

Faculty of Physical Education and Health

Proposal for a new Bachelor of Kinesiology (B.Kin.) and a revised Bachelor of Physical and Health Education (B.P.H.E.)

November 27, 2009

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Executive Summary

The mission of the Faculty of Physical Education and Health is to develop, advance and disseminate knowledge about physical activity, health, and their interactions through education, research, leadership, and the provision of opportunity. The Faculty provides undergraduate students with a strong academic background in the behavioural, biophysical, and socio-cultural disciplinary fields of physical activity and health, and the skills necessary for a lifetime of learning and leadership in education and health in a rapidly changing world. We also equip our graduates with the skills to address the major social challenges facing the profession, especially the challenge of equity and diversity within the domain of physical activity.

During the past eighteen months, the Faculty has undergone a curriculum review exercise in order to develop an undergraduate curriculum that positions our Faculty more clearly in the changing landscape of our disciplinary fields to strengthen the preparation of future kinesiologists/health professionals and the preparation of future physical and health educators. There is growing public pressure to ensure the delivery of quality daily physical education to young people within the public school system, thus increasing the demand for physical education specialists. There is also a growing awareness of the role of physical activity/exercise in the prevention and treatment of the leading causes of illness and death. The increasing attention to the importance of exercise for health promotion is reflected in the recent legislative changes that makes Kinesiology a regulated health profession in Ontario. It is reasonable to assume that the student demand for a kinesiology degree will increase as students interested in this field will seek academic preparation to meet the criteria for the registration process. The proposed revised Bachelor of Physical and Health Education and new Bachelor of Kinesiology will strengthen our curriculum in both Kinesiology and Physical and Health Education; maintaining a multidisciplinary, discipline-focused curriculum while allowing for greater flexibility in course selection in the upper years. The renewal of the undergraduate curriculum was one of the goals of the Faculty's *Stepping Up* academic plan.

For the purposes of our curriculum renewal exercise, the term kinesiology refers to the study of human movement in the broadest sense. The definition we advocate is as follows: "Kinesiology is the broad study of human movement in all of its contexts including cell structure and function, biomechanics, perceptual-motor behaviour, sports and health psychology, physical activity pedagogies and the place of human movement in socio-cultural contexts." We believe that to maintain, rehabilitate or enhance movement, exercise and performance therefore requires an understanding of a range of knowledge spanning the biophysical, psychological, and social sciences and the humanities.

A core foundational curriculum for both the BPHE and BKin is proposed for the first two years. The rationale for a core foundational curriculum is to expose students to the various disciplinary areas of study within our field and to provide a basic level of knowledge within each of these areas. The goal of the curricula in years 3 and 4 is to provide sufficient depth to meet the learning objectives of either the BPHE or BKin while also requiring breadth courses to ensure a multidisciplinary curriculum. The BPHE will require stronger concentration in the social sciences in the optional choices; the BKin in the biophysical sciences. The undergraduate programme's CCUPEKA (Canadian Council of University Physical Education and Kinesiology Administrators) accreditation in both Teacher Preparation and Kinesiology will be maintained in the proposed programmes.

The proposed revised BPHE curriculum changes will have no impact on the Faculty's CTEP (Concurrent Teacher Education Program) cohort.

Throughout the curriculum renewal process we engaged in broad consultation with current students, alumni/ae, professionals in the field, the other Health Science Deans, the Ontario Institute for Studies in Education, the Faculty of Arts and Science, and colleagues within and outside of the university. There is broad support for this proposal.

The courses in the revised curriculum BPHE and new BKIN will be covered by the current teaching staff so there will be no additional base budget resources required as a result of this renewal process, although there will be transition costs for the implementation. There will be no change to the admissions requirements and no proposed changes to target enrolment.

The new curriculum will be available to students entering the Faculty in September 2010 although accommodations will be made for the 2009/10 cohort to take advantage of the revised BPHE and the new B.KIN degree programmes.

Overview and History of the BPHE Curriculum

The mission of the Faculty of Physical Education and Health is 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, leisure and play. The Faculty provides undergraduate students with a strong academic background in the behavioural, biophysical, and socio-cultural disciplinary fields of physical activity and health, and the skills necessary for a lifetime of learning and leadership in education and health in a rapidly changing world. We also equip our graduates with the skills to address the major social challenges facing the profession, especially the challenge of equity and diversity within the domain of physical activity.

Physical education and sport have always been integral to the University of Toronto. Throughout much of the 20th century, undergraduate students in every faculty and college were required to take courses in physical education. In 1900, the University established a three-year diploma course in Gymnastics and Physical Drill to meet the demand for qualified teachers, professional youth workers, and community leaders. In 1940, U of T became the first university in the British Empire to offer a specialized three-year degree program in Physical and Health Education. Six men and eleven women began the course. Most students also took a fourth year, enabling them to earn a General B.A. from the Faculty of Arts and Science as well. A major focus of the final year was the preparation of a major professional paper.

BPHE became an integrated four-year degree in 1962, and students no longer received a B.A. The expanded four-year curriculum provided for a greater freedom of choice to students; the needs of a traditional professional degree were balanced with other academic possibilities based upon student interest and aptitudes. One important change in the curriculum at this time was the transformation of the professional paper into a directed research project (PHE 490) which gave students some insight into the demands of research.

Throughout these early decades, many of the same faculty and staff taught/coached and administered the academic and co-curricular programs, albeit in gender-segregated departments.

Major revisions to the BPHE curriculum occurred in the 1970s with the growth of research in the field, new employment opportunities for graduates, especially in the mushrooming government departments of physical activity and sport, and the appointment of new faculty trained in disciplinary programs. By the late 1970's, the curriculum was revised to include four streams: Health Sciences, Leisure Studies, Sport Studies, and General Studies. In 1983, the following statement was made: “... it was obvious the School should emphasize a direction fostered by its relationship to other Health Sciences faculties. On the other hand, with the very rich environment of the University and its strong Faculty of Arts and Sciences, some faculty members and students were moving towards a greater flexibility, expanding horizons which would exert a continuing influence on the undergraduate programme” (Wipper, 1983, p. 11). Preparing students for professional leadership was a strong feature of the programme at the time, integrated with all emphases. But by the mid-1980s, it became clear that the then School could not afford the financial demands of the streamed curriculum. Moreover, the majority of students chose the general stream (e.g. no specification). As a result, the four different streams were abandoned in 1988, and the current integrated curriculum, with core subjects in the behavioral, biophysical and social sciences, was introduced. While the faculty were reluctant to call it ‘kinesiology’, it is clear that the academic component of the curriculum corresponded to

the developing field of kinesiology, i.e. it provided a discipline-based, multi-disciplinary approach to the study of physical activity and health.

Between the late 1960s and 1978, the Physical Activity curriculum expanded from 26 hour courses to a sequence of 52 hour courses, with mandatory courses in Years I and II. In addition, theoretical knowledge was incorporated into all activity courses thus upgrading the demands of this curriculum. However, the budget cuts experienced in the late 80s and 90s saw a reduction in the number of hours devoted to the physical activity courses. In 1992, the Physical Activity curriculum was revised in purpose, content and methods of evaluation. The curriculum moved from a performance-based focus to one in which the skills of inclusive instruction in healthy, joyful movement were emphasized. The course offerings were revised to include traditional Euro-Canadian games, dances and sports and those of other peoples.

To give students an opportunity to build an inventory of preparatory professional experience in the community, a supervised leadership placement requirement was introduced in 1980. Students were encouraged to engage in professional experiences that would have important career implications. This supervised leadership experience was a precursor to what is now known as the PHE350Y (started in 04/05) and PHE450Y (started in 2000/01) courses.

The Outdoor Projects began in the late 1960s and by the 1980s had expanded to eight separate courses/experiences, embracing all seasons and all years of the curriculum. The curricular goals of these courses included: instruction, developing a more harmonious relationship between people and environment, participation in a broad range of outdoor skills and appropriate safety procedures. During the late 1980s, the number of ODP courses was reduced to the current five.

In 2004/05 the curriculum was modified to meet the requirements of CCUPEKA in both Teacher Preparation and Kinesiology. The core courses common for both areas are: human anatomy, human physiology, exercise physiology, biomechanics, motor control and learning, psychology of physical activity, and two courses in social sciences and/or humanities.

By September of 2007, the undergraduate curriculum had been revised to include Concurrent Teacher Education Program (CTEP) in collaboration with the Ontario Institute for Studies in Education (OISE). The five-year program allows students to simultaneously complete BPHE and OISE courses and graduate with a B.Ed., a professional teacher qualification for teaching at the Intermediate/Senior level and a Bachelors degree in Physical and Health Education/Kinesiology.

Current BPHE Programme

The Physical and Health Education undergraduate degree programme (BPHE) has several strengths. It is well-regarded for its multidisciplinary curriculum, spanning the biophysical sciences and psychological sciences to the social sciences and humanities. While other programmes may include courses from each of these disciplines, ours is probably the most balanced in terms of course requirements in each area. The physical activity curriculum (PAC) also sets us apart from other PE/KIN programmes; students engage in a more diverse range of PAC courses than other curricula. We strongly believe that a focus on imparting the joys of human movement, while developing the ability to engage others in enjoyable physical activity

rather than performance sets us apart from other programmes. Our BPHE programme places a strong emphasis on outdoor education. Given our location in the largest and most diverse urban centre city in Canada, our students have opportunities to engage in extremely valuable leadership experiences with various marginalized communities. Across all aspects of the curriculum, from orientation to curriculum content and delivery, the U of T BPHE programme is recognized for its focus and strength on issues of equity and diversity. The curriculum renewal process strived to maintain all of these strengths.

Although we do a very good job of preparing future educators (confirmed by various Faculties of Education), we can improve the ways in which we prepare students for their careers. For example, with a specific pedagogical focus in the physical activity curriculum and relevant theory courses, we could better prepare the students' skills of dissemination. We could also strengthen their understanding of the politics and administration of public education, and in concert with other CTEP divisions, help teacher candidates become effective change agents. Working with a cohort of students with an identified interest in teaching will allow us to create better practical instruction opportunities within existing courses.

Compared to many other institutions in Canada, we offer fewer elective courses in the biophysical sciences and we have fewer kinesiology/health-related placements. Some students and faculty believe that our programme, as it currently exists, does not adequately prepare students for the kinesiology/health-related professions as well as do some of our sister institutions. Others believe that the preparation of specialized professional knowledge in clinical kinesiology and the other health-related professions should be the responsibility of second-entry programs and that the multi-disciplinary definition of kinesiology should be retained (*Reflections on the Foundations and Importance of CCUPEKA Accreditation: A Position Paper*. L. Livingston & B. Kidd, 2008).

Rationale for Curriculum Renewal

The BPHE curriculum renewal exercise was undertaken to address the contemporary landscape of our field. Physical and health educators are currently presented with opportunities that we have not seen in decades. First, there is growing public pressure to ensure the delivery of quality daily physical education to young people within the public school system, thus increasing the demand for physical education specialists. Second, 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. The increasing attention to the importance of exercise for health promotion is reflected in the recent legislative changes that gives kinesiologists a role within regulated health professionals. Kinesiology is now a regulated health profession in Ontario. In June of 2007, Bill 171, of which the *Kinesiology Act* was a part, received Royal Assent. At this point only certain sections of the Act are in force, namely: the name of the new College (the College of Kinesiologists of Ontario); incorporation of the Health Professions Procedural Code into the *Kinesiology Act*; and the transition period to set up the new College. A Transition Council has recently been established to determine standards and criteria for registration, issuing registration, etc. It is only reasonable to assume that more students interested in this field will seek academic preparation to meet the criteria for the registration process.

Given the current diversity of careers that potentially stem from a BPHE degree, students have been quite vocal in their desire to have greater opportunities to specialize in particular

aspects of our disciplinary fields. In a recent Student Engagement Survey conducted with the undergraduate population, 58% of the respondents included “Health Sciences” in their career aspirations. Furthermore, students indicated that they would prefer a more flexible curriculum with greater opportunities to take more elective courses in their areas of interest.

The purpose of the curriculum renewal exercise was to develop an undergraduate curriculum that strengthens the quality and effectiveness of students’ preparation as future educators and health professionals. The undergraduate Curriculum Committee considered the structure and delivery of all aspects of the programme including the theory courses as well as the physical activity, outdoor education and leadership development courses. In addition to attending to the development of students’ foundational knowledge, the committee considered skill development and experiential learning opportunities.

The Curriculum Committee adopted a “bottom-up” approach, beginning by establishing a core foundational curriculum for all students, and then determining required and optional courses for students who wish to pursue physical education or kinesiology-focused careers. The guiding principles for the renewal process and the proposed curriculum are presented below.

Guiding Principles for Curriculum Renewal

The curriculum renewal exercise was guided by the following principles:

- 1) the revised curriculum should maintain a multidisciplinary, discipline-focused curriculum
- 2) the revised curriculum should seek to strengthen the preparation of future kinesiologists/health professionals
- 3) the revised curriculum should seek to strengthen the preparation of future physical and health educators
- 4) the revised curriculum will need to be more flexible to allow students increased opportunities to complete a general curriculum (e.g. without specialization in either physical education or kinesiology)
- 5) the revised curriculum should adhere to the CCUPEKA requirements in both Teacher Preparation and Kinesiology
- 6) all students will complete a core foundational curriculum
- 7) all students will be required to successfully complete a Physical Activity Curriculum although the purpose, nature, content, and sequence of courses may vary with students’ area of focus
- 8) the Leadership Development Curriculum will be maintained although the purpose, nature, and content of courses may vary with students’ area of focus
- 9) all students will be required to successfully complete an Outdoor Projects Curriculum although the purpose, nature, and content of courses may vary with students’ area of focus
- 10) the curriculum renewal exercise will lead to the clear delineation of learning outcomes in every aspect of the programme
- 11) the process of renewal should be informed by ongoing consultation with various stakeholders: teaching staff, students, administrative and technical staff, alumni/ae, and employers.

Proposed Definition of Kinesiology

Before proceeding, we believe a discussion of the term “kinesiology” is needed. The first kinesiology programs in Canada were independently developed in the 1960’s at the University of Waterloo and Simon Fraser University (Elliott, 2007). Between the 1960’s and 2006, as the supply/demand ratio for physical educators worsened for graduates and new opportunities to apply knowledge of human movement multiplied (i.e., rehabilitation, recreation, ergonomics), the majority of Canadian institutions included—or exclusively focused—on kinesiology in their programs related to human movement (Elliott, 2007). Yet, Ashton advocated that kinesiology is a nonprofessional degree that includes physical education (<http://www.ahs.uwaterloo.ca/~nashton/dephist/origins.htm>). A handout he provided to first year kinesiology students conveyed the “Cell to Society” principle (<http://www.ahs.uwaterloo.ca/~nashton/dephist/cellsoc.jpg>). As such, the core principles applicable to physical education can be applied to other areas of human movement.

According to the *Kinesiology Act* (2007), “The practice of kinesiology is the assessment of human movement and performance and its rehabilitation and management to maintain, rehabilitate or enhance movement and performance.” The Ontario Kinesiology Association suggests, “Kinesiology is the science of human movement. It focuses on how the body functions and moves. A kinesiological approach applies the latest evidenced based medicine principles to preserve and enhance human movement in all settings and populations.”

For the purposes of our curriculum renewal exercise, the Curriculum Committee proposed that the term kinesiology refers to the study of human movement in the broadest sense. The definition we advocate is as follows: “Kinesiology is the broad study of human movement in all of its contexts including cell structure and function, biomechanics, perceptual-motor behaviour, sports and health psychology, physical activity pedagogies and the place of human movement in socio-cultural contexts.” We believe that to maintain, rehabilitate or enhance movement, exercise and performance therefore requires an understanding of a range of knowledge spanning the biophysical, psychological, and social sciences and the humanities. While some Canadian institutions have focused more narrowly on the biophysical sciences primarily, we propose a more multidisciplinary perspective on the term kinesiology.

Consultations

Students and alumni

Current and past students have been consulted throughout the process of curriculum renewal. Three years ago, as a follow-up to the NSSE survey, the Faculty conducted a survey of current students to inquire about their engagement in and satisfaction with various components of the curriculum, and their desired career paths. The results indicated clearly that students desired more flexibility in the curriculum and approximately 50% of the respondents indicated interests in pursuing health-related professions following graduation. Alumni/ae from graduate studies, teaching and health-related fields such as physiotherapy and kinesiology, also indicated a need for more opportunities to specialize within the undergraduate programme and a need to add more kinesiology-related courses. These data from current and former students gave the Faculty a clear mandate for curriculum changes.

Focus groups with current and past students have been held at several points throughout the renewal process: (i) prior to beginning the renewal process as a needs assessment exercise; (ii) twice during the planning stages to acquire feedback and input into our curriculum development; and, (iii) after a full draft of the new curriculum had been developed.

University Faculties

The Faculty of Arts and Science, the Ontario Institute for Studies in Education and members of the Council of Health Science Deans have reviewed the proposal. There is support for the proposed programme changes and the BKIN proposal.

Proposed Curriculum for the BPHE and BKIN Degree Programmes

Admission requirements

The admission requirements for the current BPHE will remain the same for the revised BPHE and the BKIN programmes. For applicants from the Ontario Secondary School programmes, students must obtain standing in six courses including:

- *English (ENG4U)*
- *Biology (SBI4U)*
- *One of: Advanced Functions (MHF4U)*

- *Calculus and Vectors (MCV4U)*
- *Advanced Functions and Intro Calculus (MCB4U0)*
- *Geometry and Discrete Mathematics (MGA 4U)*

- *Exercise Science (PSE4U)*
- *Two Additional U/M courses – recommended are Chemistry and Physics*

In addition, all applicants must demonstrate, through a Statement of Interest, 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.

Both degrees will be declared on the Ontario Universities' Application Centre (OUAC) website so students will apply to either degree. This will enable us to have a sense of student interest in each programme from the start. Students will have the option of switching from one degree programme to the other in their second year of study.

YEARS 1 and 2: Core Foundational Curriculum

As shown below in Table 1, a core foundational curriculum is proposed for the first two years; all students are required to complete the courses listed below. The rationale for a core foundational curriculum is to expose students to the various disciplinary areas of study within our field and to provide a basic level of knowledge within each of these areas. By doing so, students will be better equipped to make a decision with respect to degree choice in their third

year of the programme. In determining the content of the Year 1 and 2 courses, faculty members were asked about the knowledge they believed that every graduate should have, regardless of subsequent area of specialization.

A comparison of current and proposed B.PHE curricula is presented in Appendix A.

Table 1
Years 1 and 2 Foundational Curriculum
(for all students)

YEAR I

- PHE: Principles and Assessment of Fitness (0.5) (*Integrated with Physical Activity Practicum[PRA]*))^{REVISED}
- PHE: Psychological Aspects of Sport, Physical Activity and Health (0.5))^{REVISED}
- PHE: Physical Cultural Studies of Health (0.5))^{REVISED}
- PHE: Fundamentals of Human Movement (0.5) (*Integrated with PRA*))^{REVISED}
- PHE: Introduction to the Biosciences (0.5))^{REVISED}
- PSY 100: Psychology (0.5)
- ANA 126: Anatomy (1.0)
- One Arts & Science option (1.0)
- Practicum 100 (PRA 100) Fitness and Human Movement^{NEW}
- Outdoor Project 100

= **5.0 FCE**

YEAR II

- PHE: Research Methods and Evaluation (1.0)
- PHE: Exercise Physiology and Biochemistry (0.5))^{REVISED}
- PHE: Biomechanics (0.5) (*partial integration with PRA*))^{REVISED}
- PHE: Motor Learning (0.5) (*partial integration with PRA*))^{REVISED}
- PHE: Historical Studies of Sport and Physical Activities (0.5)
- PHE: Psychosocial Development (0.5))^{REVISED}
- PSL 200: Physiology (1.0)
- Arts and Science Option (1.0)
- PRA (Practicum) 200 Skills Development (Dance, Run/Jump/Throw, Gymnastics, Ball Skills, Fitness, Aquatics)
- ODP 200

= **5.5 FCE**

YEARS 3 and 4 (and 5 in the case of CTEP students): Degree Specialization

In Years 3 and 4, students may choose between Physical and Health Education, leading to a B.PHE degree or Kinesiology, leading to a B.KIN degree. Sufficient flexibility in course

requirements and selections is provided to enable the “generalist” student to complete their chosen degree; each program also contains breadth courses to ensure a multidisciplinary curriculum.

The Faculty commits to providing extensive career counseling to students to assist them in deciding upon a degree. In addition to the provision of workshops, an accompanying document that recommends course selection according to career aspiration will be developed and provided to students.

In Tables 1a, 1b, and 2 below, it should be noted that Adapted Physical Activity is required by CCUPEKA and is therefore compulsory for BPHE, BPHE (CTEP) and BKIN students. All students will participate in a common lecture that addresses theoretical content with respect to adapted populations; in addition, BPHE and BKIN students will participate in separate tutorials that will focus on relevant issues faced in the professions of kinesiology and physical and health education, respectively. The Curriculum Committee also proposes that Ethical Issues in Physical Activity and Health be required for BPHE and BKIN students. Similar to the adapted course, all students will participate in theoretical lectures, which will be multidisciplinary in focus, and will then separate into different tutorial groups to focus on professional ethics and relevant issues pertaining to each field of study. In both of these required courses, we will strive to engage professionals from the field as tutorial leaders.

Apart from these two courses, which will be required for all students, the courses within each of the BPHE and BKIN degrees are outlined below.

1a. BPHE Degree

The B.PHE degree alternative is designed to prepare students for such careers as teaching in formal and informal educational settings, recreation, policy, sport administration, and graduate studies in the sociocultural and behavioural areas.

In addition to the required Adapted Physical Activity and Ethical Issues courses, the Curriculum Committee proposes that the course entitled “Social Inequalities” also be required for BPHE degree students. Given the focus of this course on inequalities pertaining to class, gender, race and ethnicity, and sexualities, we believed this course would be essential for all graduates entering fields of education, recreation, policy and research in related areas.

Category A, in Table 1a below, from which students must choose between 3.5 and 5.5 options, represents courses that may be classified as social science and humanities courses. Category B, from which BPHE students must choose between 3.5 and 5.5 options, represents multidisciplinary courses – those courses that address more than one of sociocultural, behavioural or biophysical perspectives and content. A range is given in Categories A and B because students may enroll in 2.0 – 4.0 Arts and Science courses in years 3 and 4. Between Categories A and B, we expect BPHE students to meet their depth requirements. And finally, Category C, from which students must take 1.0 course, represents courses from the biophysical area and therefore satisfies a breadth requirement.

A comparison of current versus proposed curricula is presented in Appendix A.

Table 1a. BPHE Curriculum in Years 3 and 4

Years 3 and 4		
Required Courses		
Adapted Physical Activity (0.5) ^{REVISED} Ethical Issues in Kinesiology and Physical Education (0.5) ^{REVISED} Social Inequalities (0.5) Arts and Science Options (2.0 – 4.0) PHE Options (4.5 – 6.5) PRA Pedagogy PRA Games: Over the Net ^{NEW} PRA Games: Invasion ^{NEW} PRA Games: Striking ^{NEW} PRA Movement Awareness PRA Fitness and Neuromuscular Conditioning ^{NEW} One of ODP 300, 301, 302		
Optional Courses		
Category A (3.5 – 5.5 FCE from Category A & B)	Category B (3.5 – 5.5 FCE from Category A & B)	Category C (1.0 FCE)
Youth in Sport Physical Activity and Public Policy Administrative Theory Body, Health and Culture Environments and Health Media, Health and Exercise Sciences ^{REVISED} Health Communication and Physical Education ^{REVISED} International Development Through Sport Hockey in Canadian Culture Race in Canadian Sport ^{NEW}	Teaching the Child Theory of Coaching Advanced Coaching Population Health Exercise and Mental Health Stress and Coping Psychology of Injury Aging Exercise, Health and Nutrition Advanced Sport Psychology Girls' and Women's Health & Physical Activity Professional Placement I* ^a Professional Placement II * ^a Independent Study Directed Research * ^b Advanced Research * ^b	Advanced Exercise Physiology and Biochemistry ^{REVISED} Sports Medicine Motor Control Advanced Biomechanics Cellular Physiology & Biochemistry Theory of Athletic Conditioning Exercise Prescription ^{NEW} Physical Assessment ^{NEW} Clinical Kinesiology ^{NEW} Current Issues in Sport Injury ^{NEW}

* Full-year courses

^a One of the Professional Placement courses needs to be in the PHE focus

^b One of the Research courses needs to be in the PHE focus

1b. BPHE (CTEP) Curriculum in Years 3, 4, and 5

The rationale for requiring Adapted Physical Activity and Ethical Issues in Physical Activity and Health has been provided above. As CTEP students have declared their interest in teaching, the Curriculum Committee believes they should also complete the course “Teaching the Child” which focuses on pedagogy. Additionally, as most PHE teachers in secondary school settings coach teams in the co-curricular programmes as part of their responsibilities, we believed the interdisciplinary course in “Theory of Coaching” should also be required. It should be mentioned that the CTEP requirement of “Equity and Diversity” substitutes for PHE Social Inequalities.

The proposed requirements across Categories A (social science), B (interdisciplinary) and C (biophysical) in Table 1b below, are intended to ensure breadth for these students who have already declared their specialization in teaching. Given the high number of required EDU courses, CTEP students have far fewer optional courses available. A comparison of current versus proposed curricula is found in Appendix A.

Table 1b. BPHE (CTEP) Curriculum in Years 3 and 4

Years 3, 4, and 5
Required Courses
Adapted Physical Activity (0.5) ^{REVISED}
Ethical Issues in Kinesiology and Physical Education (0.5) ^{REVISED}
Teaching the Child (0.5)
Theory of Coaching (0.5)
EDU: Equity and Diversity in Education (0.5) * Substitute for PHE Social Inequality
EDU: Communication and Conflict Resolution (0.5)
EDU: Principles of Teaching (0.5)
EDU: Inclusive Education (0.5)
EDU: Psychological Foundations of Learning (0.5)
EDU: Social Foundations of Teaching and Schooling (0.5)
EDU: Professional Semester – Practicum (0.25)
EDU: Mentoring Inquiry and Teaching (0.25)
EDU: Curriculum, Instruction and Assessment (1.0)
EDU: Curriculum, Instruction and Assessment (1.0)
EDU: Mentoring Inquiry and Teaching (0.25)
EDU: May-June Practicum (0.25)
PRA 341Y Internship (0.5)
PRA 340Y E-Portfolio
PRA 440Y E-Portfolio
PRA 540Y E-Portfolio
Arts and Science Options (2.5 – 4.5)
PHE Options (3.0 - 4.0)
PRA Pedagogy
PRA Movement Awareness
PRA Fitness and Neuromuscular Conditioning ^{NEW}
PRA Games: Over the Net ^{NEW}
PRA Games: Invasion ^{NEW}
PRA Games: Striking ^{NEW}

One of ODP 300, 301, 302		
Optional Courses		
Category A (minimum of 1.0 FCE)	Category B (minimum of 1.0 FCE)	Category C (minimum of 1.0 FCE)
Youth in Sport Physical Activity and Public Policy Administrative Theory Body, Health and Culture Environments and Health Media, Health and Exercise Sciences ^{REVISED} Health Communication and Physical Education ^{REVISED} International Development Through Sport Hockey in Canadian Culture Race in Canadian Culture ^{NEW}	Exercise and Mental Health Stress and Coping Advanced Coaching Population Health Psychology of Injury Aging Advanced Sport Psychology Exercise, Health and Nutrition Girls' and Women's Health & Physical Activity Independent Study Directed Research * ^b Advanced Research * ^b	Advanced Exercise Physiology and Biochemistry ^{REVISED} Sports Medicine Motor Control Advanced Biomechanics Cellular Physiology & Biochemistry Theory of Athletic Conditioning Exercise Prescription ^{NEW} Physical Assessment ^{NEW} Clinical Kinesiology ^{NEW} Current Issues in Sport Injury ^{NEW}

* Full-year courses

^b One of the Research courses needs to be in the PHE focus

2. BKIN Degree

The B.KIN degree is designed to address the broad field of study of human movement and factors that effect and are affected by such movements. This specialization will help to prepare students to evaluate physical activity related matters and recommend exercise solutions in health, sport, industry, business, and rehabilitation. B.KIN graduates may coach athletes, design and deliver community wellness programmes, assess, develop, conduct fitness and exercise programmes, or deliver rehabilitation programmes for those with movement challenges, those with neurologic, orthopaedic, metabolic or cardiovascular conditions. B KIN students may continue on to graduate education in practice or research related to health or basic sciences.

In addition to the required Adapted Physical Activity and Ethical Issues courses, the Curriculum Committee proposes that the course entitled “Advanced Exercise Physiology and Biochemistry” be required for all B.KIN students. We believed that an advanced level of knowledge in this area would be essential for all graduates entering the allied health fields or related research. ***B.KIN students must also participate in a minimum number of IPE activities (yet to be determined).***

Category C, in Table 2 below, from which students must choose between 3.5 and 5.5 options, represents courses that may be classified as biophysical science courses. Category B, from which BPHE students must choose between 3.5 and 5.5 options, represents multidisciplinary courses – those courses that address more than one of sociocultural, behavioural or biophysical perspectives and content. Between Categories B and C, we expect B.KIN students to meet their depth requirements. A range is given in Categories B and C

because students may enroll in 2.0 – 4.0 Arts and Science courses in years 3 and 4. Finally, Category A, from which students must take 1.0 course, represents courses from the social science area and therefore satisfies a breadth requirement.

Table 2. B.KIN Curriculum for Years 3 and 4

Years 3 and 4		
Required Courses		
Adapted Physical Activity (0.5) ^{REVISED}		
Ethical Issues in Kinesiology and Physical Education (0.5) ^{REVISED}		
Advanced Exercise Physiology and Biochemistry (0.5) ^{REVISED}		
Arts and Science Options (2.0 – 4.0)		
PHE Options (4.5 – 6.5)		
PRA Exercise and Aging ^{NEW}		
PRA Movement Awareness		
PRA Fitness and Neuromuscular Conditioning ^{NEW}		
PRA Exercise and Physical/Neuromuscular Differences ^{NEW}		
PRA Options (2 courses) ^{NEW}		
One of ODP 300, 301, 302		
Optional Courses		
Category A (1.0 FCE)	Category B (3.5 – 5.5 FCE from Category B & C)	Category C (3.5 – 5.5 FCE from Category B & C)
Social Inequalities Youth in Sport Physical Activity and Public Policy Administrative Theory Body, Health and Culture Teaching the Child Environments and Health Media, Health and Exercise Sciences ^{REVISED} Health Communication and Physical Education ^{REVISED} International Development Through Sport Hockey in Canadian Culture Race in Canadian Sport ^{NEW}	Theory of Coaching Advanced Coaching Exercise and Mental Health Stress and Coping Psychology of Injury Population Health Aging Exercise, Health and Nutrition Girls' and Women's Health & Physical Activity Advanced Sport Psychology Professional Practicum I * ^a Professional Practicum II * ^a Independent Study Advanced Research * ^b Directed Research * ^b	Sports Medicine Motor Control Advanced Biomechanics Cellular Physiology & Biochemistry Theory of Athletic Conditioning Exercise Prescription ^{NEW} Physical Assessment ^{NEW} Clinical Kinesiology ^{NEW} Current Issues in Sport Injury ^{NEW}

* Full-year courses

^a One of the Professional Placement courses needs to be in the KIN focus

^b One of the Research courses needs to be in the KIN focus

Degree Level Expectations

The degree level expectations for the BPHE and BKIN degrees are indicated in Appendix B. In the next phase of implementation, faculty members will identify the ways in which these degree level expectations will be met for each degree through the learning objectives of each program and its courses.

Implementation Plan

It is our intent to implement the first year of the new curriculum in September 2010. Each year of the programme will be phased in one year at a time.

Accommodations will be made for the 2009/10 cohort in order to enable them to take advantage of the new BKIN and revised PHE degree programmes. A draft transition plan for this cohort is in development.

Resource Implications

Personnel

The Faculty is committed to maintaining its record of having over 80% of courses taught by full-time tenured/tenure-stream faculty. The courses in the revised curriculum will be covered primarily by the existing teaching staff; a few of the new specialized courses in Kinesiology will be covered by stipendiary instructors from the field of clinical kinesiology. Each year we hire 3-4 stipendiary instructors to teach specialized (non-Kinesiology) optional courses and we intend to maintain this practice.

Once the new curriculum is implemented, several existing courses will be discontinued as indicated in Appendix A.

Equipment

To deliver the proposed curriculum, the Faculty will have one-time-only costs of approximately \$50k needed for equipment in the areas of fitness testing, exercise physiology, movement assessment and biomechanical analyses.

Transition Costs

In order to provide an opportunity for the 2009/10 cohort to take advantage of the new BKIN and revised BPHE degree programmes, some courses in the new and revised curricula will need to be offered simultaneously. For example, the existing PHE 325Y Exercise Physiology and Biochemistry will be offered simultaneously with the new half course in Exercise Physiology and Biochemistry in 2010/2011. These two courses contain significant differences in content; this change involves more than separating a full-year course into two halves. As these courses are lab-intensive, the Faculty will provide an additional \$20k to cover equipment and TA needs.

Appendix A

BPHE Degree: Current versus Proposed Curriculum

CURRENT CURRICULUM	PROPOSED CURRICULUM
YEAR 1	
ANA126Y Elementary Human Anatomy PHE101Y Lifespan Development PHE102H Physical Activity, Health and the Social Sciences PHE103H Physical Activity, Health and the Biophysical Sciences PHE113H Personal Health PSY100H Introductory Psychology ONE full course equivalent (any level) from another division of this University ODP100H Outdoor Project I PAC100Y The Basic Rotation	ANA 126Y Elementary Human Anatomy PHE XXXH Principles and Assessment of Fitness ^{REVISED} PHE XXXH Psychological Aspects of Sport, Physical Activity and Health ^{REVISED} PHE XXXH Physical Cultural Studies of Health ^{REVISED} PHE XXXH Fundamentals of Human Movement ^{REVISED} PHEXXXH Introduction to the Biosciences ^{REVISED} PSY 100H Introductory Psychology ONE full course equivalent (any level) from another division of this University ODP 100H Outdoor Project PRA 100Y Fitness and Human Movement ^{NEW}
YEAR 2	
PHE200H Psychology of Physical Activity PHE202H Historical Development of Canadian Physical Activity PHE203Y Research Design and Evaluation PHE204H Theory of Motor Skill Acquisition – Motor Learning PHE209H Introductory Biomechanics PSL200Y Basic Human Physiology ONE full course equivalent (any level) from another division of this University ODP200H Outdoor Project II PAC200Y Skills Development Rotation	PHE 202H Historical Studies of Sport and Physical Activity PHE 203Y Research Methods and Evaluation PHE XXXH Exercise Physiology and Biochemistry ^{REVISED} PHE209H Biomechanics PHE204H Motor Learning PHE 201H Psychosocial Development ^{REVISED} PSL 200Y Basic Human Physiology ONE full course equivalent (any level) from another division of this University ODP 200H Outdoor Project II PRA 200Y Skills Development Rotation

YEARS 3 and 4 for B.PHE

CURRENT CURRICULUM	PROPOSED B.PHE CURRICULUM
PHE301H Physical Activity and Social Inequality PHE307H Administrative Theory and Organizational Behaviour PHE325Y Physiology and Biochemistry of Physical Activity PHE 410H Stress and Coping PHE 413H Adapted Physical Activity PHE 418H Ethical Issues in Physical Education, Kinesiology and Health Studies PHE Options (2.5-4.5 depending upon number of Arts & Science courses taken) Arts and Science Options (2.0-4.0) *PAC300Y Movement Principles and Inclusion Rotation PAC 400Y Diversity in Physical Activity ODP 300	PHE 301H Physical Activity and Social Inequality PHE XXXH Adapted Physical Activity ^{REVISED} PHE 418H Ethical Issues in Kinesiology and Physical Education ^{REVISED} PHE Options (4.5-6.5 FCE depending upon number of Arts & Science courses taken) <ul style="list-style-type: none"> • 3.5-5.5 of these must meet depth requirements • must meet breadth requirements Arts and Science Options (2.0-4.0 FCE) *PRA Pedagogy PRA Games: Over the Net ^{NEW} PRA Games: Invasion ^{NEW} PRA Games: Striking ^{NEW} PRA Movement Awareness PRA Fitness and Neuro-Muscular Conditioning ^{NEW} ODP 300

* The current nomenclature PAC (Physical Activity Course) will change to PRA (Practicum). This change better reflects the content of the new and revised courses as these courses will focus on learning with practical and applied settings, some of which will be physical activity-focused and others will contain both physical activity and laboratory components.

CTEP (B.PHE & B.Ed)

YEARS 3, 4, and 5

YEAR 3	
CURRENT CURRICULUM	PROPOSED CURRICULUM
PHE 307H Administrative Theory and Organizational Behaviour PHE 331H Teaching the Child PHE 325Y Physiology and Biochemistry of Physical Activity EDU 312H Principles of Teaching EDU 322H Inclusive Education EDU 340H: Communication and Conflict Resolution PRA 341H Internship PRA 340Y E-Portfolio PHE Options (1.0 and/or Arts and Science FCE) Arts & Science Options (0.5 FCE) PAC 300Y Movement Principles and Inclusion Rotation ODP 300	PHE 331H Teaching the Child EDU 312H Principles of Teaching EDU 322H Inclusive Education EDU 240H: Equity and Diversity in Education EDU 340H: Communication and Conflict Resolution PRA 341H Internship PRA 340Y E-Portfolio PHE Options (1.0 and/or Arts and Science FCE) Arts & Science Options (0.5 FCE) PRA Pedagogy PRA Games: Invasion ^{NEW} PRA Games: Striking ^{NEW} ODP 300

YEAR 4	
<p>PHE 410H Stress and Coping EDU 461H Psychological Foundations of Learning EDU 481H Social Foundations of Teaching & Learning EDU 491H Professional Semester – Practicum I (0.25 credit value) EDU 471H Mentoring Inquiry and Teaching (0.25 credit value) EDU XXXY Curriculum, Instruction and Assessment I PRA 440Y E-Portfolio</p> <p>PHE Options (1.0 FCE)</p> <p>Arts & Science Options (1.0 FCE)</p>	<p>PHE XXXH Adapted Physical Activity ^{REVISED} EDU 461H Psychological Foundations of Learning EDU 481H Social Foundations of Teaching & Learning EDU 491H Professional Semester – Practicum I (0.25 credit value) EDU 471H Mentoring Inquiry and Teaching (0.25 credit value) EDU XXXY Curriculum, Instruction and Assessment I PRA 440Y E-Portfolio</p> <p>PRA Games: Over the Net ^{NEW}</p> <p>PHE Options (1.0 FCE)</p> <p>Arts & Science Options (1.0 FCE)</p>
YEAR 5	
<p>PHE 418H Ethics EDU XXXY Curriculum, Instruction and Assessment II EDU 472H Mentored Inquiry and Teaching II (0.25 credit value) EDU 492H May-June Practicum II (0.25 credit value)</p> <p>PHE Options (1.5 FCE)</p> <p>Arts & Science Options (1.5 FCE)</p> <p>PRA 540Y E-Portfolio PRA 400Y Diversity in Physical Activity</p>	<p>PHE 418H Ethical Issues in Kinesiology and Physical Education ^{REVISED} EDUXXXXY Curriculum, Instruction and Assessment II EDU 472H Mentored Inquiry and Teaching II (0.25 credit value) EDU 492H May-June Practicum II (0.25 credit value)</p> <p>PHE Options (1.5 FCE)</p> <p>Arts & Science Options (1.5 FCE)</p> <p>PRA 540Y E-Portfolio PRA Movement Awareness PRA Fitness and Neuromuscular Conditioning ^{NEW}</p>

Appendix B

Degree Level Expectations

The degree level expectations will apply to both the revised B.PHE and the new B.KIN degree programmes.

By graduation, B.PHE and B.KIN students should have met the following expectation through successful completion of the programmes' theory, practical, outdoor education, professional placement and research courses.

I. Depth and Breadth of Knowledge

Students will have a developed knowledge and comprehension of several key concepts, methods of inquiry, current research, practical skills, theoretical approaches and assumptions in the various sub-disciplines within the field. They will have an understanding of the ways in which theory and practice intersect and of the interrelatedness of the sub-disciplines within the field. Knowledge and skills related to physical literacy will be emphasized. Competence will be developed in using scholarly materials and research tools relevant to the field of study to produce inquiry-based work. Students will be able to integrate and synthesize a broad range of knowledge and skills and apply these to diverse and novel challenges. An understanding of the importance of integrating knowledge from various sub-disciplines to address contemporary issues in the field of study will be developed.

II. Knowledge of Methodologies

Students will have a working knowledge of various methods of inquiry used in the field. They will have the ability to evaluate the strengths and limitations of various approaches and thereby be able to justify the choice of mode of inquiry to answering questions and solving problems. Students will develop the skills necessary to solve problems using various modes of inquiry, methods or techniques. Further, they will be able to critique current research on methodological grounds.

III. Application of Knowledge

Students will be able to pose cogent questions, formulate hypotheses, propose solutions, and develop and sustain arguments. Using their knowledge of methodologies, students will be able to collect data, seek answers to questions, solve problems and create new work. Based upon current knowledge of the field, students will be able to make sound judgments, review and critically assess information and interpret novel situations. Students will also be able to apply current knowledge and skills with consideration of issues of diversity.

IV. Communication Skills

Informed by current knowledge, students will develop the ability to disseminate information and organize ideas into arguments effectively in oral and written forms. Through various modalities of communication, students will be able to develop physical literacy skills in others. Students will be able to communicate effectively with those within and outside of the field of study, making appropriate accommodations for diverse populations.

V. Awareness of Limits of Knowledge

Students will develop a keen awareness of the limits to their own knowledge, skills and abilities. They will appreciate the uncertainty, ambiguity and limits to knowledge and methodologies and the ways in which these limitations might influence the analysis, interpretation and dissemination of information and skills.

VI. Autonomy and Professional Capacity

Students will develop the transferable skills and competencies necessary for further study, employment, community involvement, leadership, and life-long learning. The education students receive aims to provide students with the skills and knowledge they need to become informed, independent, critical and creative thinkers. As future practitioners, students develop personal and social responsibility, accountability, and skills of inclusion and ethical decision-making in complex contexts. Students will develop the ability to manage their own learning in constantly changing environments. Further, students will behave in ways consistent with academic integrity, standards of professional practice and social responsibility.