

FACULTY OF KINESIOLOGY AND PHYSICAL EDUCATION  
2015/2016  
**UNDERGRADUATE  
PROGRAM CALENDAR**



UNIVERSITY OF TORONTO  
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

**THE UNDERGRADUATE CALENDAR IS PUBLISHED ANNUALLY BY THE  
FACULTY OF KINESIOLOGY AND PHYSICAL EDUCATION**

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## A Message from the Dean

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Welcome to the 2015-2016 academic session.

Drawing upon more than a century of U of T leadership and achievement in kinesiology, physical education, health, exercise sciences, the Faculty of Kinesiology and Physical Education offers five degree programs: Bachelor of Physical and Health Education, Bachelor of Kinesiology, MSc, Ph.D., and Master of Professional Kinesiology (starting in Fall 2016). Through diversified curricular offerings, our students can develop and explore knowledge about the significance of physical activity, exercise and sports 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 program is 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, social and psychological health and well-being.

We encourage students to take advantage of professional placement opportunities made available in education, kinesiology, sports 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. There are also opportunities for undergraduate research experiences under the direction of our professors who are leaders in their fields.

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 brand new expanded sports, exercise, and recreational facilities and programs 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 multidisciplinary background in the behavioural, biophysical, and physical cultural bases of physical activity and health, and the skills necessary for a lifetime of learning and leadership in a rapidly changing world. We also equip our graduates with the ability to conduct research, 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 Bachelor of Kinesiology degree and a Bachelor of Physical and Health Education degree. The Faculty also offers MSc, PhD and MPK degree programs through our Graduate Department of Exercise Sciences, as well as co-curricular programs, services and facilities for all University of Toronto students, faculty, staff, alumni/ae, and community members.

Our graduates have pursued a wide array of careers, including the following: health sciences, regulated health professions, education, recreation, sports administration, outdoor leadership, coaching, public policy analysis, business, fitness industry, event management, marketing and promotion, clinical kinesiology, ergonomics, government scientists, clinical trials management, and academia.

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

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

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



# Faculty Leadership

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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 of 2010, the Faculty revised the curriculum of the B.P.H.E. degree program and introduced a new Bachelor of Kinesiology 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 awareness of the consequences of inactivity and of daily physical education within the school system for cognitive and social development, thus increasing the relevance of our degrees. 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 degree program strengthens 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 1000 undergraduate and 100 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 three to six elective courses from another division within the University.

The practicum activity component is designed to give students a practical understanding of the basic mechanics underlying human movement as well as 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 course in each semester. The first-year program consists of foundation courses in fitness and human movement. The second-year movement skills development course addresses the development of psychomotor and biomechanical skills required to perform basic movement activities with a view to

healthy movement as well as the practical application of this knowledge to complex activities. In the third year, all students participate in a required course providing them with exposure to different types of traditional and non-traditional physical activity programmes in order to gain an understanding of each method's strengths and weaknesses in achieving specific fitness goals related to fitness, sport, and various occupations. In addition, students will select practical courses with a focus on exposure to various types of games and understanding of the pedagogical development of skills necessary for the execution of these games as well as such courses as 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 leadership roles.

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 kinesiology and physical and health education.





# Academic Calendar 2015-2016

## FALL TERM 2015

June 30	Last date for special students to apply for Fall 2015 admission (spaces permitting)
July 1	Canada Day Holiday - University closed
July 3	Last date for suspended students to apply for readmission
August 3	Civic Holiday - University closed
August 25	Last date for minimum payment or deferral of fees <sup>1</sup>
August (TBA)	ODP 100H and ODP 200H Outdoor Projects I and II <sup>2</sup>
August (TBA) -September (TBA)	ODP 300H Outdoor Project <sup>3</sup>
September 7	Labour Day - University closed
September 14	Academic and activity classes begin <sup>4</sup>
September 18	Last date to register without a late penalty <sup>5</sup>
	Registration cancelled for all students who have not paid or deferred fees
	Last date to confirm intention to graduate at Fall Convocation
September 20	Last day F and Y term course waitlists operational
September 27	Last date to enrol in F and Y academic courses
October 12	Thanksgiving Day - University closed
November 8	Last date for deletion of F academic courses from academic record and academic grade point average <sup>6</sup>
	Last date to confirm intention to graduate at Spring Convocation
November 9-10	November break - no classes
November 30	Last date for special students to apply for Winter 2015 admission (spaces permitting)
December 8	Academic and activity classes end
	Last date to confirm intention to graduate in June 2016
December 9	Monday class - makeup for Thanksgiving Monday
December 10	Examination dates for PRA activity courses <sup>7</sup>
December 11-22	Examination period for KPE and A&S academic courses <sup>7</sup>
December 23-January 3	Winter Holidays - University closed

## WINTER TERM 2016

January 11	Academic and activity classes begin <sup>4</sup>
January 17	Last day S term course waitlists operational
January 18	Last date to register without a late penalty for the S term
	Registration cancelled for all students who have not paid or deferred S term fees
January 24	Last date to enrol in S section code academic courses
January TBA	Deferred examinations from December 2015 <sup>7,8</sup>
January/February TBA	ODP 302H Outdoor Project <sup>3</sup>
February 15	Last date for deletion of Y academic courses from academic record and academic grade point average <sup>6</sup>
February 15	Family Day - University closed
February 16-19	Reading Week - no classes
March 1	Last date for petitions which pertain to June 2016 graduation
March 13	Last date for deletion of S section code academic courses from academic record and academic grade point average <sup>6</sup>
March 25	Good Friday - University closed
April 8	Academic and activity classes end
April 11	Examination period for PRA activity courses <sup>7</sup>
April 12-29	Examination period for KPE and A&S academic courses <sup>7</sup>
May TBA	Deferred Examinations from April 2016 <sup>7,8</sup>
May TBA	ODP 301H Outdoor Project <sup>3</sup>
May 23	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 The first day of classes often varies across the three campuses. UTSC: September 3, 2015 - academic classes begin. UTM: September 8, 2015 - academic classes begin UTSC & UTM: January 4, 2016 - academic classes begin
- 5 After this date, the late fee will be enforced.
- 6 After this deadline a mark is recorded for each course, whether course work is completed or not ("0" is assigned for components of course work not submitted) and calculated into the academic GPA.
- 7 These dates are to be held open. Special arrangements will not be made for those students wishing to travel or to undertake employment that conflicts with the examination schedule.
- 8 Deferred exams from December finals will be scheduled during the last two weeks of January. Deferred exams from April finals will be scheduled in mid May.



# Faculty

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## Professor and Dean

\*I. Jacobs, MHK, DrMedSc

## Professor and Vice Dean – Academic Affairs

\*G. Kerr, BPHE, MA, PhD

## Professor and Associate Dean – Research

\*L. Tremblay, BSc, MSc, PhD

## Associate Professor and Director, Graduate Program

\*M. Locke, BA, BSc, PhD

## Assistant Professor and Director, Undergraduate Program

\*C. Amara, BSc, MSc, PhD

## Professors Emeriti

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

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

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

## Associate Professor Emeriti

P. Klavora, BA, MPE, PhD

## Senior Lecturer Emeriti

M.J. Stratten, BPHE, MA

## Professors

\*M. Atkinson, BA, MA, PhD

\*P. Donnelly, BA, MS, PhD

\*G. Faulkner, BEd, MSc, PhD

\*J. Goodman, BPHE, MSc, PhD

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

\*S. Thomas, BSc, MSc, PhD

\*T. Welsh, BPHE, MSc, PhD

## Associate Professors

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

\*M. MacNeill, BPHE, MA, PhD

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

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

## Assistant Professors

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

\*T. Beach, BSc, MSc, PhD

\*S. Darnell, BHK, MA, PhD

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

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

\*D. Richards, MD, DipSM

\*K. Tamminen, HonBA, MA, PhD

\*G. Wells, BA(PE), MSc, PhD

\*M. Hutchison, BPHE, MSc, PhD

## Senior Lecturers

D. Cooper, BEd, MSc

D. Taylor, BA, MA, PhD, ARCT

P. Patchet-Golubev, BA, MA

## Lecturers

T. Finlay, BPHE, BEd

\*A. Stirling, BPHE, MSc, PhD

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

## Senior Athletic Instructors

M. Bélanger, HB (PhE)

B. Brophay, BA

K. Drakich, BA

C. Georgevski, BPHE

L. Kiefer, BPHE, BEd

D. Lowe, BPHE, BEd

B. MacDonald, BComm, MA

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

T. Radchenko, BA

\*Faculty with School of Graduate  
Studies appointments

# Part-time Academic Course Instructors/Sessional Lecturers

---

D. Bentley, BPHE, BSc, MSc

T. Berg, BFA, MA

P. De Peiza, BSc, BScOT

M. Duncan, MSc

J. Foster, BMSc, MScOT

K. Headley-Cooper, BPHE, BEd, MSc

J. Joseph, PhD

J. Laprade, PT, PhD

A. Lombardo, PhD

M. Mercuri, BKin, MSc, PhD

E. O'Donnell, PhD

M. Simons, BSc, MEd

J. Tomasone, BPHE, BSc, MSc, PhD

S. West, MSc

# Part-time Practicum Instructors

---

A. Allison

J. Banwell, BPHE, MSc

H. Beeforth, BKin

N. Brucker, HonBSc

D. Carli

J. Cresser

S. Da Rocha, BKin, MS

L. De Leon, BScKin

L. Dong, BKin

A. Fong, BA, MA

D. Glisic, BPHE

K. Headley-Cooper, BPHE, BEd, MSc

W. Kopplin, BSc

R. Lakin, HonBSc, MSc

K. Le, BPHE, BEd

G. Lewandowski

A. Lo, BPHE, BEd

W. Okihira, BA

C. Osborne

D. Rosa, BPHE

K. Poulos

D. Pym

S. Sabourin

S. Salerno, BPHE, BEd

A. Sharma

J. Solorzano-Filho

Z. Volfson

A. Wavryk, BPHE, BEd

M. Yama-Munro, BPHE, BEd

# 2015 Admission Program of Study – BPHE and BKIN

## (Revised June 2018)

The complete BPHE and BKIN programs consist of 20.0 full academic courses, two interprofessional education seminars, 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 2015/16 must refer to the Program of Study of their year of admission for their degree requirements. Reference copies are available online. The Registrar's Office staff is available to assist you with meeting program requirements.

**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), with the exception of some Practica courses which are quarter-credit courses (see Practica course descriptions for details). For the final listing of courses available and the term and times they are offered in the current academic year, refer to the Academic Timetable.

### Year I - BPHE AND BKIN PROGRAMS

#### Academic Courses

- ◆ ANA 126Y Elementary Human Anatomy
- ◆ KPE 100H Physical Cultural Studies
- ◆ KPE 120H Foundations of Sport, Exercise and Health Psychology
- ◆ KPE 160H Fundamentals of Human Movement
- ◆ KPE 161H Fitness: Principles and Practice
- ◆ KPE 162H Personal Health
- ◆ KPE 180H Introduction to Movement Observation and Evaluation (practica)
- ◆ KPE 181H Fundamental Principles of Fitness and Exercise (practica)
- ◆ KPE 190H Inquiry in Kinesiology and Physical Education
- ◆ **ONE** half course equivalent (any level) from another division of this University<sup>1</sup>

#### Outdoor Project

- ◆ ODP 100H Outdoor Project I

### Year II - BPHE AND BKIN PROGRAMS

#### Academic Courses

- ◆ KPE 200H Physical Culture and the Human Condition
- ◆ KPE 220H Psychosocial Development
- ◆ KPE 260H Introduction to Human Physiology
- ◆ KPE 261H Theory of Motor Skill Acquisition - Motor Learning
- ◆ KPE 263H Introductory Biomechanics
- ◆ KPE 264H Exercise Physiology
- ◆ KPE 280H Physical Activity and Exercise Applications (practica)<sup>2</sup>
- ◆ KPE 281H Principles of Physical Activity and Exercise Program Design (practica)<sup>2</sup>
- ◆ KPE 290Y Research Design & Evaluation
- ◆ **ONE** half course equivalent (any level) from another division of this University<sup>1</sup>

#### Outdoor Project

- ◆ ODP 200H Outdoor Project II

#### 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 two and no more than six full course equivalent electives from another division of this university may count as BPHE/BKIN degree credits. Only one and a half such credits may be at the 100 series level.
  - 2 Students are required to successfully complete KPE180H and KPE181H before proceeding to upper year practica courses.

## **Year III & IV - BKIN PROGRAM**

### **Academic Courses**

#### **(MUST TAKE 10.0 FULL COURSE EQUIVALENTS)**

- ◆ KPE 334H      Adapted Physical Activity
- ◆ KPE 360H      Advanced Cardiorespiratory Physiology
- ◆ KPE 400H      Ethics and Power in Kinesiology, Physical Education and Health Fields
- ◆ **ONE** half course from: KPE326H1, KPE329H1, KPE333H1, KPE340H1, KPE342H1, KPE380H1, KPE423H1, KPE427H1, KPE434H1, KPE461H1  
Note: Once a course is used in this requirement it may not be used again for another category requirement.
- ◆ **ONE** full course equivalent from category A
- ◆ **ONE** (minimum) to **FIVE** (maximum) full course equivalents from another division of this university  
Note: total elective 100 level courses from another division across all four years **MUST NOT** exceed 1.5 FCE
- ◆ **TWO** (minimum) to **SIX** (maximum) full course equivalents from categories A, B and/or C  
(see the most recent Calendar for an up to date listing of courses)

### **Outdoor Project**

- ◆ **One of:**
- ❖ ODP 300H      Advanced Canoe Tripping
- ❖ ODP 301H      White Water Canoeing
- ❖ ODP 302H      Fundamentals of Winter Camping

### **Interprofessional Education**

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

### **Standard First Aid/CPR C**

- ◆ PAO 900H      All students are required to obtain an acceptable course in each of Standard First Aid and CPR C

## **Year III & IV - BPHE PROGRAM**

### **Academic Courses**

#### **(MUST TAKE 10.0 FULL COURSE EQUIVALENTS)**

- ◆ KPE 300H      Physical Culture and Social Inequality
- ◆ KPE 334H      Adapted Physical Activity
- ◆ KPE 400H      Ethics and Power in Kinesiology, Physical Education and Health Fields
- ◆ **ONE** half course from: KPE326H1, KPE329H1, KPE333H1, KPE340H1, KPE342H1, KPE380H1, KPE423H1, KPE427H1, KPE434H1, KPE461H1  
Note: Once a course is used in this requirement it may not be used again for another category requirement.
- ◆ **ONE** full course equivalent from category C
- ◆ **ONE** (minimum) to **FIVE** (maximum) full course equivalents from another division of this university  
Note: total elective 100 level courses from another division across all four years **MUST NOT** exceed 1.5 FCE
- ◆ **TWO** (minimum) to **SIX** (maximum) full course equivalents from categories A and/or B (see the most recent Calendar for an up to date listing of courses)

### **Outdoor Project**

- ◆ **One of:**
- ❖ ODP 300H      Advanced Canoe Tripping
- ❖ ODP 301H      White Water Canoeing
- ❖ ODP 302H      Fundamentals of Winter Camping

### **Interprofessional Education**

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

### **Standard First Aid/CPR C**

- ◆ PAO 900H      All students are required to obtain an acceptable course in each of Standard First Aid and CPR C

# Administration

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## Faculty Council

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

## Committees of Council

The following standing committees report to the Faculty Council:

### Executive Committee

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

### Admissions Committee

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

### Curriculum Committee

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

### Examinations Committee

The Examinations Committee is responsible for implementing the University's grading practices policy for the undergraduate program. It reviews policy concerning examinations (including the examination timetables) and examination results, and makes recommendations on academic status, graduation and the award of all scholarships and bursaries except admission scholarships to Faculty council. All petitions pertaining to grades and academic status are received and reviewed by the examinations committee subject to appeal to the appeals committee. The examinations committee is composed of the dean, vice dean, director - undergraduate program, one faculty member, one practicum instructor, the registrar, the KPEUA president, and one alumni/ae representative.

## Appeals Committee

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

## Research Committee

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

## Awards Committee (Joint with CAR)

The awards committee is responsible for policy and overseeing the administration of the Faculty's leadership, co-curricular and curricular awards. The awards committee is composed of the dean, Faculty Council chair, one faculty member, one co-curricular instructor or staff, one undergraduate student appointed by KPEUA, one student appointed by CAR, one alumni/ae representative, one representative of the University of Toronto 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 KPEUA, one member of the teaching staff, four University of Toronto students, and one University of Toronto equity officer.

## Sponsorship Committee (Joint with CAR)

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



# Information on Admission

The following is a brief synopsis of application information for the B.KIN. programs. You can also obtain customized information from

[Apply to U of T web tool](#)

## General Information

The Bachelor of Kinesiology (B.KIN.) program (accredited in Kinesiology and Physical Education Teacher Preparation by the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA)) is in great demand by students. Our Admissions Committee is dedicated to selecting the best kinesiology 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 Requirement” on pg. 12. Information on all undergraduate programs offered by the University of Toronto is available on-line at [www.adm.utoronto.ca](http://www.adm.utoronto.ca) or by mail to: Enrolment Services, University of Toronto, 172 St. George Street, Toronto, Ontario, M5R 0A3.

## APPLICATION PROCESS

### (A) Applicants from Ontario High Schools

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

### (B) All Other New Candidates

Application requirements and procedures are available at

[Apply to U of T website](#)

Apply online at [Ontario Universities Application Centre](#).

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

### (C) Returning Students

Returning students who have previously completed at least one 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, 320 Huron Street, Benson Building, Room 102, 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 [Apply to U of T website](#).

## Admission Scholarships

See pages 46-47 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.

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) or Introductory Kinesiology (PSK4U) if available – please see note 3 below.
- Two additional U/M courses - recommended are Chemistry and Physics.
- Notes:**
  - Chemistry is required for enrolment in Biology courses beyond first year. Candidates with aspiration to complete higher year Biology courses are encouraged to complete Grade 12 Chemistry.
  - Calculus is required for enrolment in Psychology courses beyond first year and to complete a Minor or Major in Psychology.
  - When Exercise Science (PSE4U) or Introductory Kinesiology (PSK4) 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.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](#).

### (C) Admission as a Transfer Credit Student

An undergraduate of another university or U of T faculty may be admitted to the 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.



### **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.

### **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](http://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](mailto: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 after 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](http://www.rosi.utoronto.ca)

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

- Add, cancel or change courses/meeting sections for academic courses
- Add, cancel or change waiting list enrolment for courses where waiting lists are active
- List your academic courses
- Check available space in academic courses
- View/print your personal timetable
- Check results of academic courses requiring approval (i.e. courses with enrolment indicators)
- Access your GPAs, your academic status, and your 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
- Track your current degree progress with [Degree Explorer](#)
- Check for recently approved course equivalents from other universities with [Transfer Explorer](#)

## 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.

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

A student's registration is not complete until he or she has paid tuition and incidental fees, or has made appropriate

arrangements to pay. Students who defer fee payment or whose payment is deferred pending receipt of OSAP or other awards, acknowledge that they continue to be responsible for payment of all charges, including any service charges that may be assessed. For details see the Student Accounts Web site at [www.fees.utoronto.ca](http://www.fees.utoronto.ca).

## 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 and/or financial ramifications. Petitions that could have been avoided through proper course monitoring are not viewed sympathetically.

## Course Conflicts

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

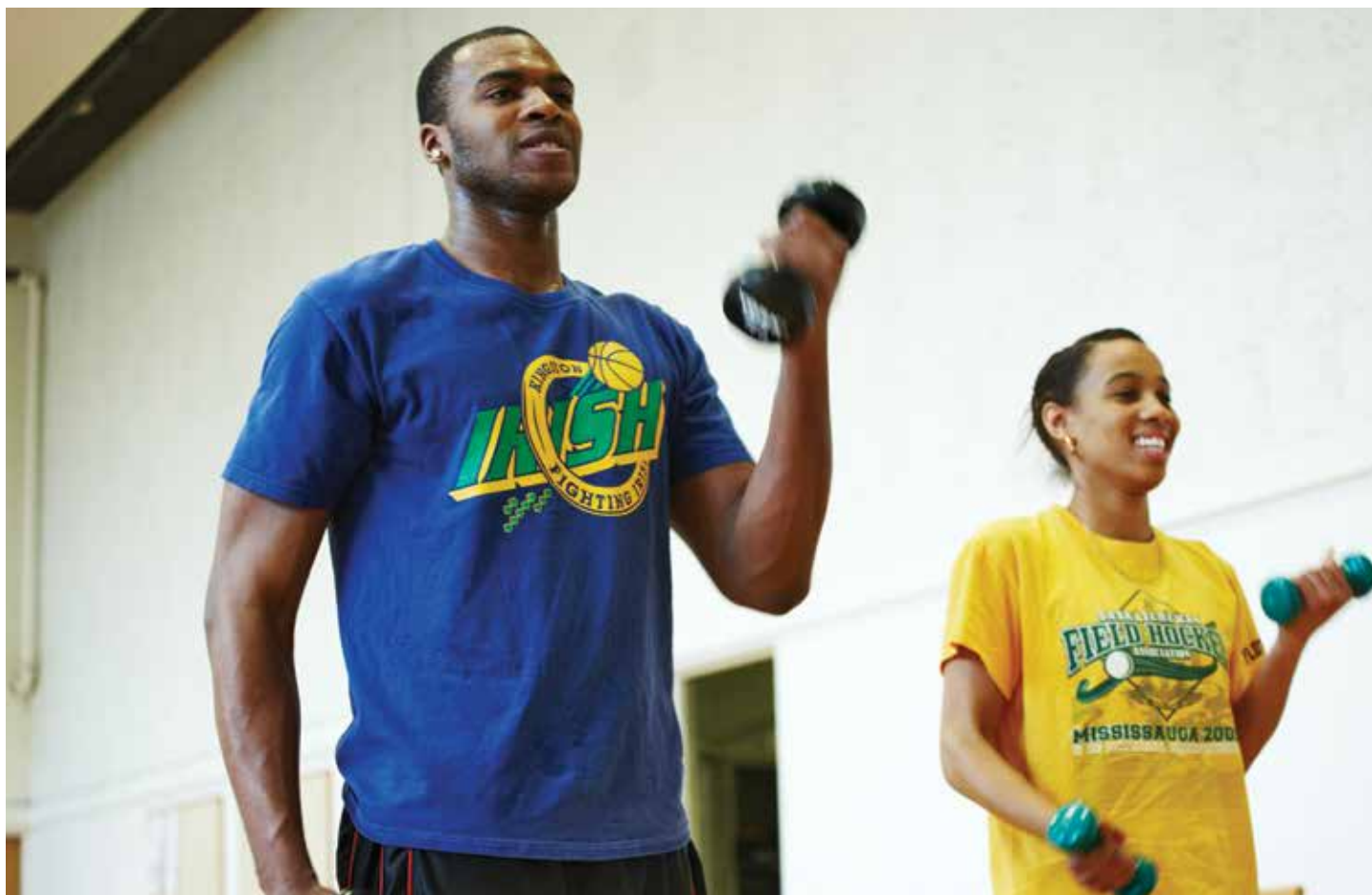
## T-Card (Student Photo-identification and Registration Card)

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

#### 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  $\geq 3.5$  full academic courses are in Year II,  $\geq 8.5$  full academic courses are in Year III, and  $\geq 13.5$  full academic courses are in Year IV.

#### 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](#).

#### 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 or quarter 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 may include ANA, EDU, and PSY.



# Academic Courses

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## ◆ 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.

**Exclusion:** ANA 300Y1

Three lecture hours and twenty hours of laboratory sessions which are spread out across the full year.

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## ◆ 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, community-based engagement and research will provide students with a comprehensive platform from which to connect theory, practice and cultural change.

Three lecture hours per week.

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## ◆ 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 familiarisation with the basic psychological concepts and theories common to both sporting and exercise contexts.

Three lecture hours per week and one laboratory hour per week.

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## ◆ 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 KPE 180H.

**Corequisite:** KPE 180H

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 KPE 181H.

**Corequisite:** KPE 181H

Three lecture hours per week and five laboratory hours.

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## ◆ 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 per week plus four tutorial hours during the term.

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## ◆ KPE 190H Inquiry in Kinesiology and Physical Education

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

Three lecture hours per week.

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

This course places the study of physical culture alongside key social scientific debates regarding the ways in which human life is organized, produced, reproduced and experienced by people. Attention is given to how studies of physical culture provide answers to universal social scientific questions such as what it means to be human and live as a social being; the nature of the human self; whether or not people are free in society; the bases of 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 everyday life.

**Prerequisite:** 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 as they relate to physical activity participation over the lifespan. 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.

**Exclusions:** PHE 101Y, PSY 210H

**Prerequisite:** PSY 100H

Three lecture hours per week plus twenty hours practical experience.

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#### ◆ KPE 260H Introduction to Human Physiology

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

**Exclusions:** PSL 200Y, PSL 201Y, PSL 300H/PSL 301H/PSL 302Y

**Prerequisite:** ANA 126Y

Four lecture hours per week, five laboratory hours.

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#### ◆ 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 main objective of the course is to become aware of and understand motor skill acquisition principles and procedures available to optimize learning in physical activity programs.

**Prerequisite:** KPE 160H, PSY 100H/PSY 100Y

Three lecture hours per week and ten laboratory hours.

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#### ◆ KPE 263H Introductory Biomechanics

Students will be introduced to basic 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, KPE 160H/PHE 104H

Three lecture hours per week plus nine laboratory hours. Tutorials are optional.

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#### ◆ 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, KPE 260H/PHE 205H

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, as well as descriptive and inferential statistics (e.g., t-tests, correlation, ANOVA, standard scores etc.). 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

Two lecture hours per week and twenty-two laboratory hours.

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

**Prerequisite:** KPE 200H/PHE 202H

Two lecture hours and one tutorial hour per week.

**Category:** A

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#### ❖ 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, health literacy, journalistic craft, media ethics, the commodification of physical culture, and intra-professional issues in affecting the exercise sciences.

**Exclusions:** PHE 303H, PHE 402H

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

Three lecture hours per week.

**Category:** A

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#### ❖ 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:** KPE 100H/PHE 102H, KPE 200H/PHE 202H

Two lecture hours and one tutorial hour per week.

**Category:** A

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**❖ KPE 304H Violence, Suffering and Physical Culture**

This course exposes students to a range of sociological, philosophical social psychological and human rights oriented theories of violence, abuse and suffering in/as physical culture. In the course, we examine not only those forms of physically, emotionally and psychologically damaging instances of interpersonal aggression commonly found in and around physical cultures, but also forms of violence and abuse implicitly connected to the production, performance and maintenance of specific physical cultures. Over the course of the semester we deconstruct manifestations of physical cultural violence in a variety of settings in Canada and elsewhere, discuss embodied experiences with violence, and abuse, examine the ubiquity and ethics of suffering in human physical cultures, question the health-related outcomes of violence in physical cultures, and inspect the ideological and institutional systems supporting the performance of violence in physical cultures.

**Prerequisite:** KPE 100H/PHE 102H

Three lecture hours per week.

**Category: A**

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**❖ KPE 305H Geographies of Physical Cultures**

The course will examine the importance of space, environments and landscapes to physical cultures and its relevance to the health and well-being of individuals and social groups. Drawing from health, medical and cultural geography theories, we will identify and assess how 'place matters' to health, physical activity, kinesiology and medicine, for example. We will examine how people's experiences of space and place are mediated by differences in power relations as well as by a range of social, political, environmental determinants of health. The course takes a social justice and equity perspective and interrogates how disparities in the governance of space and place impacts on the 'healthographies' of individuals' and communities' well-being.

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

Three lecture/tutorial hours per week.

**Category: A**

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**❖ 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:** KPE 120H/PHE 106H

Three lecture hours per week.

**Category: B**

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**❖ 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:** KPE 100H/PHE 102H, KPE 290Y/PHE 203Y, PSY 100H

Three lecture hours per week.

**Category: B**

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**❖ KPE 322H Psychology of Injury and Rehabilitation**

Psychosocial aspects of physical injury are often overlooked. They are important considerations for understanding the experience of injury and also for enhancing 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, KPE 120H/PHE 106H, KPE 290Y/PHE 203Y, PSL 200Y/KPE 260H/PHE 205H, PSY 100H

**Recommended:** KPE 363H/PHE 308H

Three lecture hours per week.

**Category: B**

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**❖ KPE 323H Youth in Physical Activity**

Through an examination of current research, this course will explore issues pertaining to the participation of youth in sport. While there are numerous potential benefits associated with sport participation for children and adolescents, youth programs are too often characterized by high drop-out rates, injuries, retirement difficulties, incidents of harassment, and overzealous parents and coaches. This course will explore interdisciplinary ways of designing and delivering sport programs to provide positive learning environments for youth and to enhance the overall development of youth. Implications for research, education and policy will be addressed.

**Prerequisites:** KPE 261H, KPE 290Y

Three lecture hours per week

**Category: B**

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**❖ 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:** KPE 220H/PHE 201H, KPE 120H/PHE 106H, PSY 100H

Three lecture hours per week.

**Category: B**

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**❖ 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 how stress affects the body, the optimization of health and prevention of stress disorders. Attention will be paid to theories of stress and coping, and selected stress management strategies and techniques will be analyzed, practised and evaluated.

**Exclusion:** HMB 471H

**Prerequisites:** KPE 120H/PHE 106H, KPE 264H/PHE 225H

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

**Category: B**

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**❖ 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:** KPE 264H/PHE 225H

Three lecture hours per week.

**Category: B**

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**❖ 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:** KPE 120H/PHE 106H, KPE 220H/PHE 201H

Three lecture hours per week.

**Category: B**

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**❖ 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 balance, energy balance and bodyweight regulation for exercise and performance. Special topics may also be presented.

**Prerequisite:** KPE 264H/PHE 225H

Three lecture hours per week and six laboratory hours.

**Exclusion:** NFS 302H

**Category: B**

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**❖ KPE 329H Physical Literacy in the Early Years**

This course is founded on the belief that if we give children the opportunity to take part in developmentally appropriate physical activities at the appropriate time in their development, more of them will develop the basic physical skills that will enable them to enjoy being active and to stay active throughout their lives. To this end, the building blocks of the development of physical literacy in children 0-6 years old will be examined in detail, with a focus on the preschool years. Movement patterns and motor skills will be explored on a continuum and extended to sport-specific skills. The application of theory into practice will be a focus of this course, with tutorials involving physical activity sessions with preschool children.

**Note:** As this course involves teaching preschool children, all students must obtain and present to the KPE Registrar's Office, a valid Police Record Check by the first day of classes. Please allow 12-15 weeks for Police Record Checks to be processed.

**Prerequisites:** KPE 160H/PHE 104H, KPE 261H/PHE 204H  
Two lecture hours per week and two practical pedagogy hours per week

**Category: B**

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**❖ 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:** KPE 220H/PHE 201H

Three lecture hours per week.

**Category: B**

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**❖ KPE 331H Sport Analytics, Game Theory and Tactics**

Sport analytics and game theory both attempt to use probability and statistics to understand and improve decision making in sports from talent identification to on-field play making. This course will introduce students to sports analytics and game theory. Both analytics and game theory will be used to better understand the fundamentals of tactics in a variety of sports.

**Prerequisite:** KPE 290Y/PHE 203Y

Three lecture hours per week

**Category: B**

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### ❖ 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 physical education at the elementary and secondary levels will also be examined. Theory from lectures will be applied in tutorials. Students will also gain presentation experience in applying theoretical knowledge about physical activity pedagogy while focusing on “good” practice, communication and organizational skills.

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

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 KPE 340H Teaching the Child Physical Activity, as well as the KPE 380H course (see page 25). 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 Part A.

**Prerequisites:** KPE 220H/PHE 101Y/PHE 201H, KPE 261H/PHE 204H, KPE 263H/PHE 209H, PSL 200Y/KPE 260H/PHE 205H

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; managing conflict; decision making; teamwork; and leadership practices and relationships in the workplace.

**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 visit [the professional placement page on our website](#).

Please refer to pg. 53 for information on ancillary fees.

**Category:** B

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**❖ KPE 360H Advanced Cardiorespiratory Physiology**

This course builds upon the topics introduced in earlier physiology courses, particularly PHE 225H/KPE 264H, with a particular 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:** KPE 264H/PHE 225H

Three lecture hours per week and eight laboratory hours.

**Note:** Required for B.KIN. students

**Category:** C

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**❖ KPE 361H Motor Control**

The main objective of this course is to provide the student with insight into the theoretical, methodological, selected neurobehavioural 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:** KPE 261H/PHE 204H or by permission of the instructor.

Three lecture hours per week.

**Category:** C

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

Three lecture hours per week.

**Category:** C

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**❖ KPE 363H Sport Medicine**

This course builds on knowledge of the biomechanics of injury and dysfunction acquired in KPE 263H to develop a systematic understanding of risk, injury prevention, and initial management of injuries in sports and physical activities. Some additional topics may include “doping” in sport, travel issues in competitive sport, and ethical issues in clinical sport medicine.

**Exclusion:** HMB 470H

**Prerequisites:** ANA 126Y, KPE 263H/PHE 209H

Three lecture hours per week plus two tutorial hours during the term.

**Category:** C

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**❖ 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:** KPE 264H/PHE 225H

Three lecture hours per week

**Category:** C

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**❖ KPE 365H Advanced Biomechanics**

Students will learn to apply the knowledge and skills acquired in the introductory biomechanics course to perform in-depth quantitative analyses of fundamental human movements (e.g., walking, jumping, lifting). An overarching emphasis will be placed on the development of numeracy and computer skills required to conduct and critically evaluate biomechanics research.

**Prerequisite:** KPE 263H/PHE 209H

Three lecture hours per week and nine laboratory hours.

**Category:** C

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**❖ 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:** KPE 263H/PHE 209H, KPE 264H/PHE 225H

Three lecture hours per week.

**Category:** C

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**❖ KPE 367H Sport and Exercise Biomechanics**

An appreciation of biomechanics is fundamental to understanding why certain athletes are able to excel, how sport-related injuries can be prevented, and how exercise programs should be designed to change movement behaviours. This course will provide students with an opportunity to apply the principles introduced in KPE 263H to a range of controversial topics from the sport and exercise fields. Case studies and relevant research will be used to explore the application of each concept discussed.

**Prerequisites:** KPE 263H/PHE 209H, KPE 290Y/PHE 203Y

Three lecture hours per week.

**Category:** C

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**❖ KPE 368H Sport Concussion**

This course will introduce students to the present day conceptual understanding of concussion, a form of mild traumatic brain injury, and the relevant issues related to concussion and sport or physical activity. Lectures will cover theoretical, scientific, and clinical issues pertinent to this topic, including: current clinical practices, novel scientific approaches and modalities to document and monitor recovery, emerging rehabilitation strategies, as well as long-term health effects. The course content has been designed to provide students with the understanding and knowledge in preparation for research, teaching, coaching, or work in health care settings.

**Prerequisites:** KPE 260H/PHE 205H, KPE 264H/PHE 225H  
Three lecture hours per week.

**Category: C**

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**❖ 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:** KPE 290Y/PHE 203Y, 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 24.

**Category: B**

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**◆ 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 relations during their careers. With such power goes considerable intellectual, civic and personal responsibility. We take up the challenge of courageously developing an ethical self and framework that can respond intellectually, politically and personally to ethical dilemmas in social, political and cultural life. Selected theories and case studies will be examined, analyzed, and evaluated.

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

Three lecture/tutorial hours per week.

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**❖ 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:** KPE 200H/PHE 202H

Three lecture/tutorial hours per week.

**Category: A**

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**❖ KPE 402H Experiencing Physical Cultural Studies**

This course is structured as a series of field research exercises designed to teach students how to empirically conduct physical cultural studies in the city of Toronto. Students are asked to engage with field research outside of the classroom as a means of understanding the importance of mobilizing physical cultural studies theories and methods with audiences beyond the university. Substantive emphasis is given to understanding how diverse physical cultures are formed, lived and reproduced; how to understand their articulation within broader social environments; and the meaning of physical cultures in the context of Toronto. To this end, students are responsible for conducting field research projects on and within physical cultures of their choice over the semester. Students are also collectively required, to explore a semester-long case study of a physical culture identified by the instructor.

**Prerequisites:** KPE 100H/PHE 102H, KPE 200H/PHE 202H  
Three lecture/tutorial hours per week (including practical, experiential classes).

**Category: A**

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**❖ KPE 403H Body and Health in Physical Culture**

This course will examine the problem of the body in contemporary societies. We will critically evaluate how knowledge of the body is produced in western societies, and how the body is governed through kinesiology, physical education and health discourses and practices. The body's health has become increasingly central to how individuals are governed, represented and exercise agency in society and to a person's sense of self-identity in (post) modern societies. Within this context, we interrogate the body and its relationship to identity, social.

**Prerequisites:** KPE 100H/PHE 102H, KPE 200H/PHE 202H  
Three lecture hours per week (combination of lectures and seminars).

**Category: A**

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**❖ KPE 404H Illness, Disease and Physical Culture**

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

**Prerequisites:** KPE 100H/PHE 102H, KPE 200H/PHE 202H,  
KPE 290Y/PHE 203Y

Three lecture hours per week

**Category: A**

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**◆ 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, KPE 264H/PHE 225H, PSL 200Y/  
KPE 260H/PHE 205H

Three lecture hours per week.

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**❖ 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:** KPE 360H/PHE 325H

Three lecture hours per week.

**Category: B**

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**❖ 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:** KPE 342H/PHE 320H

Three lecture hours per week.

**Category: B**

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**❖ KPE 423H Theory of Dance Performance**

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

**Prerequisites:** PRA200H/201H, PRA311H/300H

One and a half lecture hours per week and one and a half studio hours per week.

**Category: B**

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**❖ 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:** KPE 120H/PHE 106H/PHE 200H,  
KPE 162H/ PHE 113H, PSY 100H/PSY 100Y

Three lecture hours per week.

**Category: B**

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**❖ KPE 425H Sport Injury Research and Prevention**

With the increasing interest in physical activity and sports for health, comes an increasing interest for safety in physical activity and sports. In the coming years more research efforts within this field, including a higher demand for evidence on injury prevention and treatment, can be expected. This course will introduce the concepts and methods in injury research and the science of injury prevention. Measures to prevent injuries do not stand by themselves and should be the result of a series of steps that form a sequence of prevention. The course will cover theoretical, methodological and technical issues in injury surveillance, descriptive and analytical studies of injury etiology, measurements of injury and outcomes, implementation and evaluation of interventions, and approaches to injury prevention. The intention of the course is to provide students with a solid and comprehensive background on methods employed in sports-injury research and prevention and to explore key methodological issues and the effect of employed methodology on interpretations of study results. The course content has been designed to prepare students for the responsibilities they acquire when entering an academic, research, sport, or health care setting.

**Prerequisite:** KPE 290Y/PHE 203Y

Three lecture hours per week.

**Category: B**

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**❖ KPE428H Nutrition Aids in Sport and Exercise**

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

**Prerequisites:** KPE 290Y, KPE 328H/NFS 302H

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:** KPE 341Y/PHE 341Y, PRA 341H. CTEP Students may not take this course.

**Prerequisites:** You must have followed the appropriate pre-course procedures in the year preceding course enrolment, KPE 350Y/PHE 350H/PHE 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 visit [the professional placement page on our website](#). Please refer to pg. 53 for information on ancillary fees.

**Category: B**

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### ❖ 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:** KPE 263H /PHE 209H, KPE 264H/PHE 225H

**Corequisite:** KPE 360H/PHE 325H

Three lecture hours per week.

**Category: C**

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### ❖ 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:** KPE 460H/PHE 416H

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

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**

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### ❖ 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:** KPE 360H/PHE 325H

Three lecture hours per week.

**Category: C**

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### ❖ 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 including the estimation of aerobic capacity and prescription of exercise through theoretical and laboratory learning. Lecture material will include: evidence-based exercise and risk reduction; screening techniques including the estimation of aerobic capacity and prescription of exercise 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:** KPE 360H/PHE 325H

Three lecture hours per week and eight laboratory hours.

**Category: C**

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**❖ 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:** KPE 360H/PHE 325H/325Y

Three lecture hours per week.

**Category: C**

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**❖ 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 eight labs that examine force, EMG 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:** KPE 263H/PHE 209H, KPE 360H/PHE 325H

Two lectures hours and two laboratory hours per week.

**Category: C**

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**❖ KPE 467H Cellular Physiology**

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

**Prerequisite:** KPE 264H/PHE 225H

Three lecture hours per week.

**Category: C**

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**❖ KPE 468H Respiratory And Pulmonary Physiology**

This course is designed for students who are interested in human physiology, and specifically for those who are interested in respiratory physiology. Emphasis will be placed on humoral and neural control of breathing, acid-base balance, pulmonary mechanics and the control of breathing during exercise. Special topics will include applications such as altitude, sleep, diving and apnoea. A strong background in human physiology will be required.

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

Three lecture hours per week.

**Category: C**

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**❖ 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 and health. The faculty supervisor, selected by the student, gives counsel in defining the problem, conducting the study and preparing a research paper (thesis). In addition to submitting the research paper, students are required to attend some classes/workshops, and present their findings at the annual Bertha Rosenstadt National Undergraduate Research Conference. This course provides an opportunity for a student planning graduate study at this Faculty or elsewhere to gain experience in completing a small research study. Students may elect only one KPE 490Y/PHE 490Y course or external equivalent.

**Prerequisites:** KPE 390Y/PHE 390Y, 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 24.

**Category: B**

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**❖ 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**

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**\*Notes:** Regarding KPE 390Y, KPE 490Y and KPE 495H:

1. For permission to enrol a student must:
  - a) Obtain course information and application forms from Registrar's Office website. Application forms are available in the spring for the following academic year.
  - b) Find a faculty advisor.
  - c) Complete the pre-requisite form (may do so with faculty advisor if desired).
  - d) Complete advisor-student agreement form together with faculty advisor.
  - e) Submit both prerequisite and student-advisor agreement form together to Registrar's Office for review and approval by course coordinator.
2. Funding may be available to subsidize some costs of KPE 390/490Y/495H projects. See the course information package for application guidelines.

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

# Mission of the Movement Application Practica

The Practica (PRA) curriculum is an integral component of the education of the B.P.H.E. and B.KIN 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 courses are designed to prepare students to be leaders as 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 carry academic credit and count towards grade point averages. **Students are required to successfully complete KPE 180H and KPE 181H before proceeding to upper year activities.**

## 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.

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### ◆ KPE 180H Introduction to Movement Observation and Evaluation

Students will apply the concepts learned in the first year theory courses to practical settings. Through the investigation of joint range of motion, Newton's Laws of Motion, stability, and various types of feedback, students will develop the skills needed to observe and critically evaluate movement patterns that commonly occur in sport, clinical, workplace and recreational settings. Emphasis will also be on developing self-awareness.

**Corequisite:** KPE 160H

**Course weight:** 0.25 FCE

### ◆ KPE 181H Fundamental Principles of Fitness and Exercise

Building on the knowledge and skills acquired in KPE 180, students will apply their knowledge of biomechanics, motor learning, psychology and exercise science to the design and implementation of exercise sessions targeting muscular strength and endurance, speed and power, hypertrophy, agility and energy systems development. Students will also be encouraged to develop self-awareness of their own fitness and movement patterns.

**Prerequisite:** KPE 180H/PRA 100H

**Corequisite:** KPE 161H

**Course weight:** 0.25 FCE

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### ◆ KPE 280H Physical Activity and Exercise Applications

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

**Prerequisite:** KPE 181H

**Course weight:** 0.25 FCE

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### ◆ KPE 281H Principles of Physical Activity and Exercise Program Design

Physical activity is a critical component to health and wellness throughout the lifespan. During this course an emphasis will be placed on the application of physical activity beyond an exercise setting to include for example, workplace wellness, youth physical literacy, and physical activity for life. Case studies will be used to shape the design and implementation of physical activity programs for a range of populations, and to further develop students' leadership skills.

**Prerequisite:** KPE 280H

**Course weight:** 0.25 FCE

**\*Students are required to successfully complete KPE 280H and KPE 281H before proceeding to third year activities.**

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### ◆ KPE 380H Specific Applications of Physical Activity, Exercise or Sport

Given the range of students' academic interests and the potential career options available with a B.KIN or B.P.H.E. degree, the third year curriculum will consist of various optional courses, of which students will be required to take two. Consistent across courses will be a focus on the theory-practice nexus and the development of leadership skills for application beyond one's peers. Building on the knowledge and experiences gained in Years 1 and 2, principles of leadership and theoretical concepts specific to a particular application, students will develop abilities to use relevant tools and modalities to design, implement, and disseminate physical activity, exercise and/or instructional programs for specific applications and populations. Some examples of options include: physical activity and chronic disease, injury rehabilitation, aging, coaching, teaching, ergonomics, athletic performance, and adapted physical activity.

**Prerequisite:** KPE 280H, KPE 281H

**Course weight:** 0.50 FCE

**Note:** This course must be taken in Year 3.



## 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, which includes attendance in two (2) learning activities from a wide range of options available in students' third and fourth years. For more information, visit: [The Centre for Interprofessional Education \(IPE\) website](#)

### ◆ PAO 900H Standard First Aid and CPR Level C

Students are required to obtain an external certification in Standard First aid and CPR level C. Each course should be of at least eight hours of instruction, or sixteen hours for a combined course. Lower level certifications (heartsaver, most emergency first aid) will not be accepted. The certification must be presented to the Registrar's Office, where a copy will be filed and this course then added with credit to a student's transcripts. Many external agencies provide such training, such as the Red Cross, St. John Ambulance, or the Royal Life Saving Society. Other WSIB certified providers are accepted. This course is not offered through the Faculty or regular course registration. However, the co-curricular program does usually offer a suitable course each term.



# 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. Those students who are qualified for instructing the activities offered in ODP 100H/200H may be selected through an application process, to become camp counsellors and gain leadership experience in this regard. In addition, four senior students are chosen to co-ordinate these courses. This system of student-based teaching provides the undergraduate class a significant opportunity for leadership and input in the Outdoor Projects. Because the senior students assume a leadership role in this aspect of the Outdoor Projects curriculum, they represent a key component in the success of the outdoor projects, and are exemplars to the younger students with respect to leadership, outdoor skills and responsibility. See page 30 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 students to relate to the natural physical environment and activities in the outdoors. An introduction to skills germane to wilderness travel is provided, including tripping skills, from packing to canoeing, navigation and portaging and the establishment of a campsite in a wilderness setting. Additional skills related to leadership in outdoor education will be emphasized using activities that go beyond those seen in 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 canoe trip. 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



# 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. 33). 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.

## KPE GUIDELINES FOR GRADE REVIEW

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

\*All related forms can be found at: [KPE Current Students webpage](#).

Evaluation documents such as examination questions and model answers are confidential and are not to be copied or communicated to other students. Communicating confidential materials to others is considered to be an offence under the Code of Behaviour on Academic Matters. This policy can be found [online](#).

## PART I: TERM WORK

In the case where assessed work has been returned, students are encouraged to review their work immediately. In the case of restricted assessments, at the time that grades are released, instructors will post a date(s) and time(s) (office hours or other) when students can review their work. When reviewing work, students will be provided with a master examination if relevant (answer key, rubric, model answer); at the discretion of the instructor, students may bring their own course notes and readings for reference. It is the students' responsibility to take advantage of these opportunities to review their work. Calculation errors can be addressed during the review. It is up to the discretion of the individual course instructor to adjust grades.

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





### **Level 1: Appeal to the Course Instructor**

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

### **Level 2: Mark Appeal to the Director, Undergraduate Studies**

If the student is not satisfied with the re-evaluation, she or he may appeal to the Director, Undergraduate Studies. An appeal must be made in writing, using the KPE Mark Appeal form within two weeks of receipt of the instructor re-evaluation response. Similar to the KPE Request for Re-Evaluation form, students will be asked to state explicitly the part(s) of the evaluation where she/he has evidence that additional marks are warranted and to provide a rationale for the request. In addition, the mark appeal must include a summary of all previous communications with the marker and/or instructor. If the work in question was a group effort, then each group member must agree to the appeal by signing the form. In such cases, it is advantageous for group members to have documentation illustrating their individual contributions. The Director will evaluate the arguments submitted in the appeal. If she/he considers that there are no substantive reasons to initiate an appeal, that judgment will be communicated to the student. If the Director considers that an appeal is appropriate, she/he will

solicit an independent reader for this purpose. In this case, the independent reader will be given a clean, anonymous copy of the work and will not know what mark was assigned originally. The independent reader’s evaluation will be carried out in accordance with the marker/instructor’s original grading scheme and take into account the nature and level of the course. The independent reader’s evaluation will involve the entire piece of work and can result in a raised mark, a lowered mark or no change.

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

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

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

## **PART II: FINAL GRADES AND EXAMINATIONS**

### **Final Grades**

If the student considers that there has been an arithmetical error in calculating her/his final grade, she/he may request a “recheck”. In this case, the KPE Final Grade Recheck form should be completed by the student and submitted to the course instructor within six months of the publication of final grades. The student should indicate precisely where the error is considered to have occurred. A general request for rechecking every piece of evaluation, without substantiation, will not be considered.





## Final Examinations

### Step 1: Reviewing the Examination

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

### Step 2: Request a Reread

If a student considers that there is evidence to support the awarding of additional marks to her/his final examination, she/he may request a re-read. The student must first complete the KPE Request for Reread of Final Examination form. On this form the student is asked to demonstrate that her/his answers substantially warrant additional marks by citing specific instances of disagreement; these may be supported, at the discretion of the instructor, by such documentary evidence as course handouts, course readings/textbooks, lecture notes, etcetera. The student must do more than simply assert that, "I disagree with the marking", or that "I believe I deserve more marks". If the student is not in possession of her/his final examination and needs to view it in order to complete the form, she/he can submit a request for a supervised viewing while completing the form in the Undergraduate Office. Such requests should be submitted to the Undergraduate Office. Supervised examination viewing will be available on three days in January, three days in May and three days in September, listed on the Undergraduate website, by appointment only. If students have classes, labs or tutorials during scheduled supervised examination viewing, an alternate time may be granted unless the student can be accommodated during this time in the following term, before the six month deadline. Students are entitled to 30 minutes viewing time per examination. The Request for Re-read form must be submitted to the Undergraduate Office within six months of the publication of final marks. A master examination (answer key, rubric, or model

answer) will be provided at the time of viewing. [For some examinations, particularly those with multiple choice questions, there may be an examination key that is essential to the marking of the examination, while in other types of examinations, a rubric or model answer, if relevant, will be required. In such cases these documents should be provided at the time of viewing.]

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

### Step 3: Mark Appeal to the Director, Undergraduate Studies

As a final step in the KPE grade review process, if the student is not satisfied with the reread, she or he may appeal to the Director, Undergraduate Studies. An appeal must be made in writing, using the KPE Mark Appeal form within six months following the posting of final marks. Similar to the KPE Request for Reread of Final Examination form, the student will be asked to explicitly state the part(s) of the evaluation where she/he has evidence that additional marks are warranted and to provide a rationale for the request. In addition, the mark appeal must include a summary of all previous communications with the marker and/or instructor. The Director will evaluate the arguments submitted in the appeal. If she/he considers that there are no substantive reasons to initiate re-evaluation, then this judgment will be communicated to the student. If the Director considers that a re-evaluation is appropriate, she/he will solicit an independent reader for this purpose. The independent reader will be given a clean, anonymous copy of the work and will not know the mark that was assigned originally. The re-evaluation will be carried out in accordance with the marker/instructor's original grading scheme and take into account the nature and level of the course. The re-evaluation will involve the entire piece of work and can result in a raised mark, a lowered mark or no change. In submitting this request, the student acknowledges that no further requests to re-evaluate this work will be considered by the Director. In submitting the appeal, the student agrees to the terms and conditions stated above.

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

## Conduct of Examinations

### 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.

### 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:

[University of Toronto Governing Council Code of Behaviour on Academic Matters](#)

[University of Toronto Governing Council Code of Student Conduct](#)

[Guidelines Concerning Access to Official Student Academic Records](#)

Information recorded at the time of registration is transmitted to the Registrar's Office. Based on this information, the Faculty issues marks and transcripts. Inaccurate or out-of-date information could cause serious inconvenience, such as a delay in receiving awards, results, transcripts, graduation information and other official documents. Students must update their own information on the university's student record system (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 58.

### 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 42 for further details.

### Attendance at Classes and Examinations

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

### Failure to Drop Courses

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

## Course Overload

Students with an overall GPA of less than 2.7 in the preceding academic year may register for no more than one full academic 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. 14) 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 courses may be transferred.

Current B.P.H.E./B.KIN. students may take a maximum of 5 academic courses from other approved universities by letter of permission (provided these courses do not exceed the overall transfer maximum of 9 academic 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 [Code of Behaviour on Academic Matters](#) 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, 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. meet all other requirements of the 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 academic percentage average greater than or equal to 75%, and an academic average greater than or equal to 75% in all 300+ level courses will graduate with honours for their B.P.H.E./B.KIN. degree.

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

Students who achieve a cumulative weighted academic percentage average greater than or equal to 80%, and an academic average greater than or equal to 80% in all 300+ level courses will graduate with high honours for their 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](#). Official documentation of pertinent evidence must be submitted in support of the petition. If illness is being used as the reason, the University of Toronto Student Medical Certificate must be completed by the doctor. Other medical notes will not be accepted.

Petitions are reviewed by the Examinations Petitions Sub-Committee, which meets weekly during the school term.

Contentious or unique petitions are referred to the Examinations

Committee, which meets monthly. Students are thus advised to present any requests as early as possible. Petitions will not be considered at times other than regular meetings of the pertinent committee unless there is clear evidence that an unforeseeable situation makes this mandatory. Where appropriate, an appeal of a decision by the Examinations Committee may be forwarded to the Appeals Committee to the attention of the Director, Undergraduate Program. Students are advised to consult with the Director, Undergraduate Program regarding the appeals policies and procedures. Any further appeal may be forwarded to the University Governing Council. Appeals will be considered only if filed within 30 days of the notification date of the petition result.

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

## 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. The full [Code of Behaviour on Academic Matters](#) document is available online.

**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. The full [Code of Student Conduct](#) document is available online.



## Standards of Professional Practice Behaviour for Health Professional Students

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

## Transcripts

The transcript of a student's record reports courses in progress and the standing in all courses attempted along with course averages, information about the student's academic status, and completion of degree requirements. Individual courses that a student cancels within the normal time limit are not shown. Final course results are added to each student's record at the end of each session and summer 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 academic courses (academic 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

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 [ROSI website](#). 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 \$12.00 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 [Health Sciences Writing Centre website](#) 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 Director, Graduate Program. Students whose progress is not satisfactory after the first term will be invited for counselling by the Director, Undergraduate Program and/or his/her designate.

## Eating and Drinking in Classrooms

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

# 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).

#### 1.2 Grade scales

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

##### 1.2.1. Undergraduate:

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

#### 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 grade<sup>1</sup>. 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 term<sup>1</sup>.

### 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 grade<sup>1</sup>. 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  $10 \pm 1$
- 76-99 students: standard deviation  $9 \pm 1$
- 51-75 students: standard deviation  $8 \pm 1$
- 36-50 students: standard deviation  $7 \pm 1$

### 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 (pg. 40) for full details on the required content of the official University transcript

#### 4.3.1. Undergraduate:

Undergraduate transcripts must include:

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

## 5. APPEALS OF FINAL GRADES

Every division/faculty shall establish divisional appeal procedures. Students may appeal grades regardless of whether marks have been altered by the review process or not. These procedures are outlined on page 29 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*.)
- 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:

- The numeric mark for each academic course attempted is translated to a grade point value based on the University's conversion table (on page 36).
- The grade point value earned in each academic full course and one-half the grade point value earned in each academic half course are added together.
- This total is divided by the number of academic full courses (or equivalent) attempted.
- A sessional academic grade point average is calculated on the basis of all academic courses having a grade point value which were attempted in a given session (fall, winter or summer).
- An annual academic grade point average is calculated on the basis of all academic courses having a grade point value which were attempted in the fall + winter sessions (September - May) of an academic year.
- A cumulative academic grade point average is calculated on the basis of all academic courses having a grade point value that a student has attempted.

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

- Summer Session - sessional and cumulative GPA
- Fall Session - sessional and cumulative GPA
- Winter Session - sessional, annual, and cumulative GPA

## Academic Audit

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

## 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 be found [online](#)

## Student Life Programs and Services – St. George Campus

[www.studentlife.utoronto.ca](http://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](http://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.

## Academic Success Centre

[www.asc.utoronto.ca](http://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 and Wellness Services

<http://healthandwellness.utoronto.ca>

416-978-8030

214 College Street

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

## Accessibility Services

[www.accessibility.utoronto.ca](http://www.accessibility.utoronto.ca)

455 Spadina Avenue, Suite 400

Voice: 416-978-8060

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](http://www.campuspolice.utoronto.ca/safety/walkSmart.htm)

416-978-7233 (SAFE)

WalkSmart is service provided by the Campus Community Police and student escorts. Students can request for an escort at night to locations on the U of T St. George Campus (including 89 Chestnut and the Charles Street residences) and surrounding TTC stations. The service is available year round, twenty four hours a day. 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/](http://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](http://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 <http://www.studentlife.utoronto.ca/CampusOrganizations.htm>.

## **Sexual Harassment Office**

[www.utoronto.ca/sho/](http://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 Registrar's Office for posting on the Faculty Bulletin Boards. Unauthorized notices will be removed, and organizations making unauthorized postings will forfeit consideration for approved posting.

## **Student Housing Services**

[www.housing.utoronto.ca](http://www.housing.utoronto.ca)

[housing.services@utoronto.ca](mailto: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://housing.utoronto.ca/stgeorge/residence/The-Residences.htm>

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](http://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](http://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](http://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](http://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](http://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](http://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.

## **Centre for International Experience**

[www.cie.utoronto.ca](http://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.



## MoveU

MoveU is a physical activity engagement strategy for all three campuses of the university. The MoveU program is focused on engaging students in opportunities that will help them successfully transition to university and contribute to growth, development and success over the course of their student experience.

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

The Faculty of Kinesiology and Physical Education is one of the lead MoveU partners. The Faculty also supports all University of Toronto students by providing an array of co-curricular physical activities that strive to find a fit for everybody. A commitment to equity is a core value of the Faculty. Students can access physical activity, sport and leadership opportunities in all our facilities: the Athletic Centre, the Varsity Centre, and the new state-of-the-art Goldring Centre for High Performance Sport.

Find out more about our facilities here:

[www.kinesiology.utoronto.ca/FacilitiesAndMemberships.aspx](http://www.kinesiology.utoronto.ca/FacilitiesAndMemberships.aspx)

Students can participate in activities and events that allow them to learn something completely new, play recreationally, or foster their competitive spirit as participants and spectators. There are drop-in and instructional programs in fitness, aquatics, dance, sport and martial arts as well as special events throughout the year.

## Intramurals

Students interested in organized sports can participate in intramurals offering several different levels of competition in many different sports through regular leagues, tournaments and special events. Students can participate as a member of a faculty or college team, or can form or join “open” teams that bring participants from smaller programs or student clubs together. Visit [www.uoftintramurals.ca](http://www.uoftintramurals.ca) for more information on the programs and how to sign up.

## Varsity Blues

A big part of the University of Toronto experience is Varsity Blues athletics. Students can take pride in the century-old history of the school and join fellow students in the stands to cheer the Blues to victory. Varsity Blues athletics has a mission to lift the spirit and pride of all members of the university and local community. When someone becomes a student at the University of Toronto, they become a Varsity Blue. Whether they are a Varsity athlete, a student, staff member, or a fan, U of T is committed to giving everyone enough team spirit to #BleedBlue.

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

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

Student-athletes are promoted through our online home at [varsityblues.ca](http://varsityblues.ca), as well as through [Facebook \(/VarsityBlues\)](https://www.facebook.com/VarsityBlues), [@VarsityBlues](https://twitter.com/VarsityBlues), [Instagram \(/VarsityBlues\)](https://www.instagram.com/VarsityBlues) and [YouTube \(/UofTVarsityBlues\)](https://www.youtube.com/UofTVarsityBlues).

## Student Employment

The Faculty of Kinesiology and Physical Education is the largest employer of students on campus and offers numerous student leadership and volunteer opportunities as well. Students can participate as members of the Council on Athletics and Recreation, the Intramural Sport Council and peer teams that help design and deliver programming such as the MoveU crew and the Equity Movement Team. They can work as game managers, referees, support program promotion, outreach programming, events and more! [http://www.kinesiology.utoronto.ca/StudentJobs/Job\\_Listing.aspx](http://www.kinesiology.utoronto.ca/StudentJobs/Job_Listing.aspx)

## Co-Curricular Record

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





granted; retention of the higher year opportunities attached to the award requires the student's continuing full-time registration in good standing.

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).

## 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 annual Reception for Scholars.

### ADMISSION SCHOLARSHIPS

#### University of Toronto Scholars Program – Admission Scholarships

The University of Toronto Scholars Program provides recognition to the University's outstanding students, at admission and on an on-going basis. There are 550 admission awards with a value of \$6,000 each and may be held in conjunction with any admission award. Outstanding students newly admitted to KPE are eligible to be considered automatically for these awards.

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

#### President's Entrance Scholarship Program

Approximately 50 of the most highly qualified students applying to first year of direct entry, undergraduate studies will be distinguished as President's Scholars of Excellence. This distinction includes a \$10,000 entrance scholarship in first year; guaranteed access to part-time, meaningful, on-campus employment during second year; and guaranteed access to an international learning opportunity during a student's university studies. Payment of the award is conditional on full-time registration at the Faculty in the fall of the year the award is

### 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 \$6,000 in the first year and \$1,500 per year for three additional years of undergraduate study.

Additional information on scholarships offered by the University of Toronto is available at <http://www.adm.utoronto.ca/awards/> Faculty of Kinesiology and Physical Education Admission Awards



# Faculty of Kinesiology and Physical Education Admission Awards

## Wenda Kwong Admission Scholarship

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

## Dalt and Marnie White Award

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

## Dean's Scholarship

The Faculty of Kinesiology and Physical Education offers Dean's Scholarships to recognize the outstanding 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 undergraduate programme on the basis of academic merit, a demonstrated commitment to physical activity as a means of maintaining health, leadership experience in the broad field of physical and health education and demonstrated interest in the teaching profession.

## Sheryn Posen Entrance Scholarship

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

## UPPER YEAR HONOURS

### I. University of Toronto Scholars Program In-Course Scholarships

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

### II. Academic Awards

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

#### Barbara Drinkwater Award

The award was established to commemorate the awarding of 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

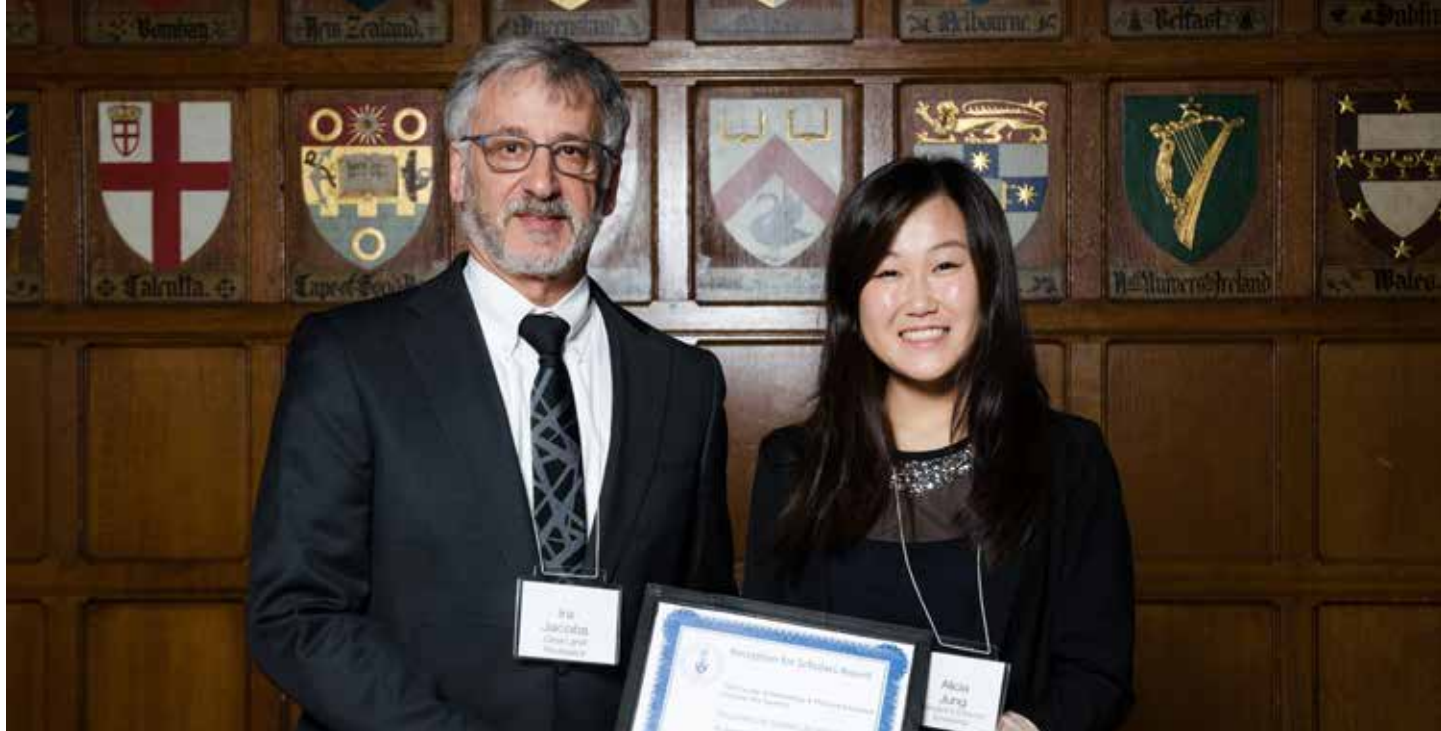
Three Silver Medals are awarded annually to the university's most academically outstanding bachelor's degree graduates. The Dean of the Faculty forwards the Examinations Committee's nomination to the Selection Committee chaired by the Director of Student Awards. Each nominee receives a certificate recognizing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

## J. Harry Ebbs Achievement Awards

These awards were established by the former 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.kinesiology.utoronto.ca](http://www.kinesiology.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.

### **John Logan Memorial Scholarship**

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

### **Eva McDonald Memorial Prize**

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



### **The Fitness Institute Scholarship\***

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

### **Professor John Flowers Award**

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

### **Juri V. Daniel In-Course Scholarships\***

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

### **Kirk A.W. Wipper Award**

This award is presented to a student who demonstrates enthusiastic involvement in the Outdoor Projects, leadership, willingness to help others and a concern for the natural environment. 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 they receive a medallion of the Shield that 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 OT3 Faculty Advancement Award**

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

### **Zerada Slack Leadership Award**

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

## **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.

#### **Bursary for Students with Disabilities**

Non-repayable assistance of up to \$2,000 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 <http://www.adm.utoronto.ca/financial-aid/>.

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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.





## THE UNIVERSITY'S ASSURANCE OF FINANCIAL SUPPORT

The University of Toronto is unique among Canadian universities in providing assurance that students who are offered admission will have the financial support necessary to allow them to enter and complete their program. This assurance is based on the assumption that Canadian citizens/permanent residents 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 <http://www.adm.utoronto.ca/financial-aid/>

## 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: <http://www.adm.utoronto.ca/financial-aid/UndergraduateGrantApp.pdf>

## OTHER BURSARIES AND AWARDS

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

### The U of T Noah Meltz Program of Financial Assistance

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

### Bursary for Students in 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.

## 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](http://www.fees.utoronto.ca)

Note that the Province of Ontario has introduced new guidelines concerning tuition fee billing. At the time of publication, the University of Toronto was reviewing its practices in the context of these guidelines to determine how and when it will implement changes. Any revisions to the procedures referenced here will be reflected at [www.fees.utoronto.ca](http://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 a service fee 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 \$335-\$395 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 of photo TCard . . . . .	\$12.00	
Copy of record . . . . .	\$17.00	*
Official Transcript . . . . .	\$12.00	*
Duplicate receipts for tax purposes . . . . .	\$5.00	
Miscellaneous letters . . . . .	\$8.00	*
Petition to late add/delete . . . . .	\$10.00	
Copy of an examination . . . . .	\$15.00	*
Petition to reread examination . . . . .	\$36.00	**
Petition to recalculate grade . . . . .	\$13.00	**
Special examinations . . . . .	\$70.00	
Advanced Standing examination . . . . .	\$58.00	
Application for study elsewhere . . . . .	\$320.00	***
Letters of permission to take courses at another institution for degree credit . . . .	\$40.00	*
Transfer Credit Evaluation . . . . .	\$30.00	
Late registration:		
• first day . . . . .	\$44.00	
• each additional day . . . . .	\$5.00	
Re-registration . . . . .	\$25.00	
Course confirmation . . . . .	\$7.00	
Replacement diploma or certificate (plus cost of postage) . . . . .	\$80.00	
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	
KPE 350Y/KPE 450Y Placement/Professional Support Fees:		
KPE 350Y . . . . .	\$250.00	
KPE 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

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

Under the direction of the Director for the International Liaison and Exchanges, the Centre for International Experience Office promotes and operates student exchange opportunities for the University of Toronto community.

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

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

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

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

### Centre for International Experience

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

## The Bertha Rosenstadt National Undergraduate Conference

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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

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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 (MSc) 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](http://www.exs.utoronto.ca)

The Graduate Department of Exercise Sciences guarantees funding for two years at the MSc 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](http://www.exs.utoronto.ca)

## Master of Professional Kinesiology (starting in August 2016)

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The MPK will be a full-time, four-session, course-based (12.0 FCE) 16 month program. Graduates of the Master of Professional Kinesiology program, the first of its kind in Ontario, will be well placed to provide leadership in professional practice of Kinesiology. The Master of Professional Kinesiology (MPK) is designed to provide advanced level of research-informed educational and leadership experience in the field of professional kinesiology. Graduates of this program will acquire expertise in knowledge synthesis, translation and application, experience with inter-professional health care teams, diverse practice areas, evaluation of clinical and program effectiveness, and conceptualising of future practice.





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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](http://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](http://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, safety, financial assistance and awards, graduation and university advancement, and reporting to government. The University is also required to report student-level enrolment-related data to the Ministry of Training, Colleges and Universities as a condition of its receipt of operating grant funding. The Ministry collects this enrolment data, which includes limited personal information such as Ontario Education Numbers, student characteristics and educational outcomes, in order to administer government postsecondary funding, policies and programs, including planning, evaluation and monitoring activities. 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](http://www.utoronto.ca/privacy) or contact the University Freedom of Information and Protection of Privacy Coordinator at 416-946-7303, McMurrich Building, Room 104, 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](http://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. 416-978-8255 Fax 416-971-2118  
[www.kinesiology.utoronto.ca](http://www.kinesiology.utoronto.ca) e-mail: [undergrad.kpe@utoronto.ca](mailto:undergrad.kpe@utoronto.ca)



## 2015 calendar

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

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

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

april						
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

may						
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3	4	5	6	7	8	9
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24	25	26	27	28	29	30
31						

june						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

july						
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august						
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30	31					

september						
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october						
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november						
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december						
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20	21	22	23	24	25	26
27	28	29	30	31		

## 2016 calendar

january						
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17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

february						
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

march						
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27	28	29	30	31		

april						
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may						
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june						
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july						
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august						
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september						
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october						
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30	31					

november						
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27	28	29	30			

december						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

KINESIOLOGISTS STUDY  
 BOUNDARIES ARE BROKEN  
 COACHES MENTOR  
 KNOWLEDGE IS SHARED  
 SPORTS INJURIES ARE PREVENTED  
 TEAM SPIRIT BUILDS  
 KIDS EXPLORE  
 DISCOVERIES ARE MADE  
 ENERGY ABOUNDS  
 HEALTHY FUTURES START  
 BOUNDARIES ARE BROKEN  
 COLLABORATIONS DEVELOP  
 PEOPLE ARE HEALED  
 BODIES MOVE  
 KINESIOLOGISTS STUDY  
 PHYSICAL EDUCATORS PREPARE  
 DREAMS ARE REALIZED  
 HEALTHY FUTURES START  
 CHAMPIONS ARE MADE

PHYSICAL EDUCATORS PREPARE  
SPORTS INJURIES ARE PREVENTED  
FRIENDSHIPS ARE FORMED  
BODIES MOVE  
CHANGE IS PROMOTED  
DREAMS ARE REALIZED  
RESEARCH HAPPENS  
GOALS MOVE  
CROWDS CHEER  
TEAM SPIRIT BUILDS  
CHAMPIONS ARE MADE  
RECORDS ARE BROKEN  
CHANGE IS PROMOTED  
DISCOVERIES ARE MADE  
LEADERSHIP DEVELOPS  
KINESIOLOGISTS STUDY  
KIDS EXPLORE  
LEADERSHIP DEVELOPS  
PEOPLE ARE HEALED  
COLLABORATIONS DEVELOP



**[www.kinesiology.utoronto.ca](http://www.kinesiology.utoronto.ca)**