



Fundamentals of Fitness Program Standard

The approved program standard for Fundamentals of Fitness programs of instruction leading to an Ontario College Certificate delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 42209).

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Introduction

This document is the Program Standard for the Fundamentals of Fitness programs of instruction leading to an Ontario College Certificate delivered by Ontario Colleges of Applied Arts and Technology (MTCU funding code 42209).

Development of system-wide program standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards Unit of the Ministry of Colleges and Universities has responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario Colleges of Applied Arts and Technology.

Program standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- [Vocational standard](#) (the vocationally specific learning outcomes which apply to the program of instruction in question),
- [Essential employability skills](#) (the essential employability skills learning outcomes which apply to all programs of instruction); and
- [General education requirement](#) (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual Colleges of Applied Arts and Technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The expression of program standards as vocational learning outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation from one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges, curriculum matters such as the specific program structure and delivery methods.

The presentation of the vocational learning outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The development of a program standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the program standard

The Ministry of Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Fundamentals of Fitness Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the [Ministry of Colleges and Universities](#).

Vocational standard

All graduates of Fundamentals of Fitness programs have achieved the [five vocational learning outcomes \(VLOs\)](#), in addition to achieving the essential employability outcomes and meeting the general education (GE) requirement.

Preamble

The job market for **fitness professionals*** is undergoing many changes, as are many of the human services occupational practice environments today. There is a growing demand for and need for the provision of fitness **coaching*** and instruction, and **leisure*** programs that emphasize **active living***. This has imposed new and increased responsibilities for the agencies and individuals who provide service delivery.

With an aging population and increased obesity in the population in general and children in particular, many medical and **allied health practitioners*** are promoting the benefits of an active and healthy **lifestyle***. This places an emphasis on finding **leisure*** or **fitness*** programs for health-conscious individuals to join, or seeking workouts with a trained **fitness*** professional (certified personal trainer, instructor or coach). The explosive growth in corporate **fitness*** companies who provide **facilities*** and services, municipal **facilities*** that offer **leisure*** and **fitness*** programs, **fitness*** professionals who offer in-person, in-home or office, or distance services, and employers who subsidize employee **wellness*** and **fitness*** * memberships and programs are illustrative of the growth in this sector.

The role of a personal trainer requires instructional, and interpersonal skills, and a strong **client*** service orientation. It also requires those involved in service delivery to make referrals for issues beyond the scope of the role. Those who enter the field of **fitness*** and **wellness*** program development and service provision must be prepared to remain current in the knowledge and practices of **exercise science*** as it relates to **fitness***. Personal trainers must be skilled in identifying the needs of individuals, and to address their **goals*** and objectives for varying populations. They are required to develop or adapt programs that will engage, motivate and create adherence for participants.

fitness* professionals who work as personal trainers conduct comprehensive **assessments*** of **fitness*** capability and **lifestyle*** (activity, sleep, **nutrition***, socialization, access, health conditions, etc.) factors for **clients***. They provide exercise recommendations and ongoing instruction. They may assist with the operations of **fitness*** **facilities***, identify safety factors, limitations, or injury issues, comply with applicable laws and regulations, protect **client*** information and privacy, and engage promotion, marketing and **client*** retention. Business skills are needed to manage their own practice as sole providers or contractors.

Graduates may find employment in the **fitness*** industry in a variety of settings including: **fitness*** and health clubs (both corporately or privately owned); non-profit and

community organizations; public, municipal or institutional **fitness*** * and recreation centres; private **fitness*** studios; private personal training services; franchised **fitness*** program methods; and sports speciality training **facilities*** and camps. They are prepared to meet the demands of an evolving, multi-dimensional market for **fitness***, **wellness*** and **health promotion*** service provision.

There are opportunities for graduates to pursue further educational qualifications and degree completion. Graduates should contact individual colleges for further information.

[*See Glossary](#)

Note: The [Ontario Council on Articulation and Transfer](#) (ONCAT) maintains the provincial postsecondary credit transfer portal, [ONTransfer](#).

Synopsis of the vocational learning outcomes

Fundamentals of Fitness (Ontario College Certificate)

The graduate has reliably demonstrated the ability to:

1. Conduct **assessments*** of the physical **fitness***, activity level and **lifestyle*** of the **client*** using standardized protocols to build an individualized exercise **program***.
2. Implement safe training programs grounded in fundamentals of anatomy, bio-mechanics, cardiorespiratory physiology, the musco-skeletal system and **nutrition*** to promote healthy **lifestyles***.
3. Instruct individual **clients*** and groups in the correct techniques for executing exercise and training programs to achieve their **fitness* goals***.
4. Identify **motivational approaches*** that will assist **clients*** to improve their **fitness*** and activity levels in sustainable ways.
5. Identify the basic business operations needed to support a small owner-managed personal **fitness*** and/or training business.

[*See Glossary](#)

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The vocational learning outcomes

1. The graduate has reliably demonstrated the ability to: conduct **assessments*** of the physical **fitness***, activity level and **lifestyle*** of the **client*** using standardized protocols to build an individualized exercise **program***.

Elements of the performance

- a. Conduct **fitness* assessments*** using standardized **assessment*** protocols.
- b. Determine state of readiness of the **client(s)*** to engage in physical activity.
- c. Identify **clients*** who should seek medical clearance prior to doing a **fitness*** appraisal or before becoming physically active.
- d. Administer informed consent documents to youth and adults.
- e. Protect the confidentiality of all **client*** records and information.
- f. Gather information about **lifestyle*** and activity level using a variety of **assessment*** tools.
- g. Assess body composition.
- h. Assess flexibility, range of motion, and muscular strength and endurance using a variety of current and relevant **assessment*** techniques.
- i. Monitor heart rate and blood pressure during **fitness* assessment***.
- j. Communicate **fitness* assessment*** results in both written and verbal forms in a clearly stated manner for the **client*** and ensure their understanding of their current **fitness*** status as it has been determined.
- k. Employ knowledge of anatomy and biomechanics when designing exercise programs and administering **fitness*** tests.

[*See Glossary](#)

2. The graduate has reliably demonstrated the ability to: implement safe training programs grounded in fundamentals of anatomy, bio-mechanics, cardiorespiratory physiology, and **nutrition*** to promote healthy **lifestyles***.

Elements of the performance

- a. Implement programs that are based in the fundamentals of cardio-respiratory physiology, anatomy, the musculoskeletal system, biomechanics, and exercise physiology.
- b. Use the base of relevant theories to evaluate the strengths and weaknesses of **client* fitness*** performance and progress.
- c. Apply knowledge of advantages and disadvantages of different types of **fitness*** equipment.
- d. Select exercises and appropriate equipment for individual **clients*** to target various muscle groups as necessary.
- e. Explain exercise execution clearly and ensure **client*** understanding.
- f. Explain and demonstrate the importance of good body mechanics and posture.
- g. Identify exercises that are contraindicated for the **client*** and inform **client*** of these.
- h. Modify exercises and activities to prevent or accommodate injury or limitation in the **client***.
- i. Respond to the concerns and issues of individuals who are at greater health risk.
- j. Communicate desired outcomes of **fitness*** programs to **clients***.
- k. **Recommend*** safe and healthy activities, exercises, and programs for aerobic **fitness***, muscular strength and endurance, improvement of body composition, and flexibility as needed.

[*See Glossary](#)

3. The graduate has reliably demonstrated the ability to: instruct individual **clients*** and groups in the correct techniques for executing exercise and training programs to achieve their **fitness* goals***.

Elements of the performance

- a. Assist **clients*** in choosing activities and exercises that are compatible with identified needs.
- b. Demonstrate correct exercise techniques and modifications to exercises.
- c. Instruct and monitor **clients*** in the safe use of a variety of exercise equipment.
- d. Match activities and programs to the needs and strengths of individuals or groups.
- e. Monitor intensity and progression of activity/exercise program.
- f. Recognize training responses to different training methodologies.

[*See Glossary](#)

4. The graduate has reliably demonstrated the ability to: identify **motivational approaches*** that will assist **clients*** improve their **fitness*** , and activity levels in sustainable ways.

Elements of the performance

- a. Use interviewing techniques with a new **client*** to determine their wants, needs and abilities related to undertaking a **fitness*** program.
- b. Use appropriate principles of motivation and learning to train and instruct **clients***.
- c. Encourage a realistic understanding by **clients'*** of their current health status.
- d. Identify issues related to the **clients'*** current **lifestyle*** (e.g., diet, health-risk behaviours, stressors) into any **fitness*** or **wellness*** plans.
- e. Assist **clients*** in identifying **lifestyle*** needs that are important to them.
- f. Assist **clients*** in choosing activities that are compatible with identified needs.
- g. Monitor exercise and activity programs and adapt and modify, when necessary, to meet the needs of the **client***.
- h. Apply knowledge of behaviour change theories as they relate to developing programs for **clients***.
- i. Provide feedback to meet needs of individuals and group members.
- j. Use **coaching*** skills to encourage **clients*** to progress in their **fitness*** and to maintain regular workouts and healthy habits.
- k. Use a variety of **strategies*** for supporting **clients*** (e.g., self-contracts, social supports, accountability).

[*See Glossary](#)

5. The graduate has reliably demonstrated the ability to: identify the basic business operations needed to support a small owner-managed personal **fitness*** and/or training business.

Elements of the performance

- a. Apply knowledge of different forms of businesses (e.g., partnerships, sole proprietorship, corporation).
- b. Identify and recognize business opportunities.
- c. Conduct basic market research to support business plans.
- d. Develop a budget for programs, **facilities***, equipment, inventory, and supplies.
- e. Use the fundamentals of entrepreneurship approach to set up and maintain a personal training owner-operated business.
- f. Provide excellent customer service.
- g. Use a simple system for maintaining financial, operational and customer records.
- h. Incorporate the use of information and communications technology to support business operations.
- i. Develop and practice sales **strategies*** to promote health and **fitness*** programs, activities, and **facilities***.
- j. Minimize all identified business risks through compliance with regulations and laws, and maintaining certification and insurance.

[*See Glossary](#)

Glossary

Active living – a way of being that includes movement and physical activity for sport, leisure or performance of ability.

Allied health practitioners – other service providers who may be involved in enabling the fitness and wellness of clients, such as physiotherapists, occupational therapists, dietitians, chiropractors, naturopaths, osteopaths, massage therapists, acupuncturists, etc.

Assessment – a comprehensive protocol of questions and requests for demonstration of specific activities, administered by a fitness professional to determine fitness capacity and lifestyle factors for each individual to be used in developing or adapting a fitness and wellness plan.

Clients – individuals, groups, organizations or corporations who seek the services of a fitness professional related to their fitness and wellness.

Coaching – a form of learning for development in which a fitness professional acts as a coach to supports the client in achieving a specific personal or professional fitness and wellness goals by providing training and guidance from their expertise.

Exercise science – the physiology of physical exercise that involves the study of the acute responses and chronic adaptations to exercise.

Facilities – building or locations where fitness activities, sports instruction, or active living programs are offered to clients to enable their fitness and wellness.

Fitness – state of physical capacity for movement and performance of exercise activity, sport or leisure activity.

Fitness professional – an individual who has undertaken specific learning and obtained credentials recognized in the sector as required for work with clients seeking fitness instruction and coaching.

Goals – a future or desired result that a person or a group of people envisions, plans and commits to achieve within a finite time frame.

Health promotion – is the process of enabling people as a general population, to increase control over, and to improve, their health through the use of a wide range of social and environmental interventions.

Leisure – the experience of time spent away from business/work, domestic chores, and education, and necessary activities such as eating and sleeping.

Lifestyle – the full range of habits, choices and behaviours of individuals that comprise the manner in which they conduct their lives.

Motivational approaches – the methods taken to motivate individual clients based on their goals, behaviours and personality traits.

Nutrition – the intake of macro and micro nutrients through foods and supplements to sustain the wellness of the individual.

Strategies – plan of action designed to achieve an identified goal through activities such as programs or exercises, and lifestyle changes.

Wellness – a state of complete physical, mental, and social well-being, that is not merely the absence of disease or infirmity. Establishing goals for wellness is an active process of becoming aware of and making choices toward a healthy and fulfilling life that is more than being free from illness, through a dynamic process of learning, change and growth.

Essential employability skills

All graduates of the Fundamentals of Fitness program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed below, in addition to achieving the [vocational learning outcomes](#) and meeting the [general education requirement](#).

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's Colleges of Applied Arts and Technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
Personal

Application and implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

Skill category	Defining skills: Skill areas to be demonstrated by graduates:	Learning outcomes: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
Communication	<ul style="list-style-type: none"> • Reading • Writing • Speaking • Listening • Presenting • Visual literacy 	<ol style="list-style-type: none"> 1. communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. 2. respond to written, spoken or visual messages in a manner that ensures effective communication.
Numeracy	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing 	<ol style="list-style-type: none"> 1. execute mathematical operations accurately.
Critical Thinking & Problem Solving	<ul style="list-style-type: none"> • Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking 	<ol style="list-style-type: none"> 1. apply a systematic approach to solve problems. 2. use a variety of thinking skills to anticipate and solve problems.
Information Management	<ul style="list-style-type: none"> • Gathering and managing information • Selecting and using appropriate tools and technology for a task or a project • Computer literacy • Internet skills 	<ol style="list-style-type: none"> 1. locate, select, organize and document information using appropriate technology and information systems. 2. analyze, evaluate and apply relevant information from a variety of sources.

Interpersonal	<ul style="list-style-type: none"> • Teamwork • Relationship management • Conflict resolution • Leadership • Networking 	<ol style="list-style-type: none"> 1. show respect for the diverse opinions, values, belief systems and contributions of others. 2. interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
Personal	<ul style="list-style-type: none"> • Managing self • Managing change and being flexible and adaptable • Engaging in reflective practices • Demonstrating personal responsibility 	<ol style="list-style-type: none"> 1. manage the use of time and other resources to complete projects. 2. take responsibility for one's own actions, decisions and their consequences.

General education requirement

All graduates of the Fundamentals of Fitness program must have met the [general education requirement](#) described below, in addition to achieving the [vocational](#) and [essential employability skills](#) learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the [Credentials Framework](#) (Appendix A in the Minister's Binding Policy Directive Framework for Programs of Instruction).

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to Ontario Colleges in the development and identification of courses that are designed to fulfil the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the

nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

Arts in society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major political issues affecting relations between the various levels of government in Canada and their constituents.

Social and cultural understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person

to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

Personal Understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

Science and technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the

human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.

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