of activities from introductory to masters in aquatics, dance, mind-body, fitness, sport, and martial arts. Students can participate in all programs, and may even be able to teach some of the 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; a field house with a 200m indoor track, fitness zones and four multi-purpose courts; a strength and conditioning centre; dance studio; North American and English squash courts; an Olympic sized pool and a 25yd pool; fencing salle; 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 instructional skating lessons and recreational skating, pick up hockey and skating events.

Varsity Centre

The Varsity Centre is a state-of-the-art facility which includes a 5,000-seat stadium, 400m eight-lane outdoor track, a throws area, and a state-of-the-art artificial turf field which is domed for winter use.

Goldring Centre

Scheduled for completion in September 2014, the Goldring Centre for High Performance Sport will encompass a state-of-the-art field house for basketball and volleyball with seating for 2,000 as well as facilities for strength and conditioning, sport science and sport medicine. Situated across the street from the Varsity Centre, these two complexes 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, Trinity College field (spring and summer) and Robert Street Field. The heavily used Back Campus field is scheduled for a complete overhaul in preparation for the PanAm and Para PanAm Games in 2015, when it becomes the official location for the field hockey competitions.



Scholarships, Awards and Academic Prizes

To be eligible for a scholarship, a student must be carrying a full load of academic, IPE, 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

University of Toronto Scholars Program – Admission Scholarships

The University of Toronto Scholars Program provides recognition to the University's outstanding students, at admission and on an on-going basis. There are 350 admission awards with a value of \$5,000 each and may be held in conjunction with any admission award. Outstanding KPE students are eligible to be considered automatically for these awards.

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

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 <http://www.adm.utoronto.ca/adm-awards/index.action> (click on "Awards" and follow the links for the individual scholarships).

The National Scholarship Program

Information about the University of Toronto National Book Award and Scholarship Program is sent to all Canadian high schools in the fall. Secondary schools are invited to nominate one student each 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 are held in the spring, following applications. 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 be determined on the basis of individual financial circumstances and is tenable only at the University of Toronto.

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.

R. Tait McKenzie Admission Scholarship

Awarded to two outstanding first year students who have demonstrated commitment to the field of kinesiology and physical education and achieved an excellent entering average. These awards are renewable each year conditional upon the recipient meeting the criteria in each year of study. This award is named after Dr. Robert Tait McKenzie, a preeminent physical educator, physician, and sculptor in the early 20th century.

Dalt and Marnie White Award

The Dalt and Marnie White Award is awarded to a student entering first year who has demonstrated participation in school activities and leadership in the organization and support of athletics. This award was established in honour of Alexander Dalton 'Dalt' White, a former student-athlete and Director of Athletics at the University of Toronto.

Dean's Scholarship

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

Dr. Donald H. H. MacKenzie Entrance Scholarship*

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

Jean Forster Entrance Scholarships

Two entrance scholarships are awarded 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.

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 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.

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.

Governor General's Silver Medals

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

J. Harry Ebbs Achievement Awards

These awards were established by the 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.

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.

PHE Alumni Scholarships

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

R. Tait McKenzie Society

The R. Tait McKenzie Society is the Faculty's honour society. It was founded in 1956 by Director Dr. J. Harry Ebbs for the purpose of bringing outstanding students together with faculty for social evenings of scholarly and professional interest. Alumni remain active members. Under the leadership of current president, Martha Cumming-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.

Social Sciences and Humanities Award

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

Spirit of 6T2 Awards

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

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

Beverly Vickers Award

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

The Bradley Award*

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

Charles and Ena Reeve Memorial Award*

The Charles and Ena Reeve Memorial Award is 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.

Eva McDonald Memorial Prize

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

The Fitness Institute Scholarship*

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

Professor John Flowers Award

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

Juri V. Daniel In-Course Scholarships*

This award is made to 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.

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. 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.

M. G. Griffiths Leadership Award

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

Mike Furlong Award

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

Paul Carson Student Leadership Award

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

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

The PHE Alumnae and Alumni Shield

The Alumni Shield was established by 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.

**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.

The Raptors Foundation Awards*

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

Spirit of 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.

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.



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 Enrolment Services, 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.

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 Enrolment Services 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 Enrolment Services 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 Kinesiology and Physical Education Bursaries

Students in need of financial assistance may obtain applications and information from the KPE Registrar's Office. Applications must be submitted by November 1st. Applications can be downloaded from the Office of Enrolment Services 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 than the OSAP minimum of 60%. Applications are available from Enrolment Services.

Bursary for Students for Emergency Situations

The Good Samaritan Fund provides a bursary awarded to a student enrolled in the KPE 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.

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 KPE 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 \$300-\$425 for each outdoor project. ODP 301H and ODP 302H 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	\$400.00 (\$200.00 per term)	
- Year 4	\$250.00 (\$125.00 per term)	
- Year 5	\$550.00 (\$275.00 per term)	
KPE 350Y/KPE 450Y Placement/Professional Support Fees:		
KPE 350Y	\$250.00	
KEP 450Y	\$250.00	
* GST and/or PST included.		
** Refundable if the mark is changed in the student's favour.		
*** Maintenance of registration while engaged in study elsewhere. Payment of this fee exempts a student from fees for letters of permission. The fee does not apply to exchange programs.		

Canadian and International Exchange Opportunities

The University of Toronto has an ever-increasing number of student exchange programs for which students in Kinesiology and Physical Education are eligible. As a general rule, students interested in studying elsewhere are encouraged to do so in the third year of enrolment. Not all courses offered will be accepted by the University of Toronto for credit. Students are advised to consult with the Registrar's Office 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) 978-2564, 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 2014. 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 2013. Full-time, part-time and special students are eligible to apply. For further details contact the Registrar's Office.

The Bertha Rosenstadt National Undergraduate Conference

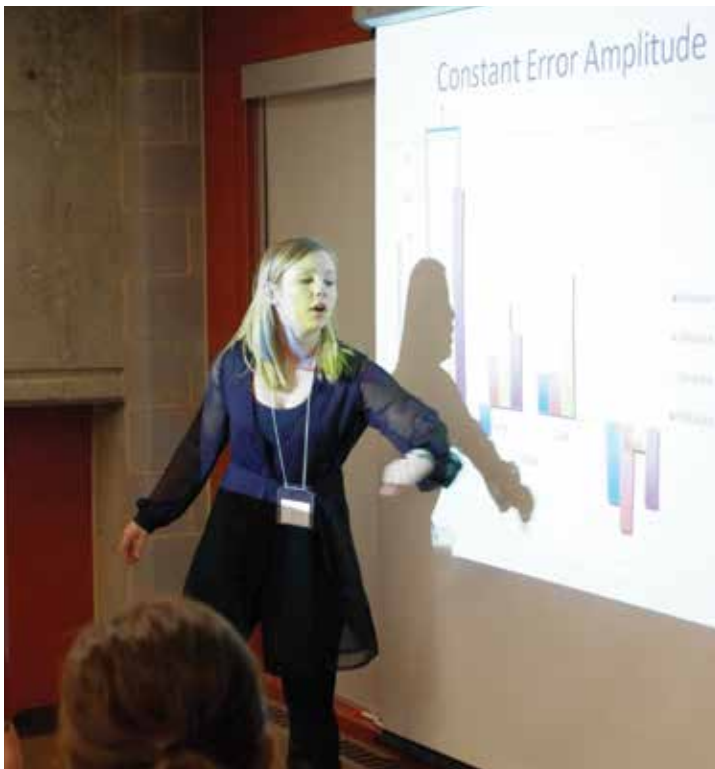
The Faculty of Kinesiology and Physical Education hosts an annual undergraduate student research day. Students from Kinesiology and Physical Education faculties across Canada are invited to present review papers or research projects to their peers and faculty members. Each year, a renowned researcher or practitioner delivers a keynote address and awards are given to selected student presentations. Students enrolled in KPE 390Y/490Y/495H 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 allows students to 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 Kinesiology and Physical Education, 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 Registrar's Office:
Faculty of Kinesiology and Physical Education, 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.kpe@utoronto.ca

2013 calendar

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DISCOVERIES ARE MADE
KIDS EXPLORE
DREAMS ARE REALIZED
RESEARCH HAPPENS
CHAMPIONS ARE MADE

RIES ARE BROKEN
CHES MENTOR
KNOWLEDGE IS SHARED
SPORTS INJURIES ARE PREVENTED
TEAM SPIRIT BUILDS
DISCOVERIES ARE MADE
ENERGY ABUNDANTS
HEALTHY FUTURES START
BOUNDARIES ARE BROKEN
COLLABORATIONS DEVELOP
PEOPLES ARE HEALED
KINESIOLOGISTS STUDY
PHYSICAL EDUCATORS PREPARE
DREAMS ARE REALIZED
THY FUTURES START
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COACHES MENTOR
LEADERSHIP DEVELOPS
BODIES MOVE
FRIENDSHIPS ARE FORMED
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PARADES
HEALTHY FUTURES START
MINESOCIETISTS STUDY
CHAMPIONS ARE MADE
PEOPLE ARE HEALED
RESEARCH HAPPENS
RECORDS ARE BROKEN
HEALTHY FUTURES START
TEAM SPIRIT BUILDS

BARRIERS ARE PREVENTED
 SHIPS ARE FORMED
 BARRIERS MOVE
 DREAMS ARE REALIZED
 DREAMS ARE PROMOTED
 CHAMPIONS ARE MADE
 RECORDS ARE BROKEN
 CHANGE IS PROMOTED
 DISCOVERIES ARE MADE
 LEADERSHIP DEVELOPS
 KINESIOLOGISTS STUDY
 RECORDS EXPLORE
 LEADERSHIP DEVELOPS
 PEOPLE ARE HEALED
 RECORDS DEVELOP



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