Report of the Graduate Committee
Faculty of Health Council
November 2026

ITEMS FOR ACTION (2):

1. Standard Minor Modification to the Master of Athletic Therapy

The Graduate Committee recommends that Council approves the following standard minor modifications to the Master of Athletic Therapy program, housed in the School of Kinesiology & Health Science, effective Summer 2027:

- Course changes (revisions, repositioning and resequencing) with no change to Program Learning Outcomes; changes to delivery mode in courses
- Edits to course lists
- Calendar copy corrections that are not editorial in nature

Rationale:

The MAT program was approved with the expectation that it would prepare graduates to challenge the Canadian Athletic Therapists Association (CATA) national certification examination and enter practice as Certified Athletic Therapists. The proposed modifications serve that purpose in three ways:

- Coherence of the student pathway.
- Logical order of the research sequence.
- Distribution of student workload.

The full proposal and supporting documentation are available at Appendix A.

2. Standard Modification to the Master of Arts, Historical, Theoretical, and Critical Studies of Psychology

The Graduate Committee recommends that Council approves the changes to course requirements to the Master of Art, Historical, Theoretical, and Critical Studies of Psychology, housed in the Department of Psychology, effective Fall 2027.

Rationale:

We are requesting that our current requirement of 18.0 course credits be reduced to 15.0 course credits. Our rationale is threefold: 1) this will bring our program requirements in line with the other MA programs offered in Psychology (Developmental Science, Social/Personality, and Brain, Behavior and Cognitive Science); 2) it will help students achieve timely completion of their degree; and 3) most importantly, although coursework is an important part of our students' training, our graduate students' learning increasingly occurs outside the classroom through research assistantships and participation in research groups and projects where they both learn and apply the skills they need to be successful in their own thesis research and their future careers.

The full proposal and supporting documentation are available at Appendix B.

ITEM FOR INFORMATION:

Department of Psychology

The Graduate Committee has reviewed and unanimously approved the proposal for the new course, GS/PSYC 6926 3.00 - Leadership, Communication and Interprofessional Practice for Mental Health Professionals.

The full proposal is provided in Appendix C.

Standard Minor Modifications to Existing Programs
Minor Modification Proposal

Faculty: Health

Department: School of Kinesiology and Health Science

Program: Master of Athletic Therapy

Degree Designation: MAT (Master of Athletic Therapy) – professional master's degree

Type of Modification: Minor modification — course changes (revisions, repositioning and resequencing) with no change to Program Learning Outcomes; changes to delivery mode in courses; edits to course lists; calendar copy corrections that are not editorial in nature

Location *(current campus and, if applicable, proposed)*: Keele Campus (current and proposed — no change)

Effective Date: Summer 2027 (first term of program delivery)

Approval Date at Faculty Council:

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1. Describe the proposed modifications to the program.

The Master of Athletic Therapy (MAT) is an 81-credit professional master's program delivered over six consecutive terms. Following approval of the program proposal, the program team completed a detailed review of the twenty-one approved course outlines in preparation for the program's first offering. The review identified that further clarity in course sequencing (with related prerequisites), numbering, titling and terminology, would benefit students as the program launched. Additional minor editing of language in course descriptions and outcomes are included.

The modifications proposed here address those findings. No course is added or removed, no changes to credit weight, the total program credit requirement remains 81, and the Program Learning Outcomes are unchanged. The modifications, which are minor in nature, fall into six groups.

1.1 Course sequencing (5 required courses and the elective)

Five required courses change term placement, and the elective is repositioned. The five practicum courses, the four field-based and extremity courses of Year 1, and the two Year 2 Winter courses are unaffected.

Course (proposed title)	Approved term	Proposed term	Credits
Data Analysis	Year 2 Summer	**Year 1 Winter**	3.00
Advanced Athletic Therapy Analysis of the Head, Trunk and Spine	Year 2 Summer	**Year 1 Winter**	3.00
Advanced Athletic Therapy Examination of the Head, Trunk and Spine	Year 2 Summer	**Year 1 Winter**	3.00
Advanced Topics in Clinical Research	Year 1 Winter	**Year 2 Fall**	3.00
Advanced Professional Practice and Management	Year 2 Fall	**Year 2 Summer**	3.00
One elective course	Year 2, either term	**Winter, Summer or Fall term**	3.00

Two considerations drive the resequencing.

The research sequence is placed in its logical order. Under the approved structure, Advanced Topics in Clinical Research was taken in Year 1 Winter, before the data analysis course that it builds upon in Year 2 Summer. The proposed sequence runs Clinical Research Methods (Year 1 Fall), Data Analysis (Year 1 Winter), Advanced Topics in Clinical Research (Year 2 Fall) and Culminating Applied Research Experience (Year 2 Winter), so that each research course rests on the one before it and the advanced course sits immediately before the culminating experience it prepares students for.

Assessment coursework is aligned with the corresponding placement. The advanced head, trunk and spine analysis and examination courses move to Year 1 Winter, the term of the second clinical placement, so that students study those presentations in the term they encounter them under supervision. Advanced Professional Practice and Management moves to Year 2 Summer alongside the third placement, where its content on practice management and professional responsibility is directly applicable.

The effect on term loads is set out below. Total program credits are unchanged at 81 (78 credits of required coursework plus one 3.00-credit elective).

	Y1 Sum	Y1 Fall	Y1 Win	Y2 Sum	Y2 Fall	Y2 Win	Required total
Approved	15	15	9	15	15	9	**78**
Proposed	15	15	**15**	**9**	15	9	**78**

Required coursework in Year 1 moves from 39 to 45 credits and in Year 2 from 39 to 33. The heaviest effect is on the Year 1 Winter term, which rises from 9 to 15 credits, and the Year 2 Summer term, which falls from 15 to 9. This relieves the Year 2 Summer term, in which students previously carried four courses concurrently with a six-credit clinical placement.

Pre-requisite and co-requisites have been adjusted accordingly. Refer to the course change forms.

Based on the need for resequencing, courses are renumbered for clarity.

1.2 Course renumbering (8 courses)

Under the approved structure, course numbers ran in the order the courses were taken. The resequencing described in section 1.3 breaks that correspondence: five courses change term, so their approved numbers would no longer fall in the order students encounter them. Numbers are therefore reassigned to restore the correspondence between course number and order of study. The renumbering is a consequence of the resequencing, not an independent change, and no course content is affected by it.

Approved number	Proposed number	Course title
~~GS/KAHS 6500~~	**GS/KAHS 6501**	Introduction to Clinic and Field Care Practice
~~GS/KAHS 6501~~	**GS/KAHS 6500**	Introduction to Professional Practice and Management
~~GS/KAHS 6509~~	**GS/KAHS 6515**	Advanced Topics in Clinical Research
~~GS/KAHS 6511~~	**GS/KAHS 6509**	Data Analysis
~~GS/KAHS 6512~~	**GS/KAHS 6514**	Clinic and Field Care Practice III
~~GS/KAHS 6513~~	**GS/KAHS 6511**	Advanced Athletic Therapy Analysis of the Head, Trunk and Spine

Approved number	Proposed number	Course title
~~GS/KAHS 6514~~	GS/KAHS 6512	Advanced Athletic Therapy Examination of the Head, Trunk and Spine
~~GS/KAHS 6515~~	GS/KAHS 6513	Advanced Professional Practice and Management

1.3 Course title revisions (14 courses)

Titles are revised to apply a single naming convention across the program:

- **Assessment courses.** "Physical Examination for the [region]" becomes "Examination of the [region]," and "Field-Based Psychomotor Skills" becomes "Examination of Field-Based Care," so that the paired analysis and examination courses in each block read consistently.
- **Practicum sequence.** The five practicum courses are titled as a numbered sequence — Clinic and Field Care Practice I through IV, followed by Integrative Athletic Therapy Practice — so that the progression is evident to students, clinical educators and placement partners.
- **Research sequence.** "Introduction to Clinical Research Methods" becomes "Clinical Research Methods" and "Data Analysis in Clinical Research" becomes "Data Analysis," reflecting the scope of each course.
- **Typographic consistency.** Ampersands are spelled out ("Head, Trunk & Spine" becomes "Head, Trunk and Spine") in accordance with calendar style.

A complete side-by-side listing of approved and proposed titles appears in the Appendix.

1.4 Mode of delivery (10 courses)

Delivery of courses were clarified in a few instances. For the **five** practicum courses (KAHS 6506, 6510, 6514, 6516, 6520), the approved designation "Experiential Education" is replaced with PRAC, and wording that states what the placement model comprises: on-site community-based placements supported by in-person and online group meetings with the course director. For **two** research courses, delivery moves from fully online to blended (BLEN), adding scheduled in-person sessions for consultation and presentation of student work while retaining the benefits of asynchronous content delivery. The remaining changes replace composite descriptions with the institutional delivery designations that match how the courses are scheduled.

1.5 Course description and learning outcome corrections

Seven courses have corrections to the course description, and **six** have slightly revised learning outcomes. These are described individually in the accompanying course change proposal forms. The substantive items are:

- **GS/KAHS 6518** — the approved description referred to the head, trunk and spine in a course addressing the upper and lower quadrant. Corrected.

- **GS/KAHS 6508** — the approved description and one learning outcome referred to clinic care only; corrected to clinic and field care, consistent with the settings in which students apply the material.
- **GS/KAHS 6506** — one learning outcome is broadened from sideline evaluation to on-field and sideline evaluation.
- **GS/KAHS 6505** — one learning outcome moves from writing a research proposal to developing a research question, with proposal development addressed in the subsequent research course.

2. Provide a rationale for the proposed modifications.

2.1 Purpose of the modifications

The MAT program was approved with the expectation that it would prepare graduates to challenge the Canadian Athletic Therapists Association (CATA) national certification examination and enter practice as Certified Athletic Therapists. The proposed modifications serve that purpose in three ways.

Coherence of the student pathway. Course numbering that does not follow the order of study, and titles that describe the same kind of activity in different words in different terms, impose an avoidable cognitive cost on students and on the clinical educators who supervise them across placements. Renumbering and consistent titling make the structure of the program legible from the calendar copy alone.

Logical order of the research sequence. The approved sequence placed Advanced Topics in Clinical Research a full year before the data analysis course on which it depends. The proposed sequence corrects this inversion so that the four research courses build on one another in order.

Distribution of student workload. The approved sequence placed four courses, including two advanced assessment courses, in the same term as a six-credit clinical placement in Year 2 Summer, while the preceding Winter term carried only nine credits. The proposed sequence evens this out and aligns the advanced assessment material with the placements in which students encounter the corresponding presentations.

Accuracy of the course record. Several approved descriptions contain errors carried forward through drafting — most materially, a course on the upper and lower quadrant described as addressing the head, trunk and spine. These require correction before the before the first cohort registers.

2.2 Classification as a minor modification

The proposed modifications fall within the categories of standard minor modification set out in YUQAP Section 5:

- **Course changes — revisions, additions, deletions, repositioning, resequencing, etc. — where there are no changes to PLOs.** The Program Learning Outcomes are unchanged in number, substance and wording. They are reproduced in Section 3 below.
- **Changes to the delivery mode in courses.** Ten courses have clarified modes of delivery.
- **Substitutions or edits to course lists or requirements.** The course list is edited by way of renumbering and retitling; no course is substituted, added or removed. NOTE: the list of required course rubrics in the academic calendar is unchanged.

Note for reviewers. The proponents draw two points to the Committee's attention so that the scope of the proposal is clear. First, the modifications while affecting most courses, are primarily limited to corrections to prerequisites. Second, the proportion *affected by resequencing* is less than a third of the required courses. The minor changes are course-level revisions that have no effect on the original Program Learning Outcomes.

3. How will the proposed modification support the achievement of Program Learning Outcomes?

The nine Program Learning Outcomes approved with the program proposal are unchanged. No outcome is added, removed or reworded, and no change is proposed to the mapping of program outcomes to courses. Every course learning outcome retained in the revised outlines carries forward its existing alignment to the program outcomes it serves.

The modifications support achievement of the Program Learning Outcomes as follows.

Modification	Contribution to achievement of Program Learning Outcomes
Renumbering and retitling	Supports PLO 5 (growth mindset, self-regulated learning, self-assessment and reflection) by making the developmental structure of the program visible to students. Students can see that Examination of Field-Based Care, Examination of the Extremities, and the two advanced examination courses form a single progression, and can locate their own progress within it.
Term resequencing	Supports PLO 1 (assessment, rehabilitation and emergency care) by placing advanced head, trunk and spine assessment in the same term as the second clinical placement, so that classroom learning and supervised practice on those presentations occur together rather than a term apart, and by aligning Advanced Professional Practice and Management with the third placement. Supports PLO 4 (advocacy through quality improvement and use of evidence) and PLO 6 (critical appraisal) by ordering the research sequence so that Advanced Topics in Clinical Research follows rather than precedes Data Analysis, and sits immediately before the Culminating Applied Research Experience it prepares students for. Reducing

Modification	Contribution to achievement of Program Learning Outcomes
	the Year 2 Summer load also protects the quality of engagement in the six-credit placement carried in that term.
Delivery mode revisions	Supports PLO 2 (dissemination of health information through varied communication strategies) and PLO 6 (critical appraisal). The move to blended delivery in the two research courses adds scheduled in-person sessions in which students present and defend their work, an activity more reliably assessed face to face than asynchronously. For the practicum courses, the clarifications of PRAC describe the existing supervised placement model more precisely and do not alter delivery.
Description and outcome corrections	Supports PLO 1 and PLO 7 (practising within scope) by ensuring the published record of each course accurately states the body regions, settings and competencies addressed. The correction to GS/KAHS 6518 in particular removes a description that would have misdirected students about the content of an advanced assessment course.
Pre- and co-requisite restructuring	Outcome-neutral. The restructuring does not itself alter the order in which students complete courses; that order, including the resequencing described in section 1.3, is set by the program map, which every student follows as a lockstep cohort. Expressing the sequence once rather than twenty-one times removes a source of drift between the map and the course records.

Program Learning Outcomes (unchanged)

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.

8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

4. Describe how students currently enrolled in the program will be accommodated.

No students are currently enrolled in the Master of Athletic Therapy program. The program has been approved but has not yet admitted a cohort; the first intake is scheduled for the Summer 2027 term, which is also the effective date of these modifications.

Accordingly, no transitional arrangements are required. The first cohort will enter under the numbering, titling and sequencing proposed here, and will encounter a single consistent set of course records from admission through graduation. No student will experience a change of course number, title or term placement partway through the program, and no student will hold credit under a superseded course number.

Applicants. Recruitment and admissions materials issued to date describe the program at the level of its structure, duration, credential and accreditation pathway, none of which change. Materials referring to individual course numbers or titles and sequencing will be updated before the admissions cycle for the Summer 2027 intake opens.

5. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

The modifications carry no net resource implications. The program continues to comprise the same twenty required courses and one elective, at the same credit weights, taught by the same complement approved in the program proposal. Total teaching load across the program is unchanged.

Resource area	Implication
Faculty complement	No change. The number of courses, their credit weights and their contact hours are unchanged. Renumbering and retitling do not affect teaching assignments at this point.
Teaching space	The two research courses moving from online to blended delivery require scheduled classroom space for their in-person component. This is accommodated within the School of Kinesiology and Health Science's existing teaching space allocation and does not require additional or specialized space.

Resource area	Implication
Laboratory space	No change. Laboratory-based courses retain the same laboratory requirements approved in the program proposal.
Clinical placements	No change to the number, duration or credit weight of placements. The five practicum courses are retitled as a numbered sequence but are otherwise unchanged, and placement capacity and clinical educator supervision arrangements established in the program proposal continue to apply.
Term distribution	The movement of six credits from Year 2 Summer to Year 1 Winter redistributes teaching within the two-year cycle. Because both terms fall within the same steady-state teaching complement, no additional instructional resources are required; the affected courses are taught by continuing faculty in either placement.
Library and other resources	No change. Course content is substantively unchanged and the bibliography and library statements filed with the approved course proposals continue to apply.

As no new or additional resources are required, no statement from the Dean confirming additional resources is submitted with this proposal.

6. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

The modifications are internal to the Master of Athletic Therapy program and to the School of Kinesiology and Health Science, which is the sole responsible unit for every course affected. No course in the program is cross-listed with, or integrated into, a course in another program, and no course affected by this proposal is taken by students in other programs. The modifications therefore have no impact on the curriculum or enrolment of any other program.

Consultation undertaken:

- **Graduate Program in Kinesiology and Health Science.** The MAT elective is drawn from the existing graduate course offerings in the School. Elective availability is unaffected by this proposal: no elective course is renumbered, retitled or rescheduled, and the elective requirement remains one 3.00-credit course. The repositioning of the elective to Year 1 Winter, with the option to complete it in the Winter, Summer or Fall term, preserves and slightly broadens student access to existing graduate offerings.

- **Course directors and program faculty.** The revised course outlines were prepared and reviewed by the course directors responsible for each course, and the naming and sequencing conventions were settled collectively by the program team.
- **Canadian Athletic Therapists Association (CATA).** The program is designed to meet CATA accreditation requirements. The competencies addressed by the program and their distribution across courses are unchanged by this proposal; the changes affect the identifiers and titles under which those competencies are delivered, and the term in which five courses are offered. The program team confirms that the accreditation submission and competency mapping will be updated to reflect the revised course numbers and titles as needed.

APPENDIX

Attach a Side-by-Side Academic Calendar Copy Comparison

Ensure that deletions are indicated with strikethrough (e.g., ~~strikethrough~~) text and additions are made in a contrasting colour (e.g., KINE 1000)

Appendix

Side-by-Side Academic Calendar Copy Comparison

Deletions are shown with ~~strikethrough~~. Additions are shown in **red**.

A.1 Degree requirements

Current Calendar Copy	Proposed Calendar Copy
The Master of Athletic Therapy requires the successful completion of 81 credits over six consecutive terms of full-time study, comprising 78 credits of required coursework and 3 credits of elective coursework.	The Master of Athletic Therapy requires the successful completion of 81 credits over six consecutive terms of full-time study, comprising 78 credits of required coursework and 3 credits of elective coursework.
~~The elective is normally taken in the Year 2 Summer or Fall term.~~	**The elective may be taken in the Winter, Summer or Fall term. All graduate courses in the School of Kinesiology and Health Science are eligible as electives.**

A.2 Required courses

Summary of required courses (rubrics) - unchanged:

Current Calendar Copy	Proposed Calendar Copy
GS/KAHS 6500 3.00 GS/KAHS 6501 3.00 GS/KAHS 6502 3.00 GS/KAHS 6503 3.00 GS/KAHS 6504 6.00 GS/KAHS 6505 3.00 GS/KAHS 6506 3.00 GS/KAHS 6507 3.00 GS/KAHS 6508 3.00 GS/KAHS 6509 3.00 GS/KAHS 6510 6.00 GS/KAHS 6511 3.00 GS/KAHS 6512 3.00 GS/KAHS 6513 3.00 GS/KAHS 6514 6.00 GS/KAHS 6515 3.00 GS/KAHS 6516 6.00 GS/KAHS 6517 3.00 GS/KAHS 6518 3.00 GS/KAHS 6519 3.00 GS/KAHS 6520 6.00	GS/KAHS 6500 3.00 GS/KAHS 6501 3.00 GS/KAHS 6502 3.00 GS/KAHS 6503 3.00 GS/KAHS 6504 6.00 GS/KAHS 6505 3.00 GS/KAHS 6506 3.00 GS/KAHS 6507 3.00 GS/KAHS 6508 3.00 GS/KAHS 6509 3.00 GS/KAHS 6510 6.00 GS/KAHS 6511 3.00 GS/KAHS 6512 3.00 GS/KAHS 6513 3.00 GS/KAHS 6514 6.00 GS/KAHS 6515 3.00 GS/KAHS 6516 6.00 GS/KAHS 6517 3.00 GS/KAHS 6518 3.00 GS/KAHS 6519 3.00 GS/KAHS 6520 6.00

Summary of required courses with detailed titles (changed):

Current Calendar Copy	Proposed Calendar Copy
~~GS/KAHS 6500 3.00~~ ~~First Responder for Athletic Therapy Professionals~~	**GS/KAHS 6501 3.00** **Introduction to Clinic and Field Care Practice**
~~GS/KAHS 6501 3.00~~ Introduction to Professional Practice and Management	**GS/KAHS 6500 3.00** Introduction to Professional Practice and Management
GS/KAHS 6502 3.00 Athletic Therapy Analysis of Field-Based Care	GS/KAHS 6502 3.00 Athletic Therapy Analysis of Field-Based Care
GS/KAHS 6503 3.00 ~~Athletic Therapy Field-Based Psychomotor Skills~~	GS/KAHS 6503 3.00 **Athletic Therapy Examination of Field-Based Care**
GS/KAHS 6504 6.00 Application of Foundational Basic Sciences for Healthcare Professionals	GS/KAHS 6504 6.00 Application of Foundational Basic Sciences for Healthcare Professionals
GS/KAHS 6505 3.00 ~~Introduction to Clinical Research Methods~~	GS/KAHS 6505 3.00 **Clinical Research Methods**
GS/KAHS 6506 3.00 ~~Introduction to Clinic and Field Care Practice~~	GS/KAHS 6506 3.00 **Clinic and Field Care Practice I**
GS/KAHS 6507 3.00 Athletic Therapy Analysis of the Extremities	GS/KAHS 6507 3.00 Athletic Therapy Analysis of the Extremities
GS/KAHS 6508 3.00 ~~Athletic Therapy Physical Examination for the Extremities~~	GS/KAHS 6508 3.00 **Athletic Therapy Examination of the Extremities**
~~GS/KAHS 6509 3.00~~	**GS/KAHS 6515 3.00**

Current Calendar Copy	Proposed Calendar Copy
Advanced Topics in Clinical Research	Advanced Topics in Clinical Research
GS/KAHS 6510 6.00 ~~Clinic and Field Care Practice I~~	GS/KAHS 6510 6.00 **Clinic and Field Care Practice II**
~~GS/KAHS 6511 3.00~~ ~~Data Analysis in Clinical Research~~	**GS/KAHS 6509 3.00** **Data Analysis**
~~GS/KAHS 6512 6.00~~ ~~Clinic and Field Care Practice II~~	**GS/KAHS 6514 6.00** **Clinic and Field Care Practice III**
~~GS/KAHS 6513 3.00~~ ~~Advanced Athletic Therapy Analysis of the Head, Trunk & Spine~~	**GS/KAHS 6511 3.00** **Advanced Athletic Therapy Analysis of the Head, Trunk and Spine**
~~GS/KAHS 6514 3.00~~ ~~Advanced Athletic Therapy Physical Examination for the Head, Trunk & Spine~~	**GS/KAHS 6512 3.00** **Advanced Athletic Therapy Examination of the Head, Trunk and Spine**
~~GS/KAHS 6515 3.00~~ Advanced Professional Practice and Management	**GS/KAHS 6513 3.00** Advanced Professional Practice and Management
GS/KAHS 6516 6.00 ~~Clinic and Field Care Practice III~~	GS/KAHS 6516 6.00 **Clinic and Field Care Practice IV**
GS/KAHS 6517 3.00 ~~Advanced Athletic Therapy Analysis of the Upper & Lower Quadrant~~	GS/KAHS 6517 3.00 **Advanced Athletic Therapy Analysis of the Upper and Lower Quadrant**
GS/KAHS 6518 3.00 ~~Advanced Athletic Therapy Physical Examination for the Upper & Lower Quadrant~~	GS/KAHS 6518 3.00 **Advanced Athletic Therapy Examination of the Upper and Lower Quadrant**

Current Calendar Copy	Proposed Calendar Copy
GS/KAHS 6519 3.00 Culminating Applied Research Experience	GS/KAHS 6519 3.00 Culminating Applied Research Experience
GS/KAHS 6520 6.00 ~~Integrative Athletic Therapy Capstone Practice Experience~~	GS/KAHS 6520 6.00 **Integrative Athletic Therapy Practice**

Rows are aligned by course, not by course number: each row pairs an approved course with the same course under its proposed number and title.

A.3 Program map

Approved program map (81 credits, 6 terms)

Term	Courses
Year 1 Summer 15 credits	GS/KAHS 6501 3.00 Introduction to Professional Practice and Management GS/KAHS 6500 3.00 First Responder for Athletic Therapy Professionals GS/KAHS 6502 3.00 Athletic Therapy Analysis of Field-Based Care GS/KAHS 6503 3.00 Athletic Therapy Field-Based Psychomotor Skills GS/KAHS 6504 6.00 Application of Foundational Basic Sciences (full year)
Year 1 Fall 15 credits	GS/KAHS 6505 3.00 Introduction to Clinical Research Methods GS/KAHS 6506 3.00 Introduction to Clinic and Field Care Practice GS/KAHS 6507 3.00 Athletic Therapy Analysis of the Extremities GS/KAHS 6508 3.00 Athletic Therapy Physical Examination for the Extremities GS/KAHS 6504 (continued)
Year 1 Winter 9 credits	GS/KAHS 6509 3.00 Advanced Topics in Clinical Research GS/KAHS 6510 6.00 Clinic and Field Care Practice I
Year 2 Summer	GS/KAHS 6511 3.00 Data Analysis in Clinical Research

Term	Courses
15–18 credits	GS/KAHS 6512 6.00 Clinic and Field Care Practice II GS/KAHS 6513 3.00 Advanced AT Analysis of the Head, Trunk & Spine GS/KAHS 6514 3.00 Advanced AT Physical Examination for the Head, Trunk & Spine One elective course 3.00 (either Year 2 term)
Year 2 Fall 15 credits	GS/KAHS 6515 3.00 Advanced Professional Practice and Management GS/KAHS 6516 6.00 Clinic and Field Care Practice III GS/KAHS 6517 3.00 Advanced AT Analysis of the Upper & Lower Quadrant GS/KAHS 6518 3.00 Advanced AT Physical Examination for the Upper & Lower Quadrant
Year 2 Winter 9 credits	GS/KAHS 6519 3.00 Culminating Applied Research Experience GS/KAHS 6520 6.00 Integrative Athletic Therapy Capstone Practice Experience

Proposed program map (81 credits, 6 terms)

Term	Courses
Year 1 Summer 15 credits	GS/KAHS 6500 3.00 Introduction to Professional Practice and Management GS/KAHS 6501 3.00 Introduction to Clinic and Field Care Practice GS/KAHS 6502 3.00 Athletic Therapy Analysis of Field-Based Care GS/KAHS 6503 3.00 Athletic Therapy Examination of Field-Based Care GS/KAHS 6504 6.00 Application of Foundational Basic Sciences (full year)
Year 1 Fall 15 credits	GS/KAHS 6505 3.00 Clinical Research Methods GS/KAHS 6506 3.00 Clinic and Field Care Practice I GS/KAHS 6507 3.00 Athletic Therapy Analysis of the Extremities GS/KAHS 6508 3.00 Athletic Therapy Examination of the Extremities GS/KAHS 6504 (continued)

Term	Courses
Year 1 Winter 15–18 credits	GS/KAHS 6509 3.00 Data Analysis GS/KAHS 6510 6.00 Clinic and Field Care Practice II GS/KAHS 6511 3.00 Advanced AT Analysis of the Head, Trunk and Spine GS/KAHS 6512 3.00 Advanced AT Examination of the Head, Trunk and Spine One elective course 3.00 (Winter, Summer or Fall term)
Year 2 Summer 9 credits	GS/KAHS 6513 3.00 Advanced Professional Practice and Management GS/KAHS 6514 6.00 Clinic and Field Care Practice III
Year 2 Fall 15 credits	GS/KAHS 6515 3.00 Advanced Topics in Clinical Research GS/KAHS 6516 6.00 Clinic and Field Care Practice IV GS/KAHS 6517 3.00 Advanced AT Analysis of the Upper and Lower Quadrant (full year) GS/KAHS 6518 3.00 Advanced AT Examination of the Upper and Lower Quadrant (full year)
Year 2 Winter 9 credits	GS/KAHS 6519 3.00 Culminating Applied Research Experience GS/KAHS 6520 6.00 Integrative Athletic Therapy Practice GS/KAHS 6517 3.00 Advanced AT Analysis of the Upper and Lower Quadrant (continued) GS/KAHS 6518 3.00 Advanced AT Examination of the Upper and Lower Quadrant (continued)

The complete course change proposal forms for all twenty-one courses, showing approved and proposed course descriptions, learning outcomes and delivery modes in full, accompany this proposal.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6501 → GS/KAHS 6500 Introduction to Professional Practice and Management

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** ~~GS/KAHS 6501~~ **GS/KAHS 6500**
4. **Credit Weight:** 3.00
5. **Long Course Title:** Introduction to Professional Practice and Management
6. **Short Course Title:** Professional Practice and Management *(36 characters)*

7. Type of Course Change(s) (indicate all that apply)

☒	**course number**
☐	credit weight
☐	in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Fall 2025 to Summer 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Summer 2027

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- renumbering the course from GS/KAHS 6501 to GS/KAHS 6500 so that course numbers run in the order students encounter them in the revised program map
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number ~~GS/KAHS 6501~~	**Course number** **GS/KAHS 6500**
Credit weight 3.00	**Credit weight** 3.00
Long course title Introduction to Professional Practice and Management	**Long course title** Introduction to Professional Practice and Management
Short course title Professional Practice and Management	**Short course title** Professional Practice and Management
Mode of delivery Lecture; Small group discussions (LECT)	**Mode of delivery** Lecture; Small group discussions (LECT)
Calendar (short) course description Exploring facets of being a healthcare professional functioning within an interprofessional team and as part of multi-cultural and diverse communities. Examines the history and present status of underserved and underrepresented populations in healthcare and physical activity. Begins to develop the skills to recognize roles and responsibilities, explicit and implicit biases, and healthcare professional Code of Conduct	**Calendar (short) course description** Exploring facets of being a healthcare professional functioning within an interprofessional team and as part of multi-cultural and diverse communities. Examines the history and present status of underserved and underrepresented populations in healthcare and physical activity. Begins to develop the skills to recognize roles and responsibilities, explicit and implicit biases, and healthcare professional Code of Conduct
Expanded course description Exploring facets of being a healthcare professional functioning within an interprofessional team and as part of multi-cultural and diverse communities. Examines the history and present status of underserved and underrepresented populations in healthcare and physical activity. Applies the Social Determinants of Health and its	**Expanded course description** Exploring facets of being a healthcare professional functioning within an interprofessional team and as part of multi-cultural and diverse communities. Examines the history and present status of underserved and underrepresented populations in healthcare and physical activity. Applies the Social Determinants of Health and its

Existing Course Information (Change From):	Proposed Course Information (Change To):
implications to underserved and underrepresented populations. Begins to develop the skills to recognize roles and responsibilities, explicit and implicit biases, and healthcare professional Code of Conduct. Introduces the importance of having a growth mindset and provides opportunities to practice leadership attributes, self-care, and adapts communication approaches to situational context. First of 2 courses specifically addressing professional practice information and expectations	implications to underserved and underrepresented populations. Begins to develop the skills to recognize roles and responsibilities, explicit and implicit biases, and healthcare professional Code of Conduct. Introduces the importance of having a growth mindset and provides opportunities to practice leadership attributes, self-care, and adapts communication approaches to situational context. First of 2 courses specifically addressing professional practice information and expectations
Pre-requisite(s), Co-requisites ~~(stated within the calendar description)~~	**Pre-requisite(s), Co-requisites** **Co-requisites: GS/KAHS 6501 3.00, GS/KAHS 6502 3.00, GS/KAHS 6503 3.00, GS/KAHS 6504 6.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.

4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6500 → GS/KAHS 6501 Introduction to Clinic and Field Care Practice

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** ~~GS/KAHS 6500~~ **GS/KAHS 6501**
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~First Responder for Athletic Therapy Professionals~~ **Introduction to Clinic and Field Care Practice**
6. **Short Course Title:** ~~First Responder for AT Professionals~~ **Intro to Clinic and Field Care Practice** *(39 characters)*

7. Type of Course Change(s) (indicate all that apply)

☒	**course number**
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Fall 2025 to Summer 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Summer 2027

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- renumbering the course from GS/KAHS 6500 to GS/KAHS 6501 so that course numbers run in the order students encounter them in the revised program map
- aligning the course title with the standardized naming conventions adopted across the program
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number ~~GS/KAHS 6500~~	**Course number** **GS/KAHS 6501**
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~First Responder for Athletic Therapy Professionals~~	**Long course title** **Introduction to Clinic and Field Care Practice**
Short course title ~~First Responder for AT Professionals~~	**Short course title** **Intro to Clinic and Field Care Practice**
Mode of delivery Lecture and In-person Laboratory (LECT/LAB)	**Mode of delivery** Lecture and In-person Laboratory (LECT/LAB)
Calendar (short) course description By matriculation, the student will need to already have a First Responder certification. This course encompasses advanced facets of emergency care procedures as specifically applied to athletic therapy. Develops and integrates field skills and responsibilities as a first responder to the profession of athletic therapy in both field and clinical environments to prepare them for the first practicum experience	**Calendar (short) course description** By matriculation, the student will need to already have a First Responder certification. This course encompasses advanced facets of emergency care procedures as specifically applied to athletic therapy. Develops and integrates field skills and responsibilities as a first responder to the profession of athletic therapy in both field and clinical environments to prepare them for the first practicum experience
Expanded course description By matriculation, the student will need to already have a First Responder certification. This course expands beyond the general First Responder skills by encompassing advanced facets of emergency care procedures as	**Expanded course description** By matriculation, the student will need to already have a First Responder certification. This course expands beyond the general First Responder skills by encompassing advanced facets of emergency care procedures as

Existing Course Information (Change From):	Proposed Course Information (Change To):
specifically applied to athletic therapy. Develops and integrates field skills and responsibilities through observing, scenario-based training, and practice to perform initial assessments and interventions as a first responder to the profession of athletic therapy in both field and clinical environments to prepare them for the first practicum experience. Integrates skills and prepares learners to determine urgent and non-urgent situations, triage, and safely transfer care as will be required of an Athletic Therapist	specifically applied to athletic therapy. Develops and integrates field skills and responsibilities through observing, scenario-based training, and practice to perform initial assessments and interventions as a first responder to the profession of athletic therapy in both field and clinical environments to prepare them for the first practicum experience. Integrates skills and prepares learners to determine urgent and non-urgent situations, triage, and safely transfer care as will be required of an Athletic Therapist
Pre-requisite(s), Co-requisites Co-requisites: GS/KAHS 6502 3.00, GS/KAHS 6503 3.00, GS/KAHS 6504 6.00	**Pre-requisite(s), Co-requisites** Co-requisites: **GS/KAHS 6500 3.00**, GS/KAHS 6502 3.00, GS/KAHS 6503 3.00, GS/KAHS 6504 6.00

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.

4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6502 Athletic Therapy Analysis of Field-Based Care

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6502
4. **Credit Weight:** 3.00
5. **Long Course Title:** Athletic Therapy Analysis of Field-Based Care
6. **Short Course Title:** AT Field Analysis *(17 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☐	in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Fall 2025 to Summer 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Summer 2027

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- revising the enumerated pre- and co-requisite listings

- The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6502	**Course number** GS/KAHS 6502
Credit weight 3.00	**Credit weight** 3.00
Long course title Athletic Therapy Analysis of Field-Based Care **Short course title** AT Field Analysis	**Long course title** Athletic Therapy Analysis of Field-Based Care **Short course title** AT Field Analysis
Mode of delivery Small Group Inquiry-Based/Case-Based Learning (LECT)	**Mode of delivery** Small Group Inquiry-Based/Case-Based Learning (LECT)
Calendar (short) course description Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores urgent and non-urgent field case studies within the five CATA domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies	**Calendar (short) course description** Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores urgent and non-urgent field case studies within the five CATA domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies
Expanded course description Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores urgent and non-urgent field case studies within the five CATA domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and	**Expanded course description** Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores urgent and non-urgent field case studies within the five CATA domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and

Existing Course Information (Change From):	Proposed Course Information (Change To):
skills through cooperative learning and inquiry-based learning strategies	skills through cooperative learning and inquiry-based learning strategies
Pre-requisite(s), Co-requisites Co-requisites: GS/KAHS 6503 3.00, GS/KAHS 6500 3.00, GS/KAHS 6504 6.00	**Pre-requisite(s), Co-requisites** Co-requisites: GS/KAHS 6500 3.00, **GS/KAHS 6501 3.00**, GS/KAHS 6503 3.00, GS/KAHS 6504 6.00

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.

8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6503 Athletic Therapy Examination of Field-Based Care

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6503
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~Athletic Therapy Field-Based Psychomotor Skills~~ **Athletic Therapy Examination of Field-Based Care**
6. **Short Course Title:** ~~AT Field Psychomotor Skills~~ **AT Field Examination** *(20 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Fall 2025 to Summer 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Summer 2027

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- aligning the course title with the standardized naming conventions adopted across the program
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6503	**Course number** GS/KAHS 6503
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~Athletic Therapy Field-Based Psychomotor Skills~~	**Long course title** **Athletic Therapy Examination of Field-Based Care**
Short course title ~~AT Field Psychomotor Skills~~	**Short course title** **AT Field Examination**
Mode of delivery In-person Laboratory (LECT/LAB)	**Mode of delivery** In-person Laboratory (LECT/LAB)
Calendar (short) course description Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Practices psychomotor and communication skills relating to the urgent and nonurgent field case studies discussed in Analysis of Field Inquiry-Based Care. Applies skills such as the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, and sideline assessment	**Calendar (short) course description** Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Practices psychomotor and communication skills relating to the urgent and nonurgent field case studies discussed in Analysis of Field Inquiry-Based Care. Applies skills such as the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, and sideline assessment
Expanded course description Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Relates foundations of principles and concepts of field care aspects in athletic therapy through demonstrations, practical lab sessions and case studies. Practices psychomotor and communication skills relating to the	**Expanded course description** Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Relates foundations of principles and concepts of field care aspects in athletic therapy through demonstrations, practical lab sessions and case studies. Practices psychomotor and communication skills relating to the

Existing Course Information (Change From):	Proposed Course Information (Change To):
urgent and nonurgent field case studies discussed in the Athletic Therapy Analysis of Field-Based Care. Applies skills including but not limited to the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, and sideline assessment	urgent and nonurgent field case studies discussed in the Athletic Therapy Analysis of Field-Based Care. Applies skills including but not limited to the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, and sideline assessment
Pre-requisite(s), Co-requisites ~~Co-requisites: GS/KAHS 6502 3.00, GS/KAHS 6500, 3.00GS/KAHS 6504 6.00~~	**Pre-requisite(s), Co-requisites** Co-requisites: GS/KAHS 6500 3.00, **GS/KAHS 6501 3.00**, GS/KAHS 6502 3.00, GS/KAHS 6504 6.00

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.

6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6504 Application of Foundational Basic Sciences for Healthcare Professionals

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6504
4. **Credit Weight:** 6.00
5. **Long Course Title:** Application of Foundational Basic Sciences for Healthcare Professionals
6. **Short Course Title:** App. Foundational Basic Sciences *(35 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Fall 2025 (FW; runs across two-terms) to Summer 2027 and Fall 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Summer 2027 and Fall 2027

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

The approved designation combined lecture with small-group discussion. The revised designation reflects the scheduled format; small-group discussion continues within scheduled sessions. Learning outcomes and assessment methods are unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6504	**Course number** GS/KAHS 6504
Credit weight 6.00	**Credit weight** 6.00
Long course title Application of Foundational Basic Sciences for Healthcare Professionals	**Long course title** Application of Foundational Basic Sciences for Healthcare Professionals
Short course title Application of Foundational Basic Sciences	**Short course title** Application of Foundational Basic Sciences
Mode of delivery Lecture; small group discussion	**Mode of delivery** **Lecture (LECT)**
Calendar (short) course description Builds on the foundational basic sciences including but not limited to neuro/anatomy, biomechanics, and physiology taken at the undergraduate-level and applies it to how the body functions in an ideal state. Examines how these functions are impacted by physical, mental, and emotional dysfunction and introduces initial constructs for care. Integrates knowledge to examine pain	**Calendar (short) course description** Builds on the foundational basic sciences including but not limited to neuro/anatomy, biomechanics, and physiology taken at the undergraduate-level and applies it to how the body functions in an ideal state. Examines how these functions are impacted by physical, mental, and emotional dysfunction and introduces initial constructs for care. Integrates knowledge to examine pain
Expanded course description Builds on the foundational basic sciences including but not limited to neuro/anatomy, biomechanics, and physiology taken at the undergraduate-level and redirects it to applying their knowledge to how the body functions in an ideal state. Further examines how these functions are impacted by physical, mental, and	**Expanded course description** Builds on the foundational basic sciences including but not limited to neuro/anatomy, biomechanics, and physiology taken at the undergraduate-level and redirects it to applying their knowledge to how the body functions in an ideal state. Further examines how these functions are impacted by physical, mental, and

Existing Course Information (Change From):	Proposed Course Information (Change To):
emotional dysfunction and introduces initial constructs for care. Integrates knowledge to examine pain and its underlying categories in order to better understand the occurrence, treatment, and management of pain. Learning takes place over two terms as students uncover the dynamic and complex human body and functions	emotional dysfunction and introduces initial constructs for care. Integrates knowledge to examine pain and its underlying categories in order to better understand the occurrence, treatment, and management of pain. Learning takes place over two terms as students uncover the dynamic and complex human body and functions
Pre-requisite(s), Co-requisites Co-requisites: GS/KAHS 6500 3.00, GS/KAHS 6502 3.00, GS/KAHS 6503 3.00	**Pre-requisite(s), Co-requisites** Co-requisites: GS/KAHS 6500 3.00, GS/KAHS 6501 3.00, GS/KAHS 6502 3.00, GS/KAHS 6503 3.00

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.

6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6505 Clinical Research Methods

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6505
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~Introduction to Clinical Research Methods~~ **Clinical Research Methods**
6. **Short Course Title:** ~~Clinical Research Methods~~ **Clinical Research** *(17 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☒	**in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb**
☒	**course learning outcomes — append the graduate program's existing learning outcomes in the Appendix**
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Summer 2026 to Fall 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Fall 2027

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- aligning the course title with the standardized naming conventions adopted across the program

- describing the mode of delivery in terms that reflect how the course is actually taught
- correcting and clarifying the calendar and expanded course descriptions
- revising the course learning outcomes
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

The course learning outcomes are amended as set out in the comparison table in section 10. In summary:

- Outcome 4 is revised from writing a research proposal to developing a research question, consistent with the revised expanded course description, which locates proposal development in the subsequent research course.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Delivery moves from fully online to hybrid. Content delivery and asynchronous materials remain online; the hybrid designation adds scheduled in-person sessions for discussion, consultation and presentation of work. All learning outcomes are retained and continue to be assessed through the same instruments. The addition of in-person contact strengthens outcomes relating to communication and dissemination, which are more reliably assessed face to face.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6505	**Course number** GS/KAHS 6505
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~Introduction to Clinical Research Methods~~	**Long course title** **Clinical Research Methods**
Short course title ~~Clinical Research Methods~~	**Short course title** **Clinical Research**
Mode of delivery ~~Online~~	**Mode of delivery** **BLEN**
Calendar (short) course description ~~This course is designed to help~~ Athletic Therapy students learn the fundamentals of clinical research. It will include learning from an interdisciplinary team of professors and will include the basics of Epidemiology, Fitness, Neuroscience, Biomechanics, Pain, Psychology, and other disciplines as appropriate	**Calendar (short) course description** **Introduces** Athletic Therapy students **to** the fundamentals of clinical research. It will include learning from an interdisciplinary team of professors and will include the basics of Epidemiology, Fitness, Neuroscience, Biomechanics, Pain, Psychology, and other disciplines as appropriate
Expanded course description	**Expanded course description**

Existing Course Information (Change From):	Proposed Course Information (Change To):
~~This course has 2 primary objectives. The first is to give students an overview of methods relevant to clinical research, including the various techniques and guidelines for their application. The second objective is to give students an opportunity to write a research proposal in their preferred discipline. As part of this course, students will be expected to formulate a research question and identify the strengths and limitations of their ability to answer the question using appropriate methods~~	**This course has 2 primary objectives. The first is to give students an overview of methods relevant to clinical research, including the various techniques and guidelines for their application. The second objective is to give students an opportunity to develop a research question and identify the key elements of a research proposal. Students will be expected to identify the strengths and limitations of their ability to answer the question using appropriate methods**
Pre-requisite(s), Co-requisites ~~(stated within the calendar description)~~	**Pre-requisite(s), Co-requisites** **Pre-prerequisites: GS/KAHS 6500 3.00; GS/KAHS 6501 3.00; GS/KAHS 6502 3.00; GS/KAHS 6503 3.00; Co-requisites: GS/KAHS 6504 6.00; GS/KAHS 6506 3.00; GS/KAHS 6507 3.00; GS/KAHS 6508 3.00**
Course learning outcomes 1. Understand the breadth and depth of research related to the field of athletic therapy, and the methods appropriate in various disciplines. (aligns to program learning outcomes 1,5,6) 2. Summarize critical appraisals of selected scientific and clinical research articles (aligns to Program Outcome 6) 3. Present a poster and presentations to improve communication skills (aligns with Program Learning outcomes 1 and 2) ~~4. Write a research proposal (aligns with Program Learning Outcomes 1, 6)~~	**Course learning outcomes** 1. Understand the breadth and depth of research related to the field of athletic therapy, and the methods appropriate in various disciplines. (aligns to program learning outcomes 1,5,6) 2. Summarize critical appraisals of selected scientific and clinical research articles (aligns to Program Outcome 6) 3. Present a poster and presentations to improve communication skills (aligns with Program Learning outcomes 1 and 2) **4. Write a research question (aligns with Program Learning Outcomes 1, 6)**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

The change from online to hybrid delivery requires scheduled classroom space for the in-person component. This is accommodated within existing School of Kinesiology and Health Science teaching space allocations and requires no additional instructional resources.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6506 Clinic and Field Care Practice I

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6506
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~Introduction to Clinic and Field Care Practice~~ **Clinic and Field Care Practice I**
6. **Short Course Title:** ~~Intro to Clinic & Field Care Practice~~ **Clinic and Field Care Practice I** *(32 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☒	**in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb**
☒	**course learning outcomes — append the graduate program's existing learning outcomes in the Appendix**
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Winter 2026 to Fall 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Fall 2027

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- aligning the course title with the standardized naming conventions adopted across the program

- describing the mode of delivery in terms that reflect how the course is actually taught
- correcting and clarifying the calendar and expanded course descriptions
- revising the course learning outcomes
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

The course learning outcomes are amended as set out in the comparison table in section 10. In summary:

- Outcome 2 is broadened from "sideline evaluations" to "on-field and sideline evaluations," reflecting the full range of evaluation settings students encounter in the first placement.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

The revised wording states explicitly what the approved designation of "Experiential Education" encompassed: supervised on-site placements in community and clinical settings, supported by in-person and online group meetings with the course director. The delivery model itself of blended is unchanged. Learning outcomes continue to be assessed through clinical educator evaluations, personalized learning plans, midterm and final objective practical examinations, and submitted assignments, all of which are conducted in the placement setting.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6506	**Course number** GS/KAHS 6506
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~Introduction to Clinic and Field Care Practice~~	**Long course title** **Clinic and Field Care Practice I**
Short course title ~~Intro to Clinic & Field Care Practice~~	**Short course title** **Clinic and Field Care Practice I**
Mode of delivery ~~Experiential Education~~	**Mode of delivery** **On-site Community-Based Placements with in-person and online group meetings (PRAC)**
Calendar (short) course description Introduces students to the clinical and field practical experience with an opportunity to be supervised by a Certified Athletic Therapist or Sport Physiotherapist. Develops introductory clinical skills including assessment and treatment of urgent and non-urgent situations.	**Calendar (short) course description** Introduces students to the clinical and field practical experience with an opportunity to be supervised by a Certified Athletic Therapist or Sport Physiotherapist. Develops introductory clinical skills including assessment and treatment of urgent and non-urgent situations.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Students are expected to attend several team practices and games	Students are expected to attend several team practices and games
Expanded course description ~~Introduces students to the clinical and field practical experience with an opportunity to be supervised by a Certified Athletic Therapist or Sport Physiotherapist and potentially work alongside of second year student Athletic Therapist. Develops introductory clinical skills including assessment and treatment. Learns and practices introductory field related skills including sideline assessment and management and first responder skills for urgent and nonurgent situations. Focuses on the Canadian Athletic Therapists Association competencies in the areas of athletic therapy expert, communicator, collaborator, and professional. Students are expected to attend several team practices and games, which may vary according to the practicum placement~~	**Expanded course description** **Introduces students to the clinical and field practical experience with an opportunity to be supervised by a Certified Athletic Therapist or Sport Physiotherapist and potentially work alongside a second year Athletic Therapy student. Develops introductory clinical skills including assessment and treatment. Learns and practices introductory field related skills including sideline assessment and management and first responder skills for urgent and nonurgent situations. Focuses on the Canadian Athletic Therapists Association competencies in the areas of athletic therapy expert, communicator, collaborator, and professional. Students are expected to attend several team practices and games, which may vary according to the practicum placement.**
Pre-requisite(s), Co-requisites ~~Prerequisites: GS/KAHS 6502 3.00, GS/KAHS 6503 3.00, GS/KAHS 6500 3.00; Co-Requisite: GS/KAHS 6504 6.00.~~	**Pre-requisite(s), Co-requisites** **Pre-prerequisites: GS/KAHS 6500 3.00; GS/KAHS 6501 3.00; GS/KAHS 6502 3.00; GS/KAHS 6503 3.00; Co-requisites: GS/KAHS 6504 6.00; GS/KAHS 6505 3.00; GS/KAHS 6507 3.00; GS/KAHS 6508 3.00**
Course learning outcomes 1. Apply and adapt communication approaches to the situational context in order to build rapport and trust with stakeholders (aligns to Program Outcome 1 – 3, 8) ~~2. Perform primary and secondary sideline evaluations to strategize a plan with supervising Athletic Therapist for the possibility of patients' same-day return to activity or sport (aligns to Program Out~~ 3. Demonstrate first responder and field skills by applying taping and wrapping, fabricating or using padding/bracing devices, and/or fitting regulated protective equipment to the patient (aligns to Prog 4. Explain using lay language to the patient and team personnel (including coaches) the rationale behind the proposed plan for patient return to activity or sport (aligns to Program Outcomes 1 – 3, 8)	**Course learning outcomes** 1. Apply and adapt communication approaches to the situational context in order to build rapport and trust with stakeholders (aligns to Program Outcome 1 – 3, 8) **2. Perform primary and secondary on-field and sideline evaluations to strategize a plan with supervising Athletic Therapists for the possibility of patients' same-day return to activity or sport (aligns** 3. Demonstrate first responder and field skills by applying taping and wrapping, fabricating or using padding/bracing devices, and/or fitting regulated protective equipment to the patient (aligns to Prog 4. Explain using lay language to the patient and team personnel (including coaches) the rationale behind the proposed plan for patient return to activity or sport (aligns to Program Outcomes 1 – 3, 8)

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. Placement capacity, clinical educator supervision and course director time were established in the approved program proposal and are unchanged by this proposal.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6507 Athletic Therapy Analysis of the Extremities

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6507
4. **Credit Weight:** 3.00
5. **Long Course Title:** Athletic Therapy Analysis of the Extremities
6. **Short Course Title:** AT Extremities Analysis *(23 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☐	in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Winter 2026 to Fall 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Fall 2027

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6507	**Course number** GS/KAHS 6507
Credit weight 3.00	**Credit weight** 3.00
Long course title Athletic Therapy Analysis of the Extremities **Short course title** AT Extremities Analysis	**Long course title** Athletic Therapy Analysis of the Extremities **Short course title** AT Extremities Analysis
Mode of delivery Small Group Inquiry-Based/Case-Based Learning (LECT)	**Mode of delivery** Small Group Inquiry-Based/Case-Based Learning (LECT)
Calendar (short) course description Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores extremity related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies	**Calendar (short) course description** Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores extremity related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies
Expanded course description Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores extremity related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills	**Expanded course description** Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores extremity related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills

Existing Course Information (Change From):	Proposed Course Information (Change To):
through cooperative learning and inquiry-based learning strategies	through cooperative learning and inquiry-based learning strategies
Pre-requisite(s), Co-requisites ~~Prerequisite: GS/KAHS 6502 3.00; Co-requisites: GS/KAHS 6508 3.00, GS/KAHS 6504 6.00~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6500 3.00; GS/KAHS 6501 3.00; GS/KAHS 6502 3.00; GS/KAHS 6503 3.00; Co-requisites: GS/KAHS 6504 6.00; GS/KAHS 6505 3.00; GS/KAHS 6506 3.00; GS/KAHS 6508 3.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.

7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6508 Athletic Therapy Examination of the Extremities

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6508
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~Athletic Therapy Physical Examination for the Extremities~~ **Athletic Therapy Examination of the Extremities**
6. **Short Course Title:** ~~AT Extremities Psychomotor Skills~~ **AT Extremities Examination** *(26 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☒	**in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb**
☒	**course learning outcomes — append the graduate program's existing learning outcomes in the Appendix**
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Winter 2026 to Fall 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Fall 2027

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- aligning the course title with the standardized naming conventions adopted across the program
- correcting and clarifying the calendar and expanded course descriptions
- revising the course learning outcomes
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

The course learning outcomes are amended as set out in the comparison table in section 10. In summary:

- Outcome 2 is broadened from "administrative principles of clinic care" to "clinic and field care," consistent with the settings in which students apply these principles.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6508	**Course number** GS/KAHS 6508
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~Athletic Therapy Physical Examination for the Extremities~~	**Long course title** **Athletic Therapy Examination of the Extremities**
Short course title ~~AT Extremities Psychomotor Skills~~	**Short course title** **AT Extremities Examination**
Mode of delivery In-person laboratory (LECT/LAB)	**Mode of delivery** In-person Laboratory (LECT/LAB)
Calendar (short) course description ~~Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Practices psychomotor and communication skills relating to the Field Inquiry-Based Tutorial case studies. Applies skills including but not limited to the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, and sideline assessment~~	**Calendar (short) course description** **Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Practices psychomotor and communication skills relating to the Extremities Inquiry-Based Tutorial case studies. Applies skills including but not limited to the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, and sideline assessment**
Expanded course description	**Expanded course description**

Existing Course Information (Change From):	Proposed Course Information (Change To):
~~Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Relates foundations of principles and concepts of clinical extremities care aspect in athletic therapy through demonstrations, practical lab sessions, and case studies. Practices psychomotor and communication skills relating to the extremity related case studies discussed in the Athletic Therapy Field Analysis of Field-Based Care. Applies skills including but not limited to the application and management of sport equipment, taping/support techniques, immediate onfield management of major and minor injuries, and sideline assessment~~	**Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Relates foundations of principles and concepts of clinical extremities care aspect in athletic therapy through demonstrations, practical lab sessions, and case studies. Practices psychomotor and communication skills relating to the extremity related case studies discussed in the Athletic Therapy Analysis of the Extremities course. Applies skills including but not limited to the application and management of sport equipment, taping/support techniques, immediate onfield management of major and minor injuries, and sideline assessment**
Pre-requisite(s), Co-requisites Prerequisite: GS/KAHS 6503 3.00; Co-requisites: GS/ KAHS 6507 3.00, GS/KAHS 6504 6.00	**Pre-requisite(s), Co-requisites** Prerequisites: **GS/KAHS 6500 3.00; GS/KAHS 6501 3.00; GS/KAHS 6502 3.00**; GS/KAHS 6503 3.00; Co-requisites: GS/KAHS 6504 6.00; **GS/KAHS 6505 3.00; GS/KAHS 6506 3.00;** GS/KAHS 6507 3.00
Course learning outcomes 1. Discuss the ramifications of inactivity and immobilization on the different human body systems including but not limited to neuromusculoskeletal and cardiovascular systems (aligns to Program Outcomes ~~2. Apply and practice administrative principles of clinic care to the extremity cases (aligns to Program Outcomes (aligns to Program Outcomes 1, 2, 8, 9)~~ 3. Differentiate the appropriate assessment and management strategies relating to extremity care scenarios (aligns to Program Outcome 1, 7) 4. Demonstrate the required psychomotor skills to assess and manage (using clinical evaluation tests and intervention tools) extremities related injuries and conditions scenarios in Athletic Therapy (ali 5. Demonstrate proficiency of extremity related taping/support techniques to minimize the risk of injury (aligns to Program Outcome 1) 6. Accurately palpate key surface anatomical structures related to the extremities to locate and use for assessment and treatment (aligns to Program Outcome 1) 7. Apply critical and reflective thinking to provide constructive and timely feedback in self and peer evaluations (aligns to Program Outcome 2, 6)	**Course learning outcomes** 1. Discuss the ramifications of inactivity and immobilization on the different human body systems including but not limited to neuromusculoskeletal and cardiovascular systems (aligns to Program Outcomes **2. Apply and practice administrative principles of clinic and field care to the extremity cases (aligns to Program Outcomes (aligns to Program Outcomes 1, 2, 8, 9)** 3. Differentiate the appropriate assessment and management strategies relating to extremity care scenarios (aligns to Program Outcome 1, 7) 4. Demonstrate the required psychomotor skills to assess and manage (using clinical evaluation tests and intervention tools) extremities related injuries and conditions scenarios in Athletic Therapy (ali 5. Demonstrate proficiency of extremity related taping/support techniques to minimize the risk of injury (aligns to Program Outcome 1) 6. Accurately palpate key surface anatomical structures related to the extremities to locate and use for assessment and treatment (aligns to Program Outcome 1) 7. Apply critical and reflective thinking to provide constructive and timely feedback in self and peer evaluations (aligns to Program Outcome 2, 6)

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6511 → GS/KAHS 6509 Data Analysis

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** ~~GS/KAHS 6511~~ **GS/KAHS 6509**
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~Data Analysis in Clinical Research~~ **Data Analysis**
6. **Short Course Title:** ~~Data Analysis Elective~~ **Data Analysis** *(13 characters)*

7. Type of Course Change(s) (indicate all that apply)

☒	**course number**
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Summer 2026 to Fall 2027 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Winter 2028

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- renumbering the course from GS/KAHS 6511 to GS/KAHS 6509 so that course numbers run in the order students encounter them in the revised program map
- aligning the course title with the standardized naming conventions adopted across the program
- describing the mode of delivery in terms that reflect how the course is actually taught
- replacing the enumerated pre- and co-requisite listings with a single statement referring to the program map

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Delivery moves from fully online to hybrid. Content delivery and asynchronous materials remain online; the hybrid designation adds scheduled in-person sessions for discussion, consultation and presentation of work. All learning outcomes are retained and continue to be assessed through the same instruments. The addition of in-person contact strengthens outcomes relating to communication and dissemination, which are more reliably assessed face to face.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number ~~GS/KAHS 6511~~	**Course number** **GS/KAHS 6509**
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~Data Analysis in Clinical Research~~	**Long course title** **Data Analysis**
Short course title ~~Data Analysis Elective~~	**Short course title** **Data Analysis**
Mode of delivery ~~Online~~	**Mode of delivery** **BLEN**
Calendar (short) course description Univariate and multivariable analytical methods are introduced and applied to a database. This course will cover basic issues of database design, and guidelines for confidentiality and privacy. Particular attention will be paid to the principles and application of univariate and multivariable statistical methods for data analysis. Students will apply these techniques to a database of their choice	**Calendar (short) course description** Univariate and multivariable analytical methods are introduced and applied to a database. This course will cover basic issues of database design, and guidelines for confidentiality and privacy. Particular attention will be paid to the principles and application of univariate and multivariable statistical methods for data analysis. Students will apply these techniques to a database of their choice

Existing Course Information (Change From):	Proposed Course Information (Change To):
Expanded course description This course has 2 primary objectives. The first is to give students an overview of statistics and methods relevant to clinical research, including the various techniques and guidelines for their application. The second objective is to give students an indepth understanding of how to analyze one database. This includes each step from univariate means and standard deviations, frequency distribution, and more complex modeling techniques. As part of this course, students will be expected to formulate a research question and identify the strengths and limitations of their ability to answer the question using the data available	**Expanded course description** This course has 2 primary objectives. The first is to give students an overview of statistics and methods relevant to clinical research, including the various techniques and guidelines for their application. The second objective is to give students an in-depth understanding of how to analyze one database. This includes each step from univariate means and standard deviations, frequency distribution, and more complex modeling techniques. As part of this course, students will be expected to formulate a research question and identify the strengths and limitations of their ability to answer the question using the data available
Pre-requisite(s), Co-requisites ~~(stated within the calendar description)~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6504 3.00, GS/KAHS 6505 3.00; GS/KAHS 6506 3.00; GS/KAHS 6507 3.00; GS/KAHS 6508 3.00; Co-requisites: GS/KAHS 6510 6.00; GS/KAHS 6511 3.00; GS/KAHS 6512 3.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

The change from online to hybrid delivery requires scheduled classroom space for the in-person component. This is accommodated within existing School of Kinesiology and Health Science teaching space allocations and requires no additional instructional resources.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.

2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6510 Clinic and Field Care Practice II

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6510
4. **Credit Weight:** 6.00
5. **Long Course Title:** ~~Clinic and Field Care Practice I~~ **Clinic and Field Care Practice II**
6. **Short Course Title:** ~~Clinic and Field Care Practice I~~ **Clinic and Field Care Practice II** *(33 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☒	**in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb**
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Summer 2026 to Winter 2028 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Winter 2028

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- aligning the course title with the standardized naming conventions adopted across the program

- describing the mode of delivery in terms that reflect how the course is actually taught
- correcting and clarifying the calendar and expanded course descriptions
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

The revised wording states explicitly what the approved designation of "Experiential Education" encompassed: supervised on-site placements in community and clinical settings, supported by in-person and online group meetings with the course director. The delivery model itself is unchanged. Learning outcomes continue to be assessed through clinical educator evaluations, personalized learning plans, midterm and final objective practical examinations, and submitted assignments, all of which are conducted in the placement setting.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6510	**Course number** GS/KAHS 6510
Credit weight 6.00	**Credit weight** 6.00
Long course title ~~Clinic and Field Care Practice I~~	**Long course title** **Clinic and Field Care Practice II**
Short course title ~~Clinic and Field Care Practice I~~	**Short course title** **Clinic and Field Care Practice II**
Mode of delivery ~~Experiential Education~~	**Mode of delivery** **On-site Community-Based Placements with in-person and online group meetings (PRAC)**
Calendar (short) course description Builds on prior clinic and field practicum experience under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. Manages injured athletes, provides guidance through the rehabilitation process, and helps facilitate the return to play. Expected to attend team practices/ games. Travel may be required	**Calendar (short) course description** Builds on prior clinic and field practicum experience under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. Manages injured athletes, provides guidance through the rehabilitation process, and helps facilitate the return to play. Expected to attend team practices/games. Travel may be required
Expanded course description	**Expanded course description**

Existing Course Information (Change From):	Proposed Course Information (Change To):
~~Integrates and builds on prior knowledge and skills in both clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist, and may work with and/or be mentored by the head Student Athletic Therapist. Students will transition to work more independently as they develop and practice clinical and field skills. Evaluates and manages injured athletes, provides guidance through the rehabilitation process, and helps facilitate the return to play through evidence-informed frameworks. Focuses and builds on the Canadian Athletic Therapists Association competencies in the areas of athletic therapy expert, communicator, collaborator, health advocate, scholar, leader, and professional. Students are expected to attend most (if not all) team practices and games, which may vary according to the practicum placement. Travel may be required~~	**Integrates and builds on prior knowledge and skills in both clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist, and may work with and/or be mentored by the Lead Athletic Therapy Student. Students will transition to work more independently as they develop and practice clinical and field skills. Evaluates and manages injured athletes, provides guidance through the rehabilitation process, and helps facilitate the return to play through evidence-informed frameworks. Focuses and builds on the Canadian Athletic Therapists Association competencies in the areas of athletic therapy expert, communicator, collaborator, health advocate, scholar, leader, and professional. Students are expected to attend most (if not all) team practices and games, which may vary according to the practicum placement. Travel may be required.**
Pre-requisite(s), Co-requisites ~~Prerequisites: GS/KAHS 6506 3.00, GS/KAHS 6507 3.00, GS/ KAHS 6508 3.00, GS/KAHS 6504 6.00~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6504 3.00, GS/KAHS 6505 3.00; GS/KAHS 6506 3.00; GS/KAHS 6507 3.00; GS/KAHS 6508 3.00; Co-requisites: GS/KAHS 6509 3.00; GS/KAHS 6511 3.00; GS/KAHS 6512 3.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. Placement capacity, clinical educator supervision and course director time were established in the approved program proposal and are unchanged by this proposal.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6513 → GS/KAHS 6511 Advanced Athletic Therapy Analysis of the Head, Trunk and Spine

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** ~~GS/KAHS 6513~~ **GS/KAHS 6511**
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~Advanced Athletic Therapy Analysis of the Head, Trunk & Spine~~ **Advanced Athletic Therapy Analysis of the Head, Trunk and Spine**
6. **Short Course Title:** Advanced AT Head, Trunk & Spine Analysis *(40 characters)*

7. Type of Course Change(s) (indicate all that apply)

☒	**course number**
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☒	**course learning outcomes — append the graduate program's existing learning outcomes in the Appendix**
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Fall 2028 to Winter 2028 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Winter 2028

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- renumbering the course from GS/KAHS 6513 to GS/KAHS 6511 so that course numbers run in the order students encounter them in the revised program map
- aligning the course title with the standardized naming conventions adopted across the program
- revising the course learning outcomes
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

The course learning outcomes are amended as set out in the comparison table in section 10. In summary:

- Three outcomes are removed: sex- and gender-based differences in injury presentation; nutritional needs relating to musculoskeletal care; and self and peer evaluation. The first two are addressed in GS/KAHS 6504 Application of Foundational Basic Sciences; the third is assessed through the critical evaluation components retained in the course evaluation scheme. The remaining six outcomes are unchanged and the evaluation table is re-mapped accordingly.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number ~~GS/KAHS 6513~~	**Course number** **GS/KAHS 6511**
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~Advanced Athletic Therapy Analysis of the Head, Trunk & Spine~~	**Long course title** **Advanced Athletic Therapy Analysis of the Head, Trunk and Spine**
Short course title Advanced AT Head, Trunk & Spine Analysis	**Short course title** Advanced AT Head, Trunk & Spine Analysis
Mode of delivery Small Group Inquiry-Based/Case-Based Learning (LECT)	**Mode of delivery** Small Group Inquiry-Based/Case-Based Learning (LECT)
Calendar (short) course description Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores head, neck, and trunk related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills	**Calendar (short) course description** Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores head, neck, and trunk related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills

Existing Course Information (Change From):	Proposed Course Information (Change To):
through cooperative learning and inquirybased learning strategies	through cooperative learning and inquiry-based learning strategies
Expanded course description Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores head, neck, and trunk related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies	**Expanded course description** Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores head, neck, and trunk related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies
Pre-requisite(s), Co-requisites ~~Prerequisite: GS/KAHS 6507 3.00 Co-requisites: GS/KAHS 6512 6.00, GS/KAHS 6514 3.00~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6504 3.00, GS/KAHS 6505 3.00; GS/KAHS 6506 3.00; GS/KAHS 6507 3.00; GS/KAHS 6508 3.00; Co-requisites: GS/KAHS 6509 3.00; GS/KAHS 6510 6.00; GS/KAHS 6512 3.00**
Course learning outcomes 1. Recognize and discuss head, trunk, and spine related injuries and conditions and the associated strategies for management in the practice of Athletic Therapy (aligns to Program Outcomes 1, 2, 4 - 6) 2. Identify risk factors, causes, and types of head, trunk, and spinal injuries related to activity/sport based on contemporary epidemiological data (aligns to Program Outcomes 1, 2, 6) 3. Engage in cooperative learning by determining, disseminating, and discussing key topics and concepts associated with head, trunk, and spinal related injuries and conditions (aligns to Program Outcomes 4. Critically appraise the empirical literature to investigate relevant evidence associated with head, trunk, and spinal related injuries and conditions (aligns to Program Outcomes 1, 6) 5. Discuss the principles of evaluation and management for possible injuries associated with head trauma (aligns to Program Outcomes 1, 2, 6) 6. Discuss the rationale behind and mechanisms of spinal dynamic stability (aligns to Program Outcomes 1, 2, 6) ~~7. Discuss the conditions and injuries that can impact male and female athletes differently and those that may have similar impacts (aligns to Program Outcomes 1, 2,4, 6)~~ ~~8. Identify the nutritional needs of an athlete with respect to their musculoskeletal care (aligns to Program Outcomes 1, 3, 7)~~	**Course learning outcomes** 1. Recognize and discuss head, trunk, and spine related injuries and conditions and the associated strategies for management in the practice of Athletic Therapy (aligns to Program Outcomes 1, 2, 4 - 6) 2. Identify risk factors, causes, and types of head, trunk, and spinal injuries related to activity/sport based on contemporary epidemiological data (aligns to Program Outcomes 1, 2, 6) 3. Engage in cooperative learning by determining, disseminating, and discussing key topics and concepts associated with head, trunk, and spinal related injuries and conditions (aligns to Program Outcomes 4. Critically appraise the empirical literature to investigate relevant evidence associated with head, trunk, and spinal related injuries and conditions (aligns to Program Outcomes 1, 6) 5. Discuss the principles of evaluation and management for possible injuries associated with head trauma (aligns to Program Outcomes 1, 2, 6) 6. Discuss the rationale behind and mechanisms of spinal dynamic stability (aligns to Program Outcomes 1, 2, 6)

Existing Course Information (Change From):	Proposed Course Information (Change To):
~~9. Apply critical and reflective thinking to provide constructive and timely feedback in self and peer evaluations (aligns to Program Outcome 5)~~	

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6514 → GS/KAHS 6512 Advanced Athletic Therapy Examination of the Head, Trunk and Spine

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** ~~GS/KAHS 6514~~ **GS/KAHS 6512**
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~Advanced Athletic Therapy Physical Examination for the Head, Trunk & Spine~~ **Advanced Athletic Therapy Examination of the Head, Trunk and Spine**
6. **Short Course Title:** ~~AT Head Trunk & Spine Psychomotor Skills~~ **Advanced AT Head, Trunk & Spine Exam** *(36 characters)*

7. Type of Course Change(s) (indicate all that apply)

☒	**course number**
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Fall 2028 to Winter 2028 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Winter 2028

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions

across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- renumbering the course from GS/KAHS 6514 to GS/KAHS 6512 so that course numbers run in the order students encounter them in the revised program map
- aligning the course title with the standardized naming conventions adopted across the program
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number ~~GS/KAHS 6514~~	**Course number** **GS/KAHS 6512**
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~Advanced Athletic Therapy Physical Examination for the Head, Trunk & Spine~~	**Long course title** **Advanced Athletic Therapy Examination of the Head, Trunk and Spine**
Short course title ~~AT Head Trunk & Spine Psychomotor Skills~~	**Short course title** **Advanced AT Head, Trunk & Spine Exam**
Mode of delivery In-person Laboratory (LECT/LAB)	**Mode of delivery** In-person Laboratory (LECT/LAB)
Calendar (short) course description Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Practices psychomotor and communication skills relating to the head, neck, and trunk case studies discussed in the Inquiry-Based Advanced Analysis. Applies skills including but not limited to taping/support techniques, on-field management of major/minor injuries, sideline assessment, and in-clinic care	**Calendar (short) course description** Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Practices psychomotor and communication skills relating to the head, neck, and trunk case studies discussed in the Inquiry-Based Advanced Analysis. Applies skills including but not limited to taping/support techniques, on-field management of major/minor injuries, sideline assessment, and in-clinic care
Expanded course description	**Expanded course description**

Existing Course Information (Change From):	Proposed Course Information (Change To):
Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Relates foundations of principles and concepts of head, neck, and trunk care aspect in athletic therapy through demonstrations, practical lab sessions, and case studies. Practices psychomotor and communication skills relating to the head, neck, and trunk related case studies discussed in the Advanced Athletic Therapy Analysis of the Head, Trunk and Spine. Applies skills including but not limited to the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, sideline assessment, and in-clinic patient care	Integrates knowledge relating to professional practice issues and management within Athletic Therapy. Relates foundations of principles and concepts of head, neck, and trunk care aspect in athletic therapy through demonstrations, practical lab sessions, and case studies. Practices psychomotor and communication skills relating to the head, neck, and trunk related case studies discussed in the Advanced Athletic Therapy Analysis of the Head, Trunk and Spine. Applies skills including but not limited to the application and management of sport equipment, taping/support techniques, immediate on-field management of major and minor injuries, sideline assessment, and in-clinic patient care
Pre-requisite(s), Co-requisites ~~Prerequisite: GS/KAHS 6508 3.00; Co-requisites: GS/KAHS 6512 6.00, GS/KAHS 6513 3.00~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6504 3.00, GS/KAHS 6505 3.00; GS/KAHS 6506 3.00; GS/KAHS 6507 3.00; GS/KAHS 6508 3.00; Co-requisites: GS/KAHS 6509 3.00; GS/KAHS 6510 6.00; GS/KAHS 6511 3.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. Placement capacity, clinical educator supervision and course director time were established in the approved program proposal and are unchanged by this proposal.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.

2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6515 → GS/KAHS 6513 Advanced Professional Practice and Management

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** ~~GS/KAHS 6515~~ **GS/KAHS 6513**
4. **Credit Weight:** 3.00
5. **Long Course Title:** Advanced Professional Practice and Management
6. **Short Course Title:** Adv Professional Practice & Management *(38 characters)*

7. Type of Course Change(s) (indicate all that apply)

☒	**course number**
☐	credit weight
☐	in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Winter 2027 to Summer 2028 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Summer 2028

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- renumbering the course from GS/KAHS 6515 to GS/KAHS 6513 so that course numbers run in the order students encounter them in the revised program map
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number ~~GS/KAHS 6515~~	**Course number** **GS/KAHS 6513**
Credit weight 3.00	**Credit weight** 3.00
Long course title Advanced Professional Practice and Management	**Long course title** Advanced Professional Practice and Management
Short course title Adv Professional Practice & Management	**Short course title** Adv Professional Practice & Management
Mode of delivery ~~Lecture (LECT)~~	**Mode of delivery** **Online (ONLN)**
Calendar (short) course description Demonstrates an understanding of professional responsibilities, Code of Conduct, and accountability. Develops knowledge of professional practice, legislation, risk management, and leadership. Practices administrative policies and procedures required to provide services including but not limited to billing, coding, documentation, confidentiality, and liability. Explores and practices strategies to become change agents, leaders, mentors, and promoters of their profession	**Calendar (short) course description** Demonstrates an understanding of professional responsibilities, Code of Conduct, and accountability. Develops knowledge of professional practice, legislation, risk management, and leadership. Practices administrative policies and procedures required to provide services including but not limited to billing, coding, documentation, confidentiality, and liability. Explores and practices strategies to become change agents, leaders, mentors, and promoters of their profession
Expanded course description Demonstrates an understanding of professional responsibilities, Code of Conduct, and accountability. Develops knowledge of professional practice, legislation, risk management, and leadership. Practices	**Expanded course description** Demonstrates an understanding of professional responsibilities, Code of Conduct, and accountability. Develops knowledge of professional practice, legislation, risk management, and leadership. Practices

Existing Course Information (Change From):	Proposed Course Information (Change To):
administrative policies and procedures required to provide services including but not limited to billing, coding, documentation, confidentiality, and liability. Explores and practices strategies to become change agents, leaders, mentors, and promoters of their profession. Examines the challenges of creating change in the populations most affected by the social determinants of health. Cultivate a growth mindset by creating personal and professional development plans that support their engagement in self-care and lifelong learning	administrative policies and procedures required to provide services including but not limited to billing, coding, documentation, confidentiality, and liability. Explores and practices strategies to become change agents, leaders, mentors, and promoters of their profession. Examines the challenges of creating change in the populations most affected by the social determinants of health. Cultivate a growth mindset by creating personal and professional development plans that support their engagement in self-care and lifelong learning
Pre-requisite(s), Co-requisites ~~Prerequisite: GS/KAHS 6501 3.00~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6509 3.00, GS/KAHS 6510 6.00; GS/KAHS 6511 3.00, GS/KAHS 6512 3.00; Co-requisites: GS/KAHS 6514 6.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.

3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6512 → GS/KAHS 6514 Clinic and Field Care Practice III

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** ~~GS/KAHS 6512~~ **GS/KAHS 6514**
4. **Credit Weight:** 6.00
5. **Long Course Title:** ~~Clinic and Field Care Practice II~~ **Clinic and Field Care Practice III**
6. **Short Course Title:** ~~Clinic and Field Care Practice II~~ **Clinic and Field Care Practice III** *(34 characters)*

7. Type of Course Change(s) (indicate all that apply)

☒	**course number**
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☒	**in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb**
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Fall 2026 to Summer 2028 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Summer 2028

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- renumbering the course from GS/KAHS 6512 to GS/KAHS 6514 so that course numbers run in the order students encounter them in the revised program map
- aligning the course title with the standardized naming conventions adopted across the program
- describing the mode of delivery in terms that reflect how the course is actually taught
- correcting and clarifying the calendar and expanded course descriptions
- revising the course learning outcomes
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

The course learning outcomes are amended as set out in the comparison table in section 10. In summary:

- The outcome relating to integration of current literature findings into field and clinic practice is moved from the final position to the second, so that the outcomes read in the order in which they are developed over the placement. No outcome is added or removed.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

The revised wording describes the same teaching and learning activities in the terminology now used consistently across the program. The learning outcomes, contact hours and assessment methods are unchanged, so outcome attainment is unaffected.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number ~~GS/KAHS 6512~~	**Course number** **GS/KAHS 6514**
Credit weight 6.00	**Credit weight** 6.00
Long course title ~~Clinic and Field Care Practice II~~	**Long course title** **Clinic and Field Care Practice III**
Short course title ~~Clinic and Field Care Practice II~~	**Short course title** **Clinic and Field Care Practice III**
Mode of delivery ~~Experiential Education~~	**Mode of delivery** **On-site Community-Based Placements with in-person and online group meetings (PRAC)**
Calendar (short) course description Advances prior clinic and field practicum experiences under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. Manages simple to complex injuries. Creates and implements a plan of care to	**Calendar (short) course description** Advances prior clinic and field practicum experiences under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. Manages simple to complex injuries. Creates and implements a plan of care to

Existing Course Information (Change From):	Proposed Course Information (Change To):
facilitate the return to play through evidence-informed frameworks. Expected to attend team practices/games. Travel may be required	facilitate the return to play through evidence-informed frameworks. Expected to attend team practices/games. Travel may be required
Expanded course description ~~Advances prior knowledge and skills in both clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. May work and/or mentor first-year AT students. Provides care by evaluating and managing a range of simple to complex injuries independently and through collaboration/supervision of athletic therapy students. Creates and implements a plan of care to facilitate the return to play through evidence-informed frameworks. Advances and applies Canadian Athletic Therapists Association competencies in the areas of athletic therapy expert, communicator, collaborator, health advocate, scholar, leader, and professional. Students are expected to attend team practices and games, which may vary according to the practicum placement. Travel may be required~~	**Expanded course description** **Advances prior knowledge and skills in both clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. May work with and/or mentor first-year AT students. Provides care by evaluating and managing a range of simple to complex injuries independently and through collaboration/supervision of athletic therapy students. Creates and implements a plan of care to facilitate the return to play through evidence-informed frameworks. Advances and applies Canadian Athletic Therapists Association competencies in the areas of athletic therapy expert, communicator, collaborator, health advocate, scholar, leader, and professional. Students are expected to attend team practices and games, which may vary according to the practicum placement. Travel may be required**
Pre-requisite(s), Co-requisites ~~Prerequisite: GS/KAHS 6510 6.00; Co-requisites: GS/KAHS 6513 3.00, GS/KAHS 6514 3.00.~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6509 3.00, GS/KAHS 6510 6.00; GS/KAHS 6511 3.00; GS/KAHS 6512 3.00; Co-requisites: GS/KAHS 6513 3.00**
Course learning outcomes 1. Utilize current literature findings to integrate Athletic Therapy evidence-based concepts into practice in field and clinic locations to ensure safe, effective care of athletes (aligns to Program Outcomes 1, 2, 8) 2. Perform sideline and in-clinic evaluations to strategize a plan with supervising preceptor(s) and in collaboration with the Sports Medicine team for the possibility of patients' same-day or later return to activity or sport (aligns to Program Outcomes 1-3, 8) 3. Develop injury prevention and management protocols that reflect best practices in accordance with current literature findings including, but not limited to head trauma, spinal and extremity neuromusculoskeletal injuries (aligns to Program Outcomes 1-4, 8) 4. Collaborate with other health professionals and mentor other healthcare students during training in clinic and lab situations (aligned to Program Outcomes 1 – 3) 5. Facilitate potential return to sport/activity by applying taping and wrapping techniques, fabricating, or using padding or bracing devices, and/or fitting regulated protective equipment to the patient (aligns to Program Outcome 1)	**Course learning outcomes**

Existing Course Information (Change From):	Proposed Course Information (Change To):
6. Evaluate the functional effectiveness of applied taping techniques and/or equipment modifications to facilitate safe return to sport/activity for the patient (aligns to Program Outcomes 1) 7. Modify taping and wrapping techniques or equipment, as necessary, to facilitate safe return to sport/activity for the patient (aligns to Program Outcomes 1) 8. Explain using lay language to the patient and team personnel (including coaches) the rationale and means of implementation of the proposed plan for patient return to activity or sport (aligns to Program Outcomes 1-3, 8) 9. Demonstrate understanding and application of medical legal guidelines in field and clinic practice (aligned to Program Outcomes 1, 2, 8, 9) 10. Document at an intermediate level expected at this point in student experiences. experiential activities including personal logbooks, athlete health records and injury data in accordance with professional responsibility standards governed by the Canadian Athletic Therapists Association (CATA) (aligns to Program Outcomes 1, 2, 8)	

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6509 → GS/KAHS 6515 Advanced Topics in Clinical Research

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** ~~GS/KAHS 6509~~ **GS/KAHS 6515**
4. **Credit Weight:** 3.00
5. **Long Course Title:** Advanced Topics in Clinical Research
6. **Short Course Title:** Advanced Topics in Clinical Research *(36 characters)*

7. Type of Course Change(s) (indicate all that apply)

☒	**course number**
☐	credit weight
☐	in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Summer 2026 to Fall 2028 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Fall 2028

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- renumbering the course from GS/KAHS 6509 to GS/KAHS 6515 so that course numbers run in the order students encounter them in the revised program map
- describing the mode of delivery in terms that reflect how the course is actually taught
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

The revised wording describes the same teaching and learning activities in the terminology now used consistently across the program. The learning outcomes, contact hours and assessment methods are unchanged, so outcome attainment is unaffected.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number ~~GS/KAHS 6509~~	**Course number** **GS/KAHS 6515**
Credit weight 3.00	**Credit weight** 3.00
Long course title Advanced Topics in Clinical Research	**Long course title** Advanced Topics in Clinical Research
Short course title Advanced Topics in Clinical Research	**Short course title** Advanced Topics in Clinical Research
Mode of delivery ~~Online~~	**Mode of delivery** **(BLEN)**
Calendar (short) course description Expands research skills by interpreting, appraising, and integrating scientific and clinical literature to determine the application in clinical practice. Introduces data mining tools used to distil information. Expands research knowledge to refine and summarize findings and apply it to their culminating project. Practices knowledge translation by communicating findings in medical and lay language	**Calendar (short) course description** Expands research skills by interpreting, appraising, and integrating scientific and clinical literature to determine the application in clinical practice. Introduces data mining tools used to distil information. Expands research knowledge to refine and summarize findings and apply it to their culminating project. Practices knowledge translation by communicating findings in medical and lay language
Expanded course description Expands research skills by interpreting, appraising, and integrating scientific and clinical literature to determine	**Expanded course description** Expands research skills by interpreting, appraising, and integrating scientific and clinical literature to determine

Existing Course Information (Change From):	Proposed Course Information (Change To):
the application in clinical practice. Introduces search and data mining tools used to distil information. Expands research knowledge to refine and summarize findings and apply it to their culminating project. Practices knowledge translation by communicating findings in medical and lay language to a variety of audiences. Second of four-course sequence specifically addressing research methods utilized with clinical research	the application in clinical practice. Introduces search and data mining tools used to distil information. Expands research knowledge to refine and summarize findings and apply it to their culminating project. Practices knowledge translation by communicating findings in medical and lay language to a variety of audiences. Second of four-course sequence specifically addressing research methods utilized with clinical research
Pre-requisite(s), Co-requisites ~~Prerequisite: GS/KAHS 6460 3.00 Applied Epidemiology or by permission~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6513 3.00, GS/KAHS 6514 6.00; Co-requisites: GS/KAHS 6516 6.00; GS/KAHS 6517 3.00; GS/KAHS 6518 3.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.

4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6516 Clinic and Field Care Practice IV

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6516
4. **Credit Weight:** 6.00
5. **Long Course Title:** ~~Clinic and Field Care Practice III~~ **Clinic and Field Care Practice IV**
6. **Short Course Title:** ~~Clinic and Field Care Practice III~~ **Clinic and Field Care Practice IV** *(33 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Winter 2027 to Fall 2028 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Fall 2028

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- aligning the course title with the standardized naming conventions adopted across the program

- describing the mode of delivery in terms that reflect how the course is actually taught
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

The revised wording states explicitly what the approved designation of "Experiential Education" encompassed: supervised on-site placements in community and clinical settings, supported by in-person and online group meetings with the course director. The delivery model itself is unchanged. Learning outcomes continue to be assessed through clinical educator evaluations, personalized learning plans, midterm and final objective practical examinations, and submitted assignments, all of which are conducted in the placement setting.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6516	**Course number** GS/KAHS 6516
Credit weight 6.00	**Credit weight** 6.00
Long course title ~~Clinic and Field Care Practice III~~	**Long course title** **Clinic and Field Care Practice IV**
Short course title ~~Clinic and Field Care Practice III~~	**Short course title** **Clinic and Field Care Practice IV**
Mode of delivery ~~Experiential Education~~	**Mode of delivery** **On-site Community-Based Placements with in-person and online group meetings (PRAC)**
Calendar (short) course description Integrates prior knowledge and skills in clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. Evaluates and manages complex conditions considering biopsychosocial model of care. Collaborates in treatment of injuries through evidence-informed frameworks including the transfer of care. Expected to attend team practices and games. Travel may be required	**Calendar (short) course description** Integrates prior knowledge and skills in clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. Evaluates and manages complex conditions considering biopsychosocial model of care. Collaborates in treatment of injuries through evidence-informed frameworks including the transfer of care. Expected to attend team practices and games. Travel may be required
Expanded course description	**Expanded course description**

Existing Course Information (Change From):	Proposed Course Information (Change To):
Integrates prior knowledge and skills in both clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. May be required to work with and/or mentor a first-year Athletic Therapy student. Provides care by evaluating and managing complex conditions considering biopsychosocial model of care. Working interdependently as a healthcare collaborator to prevent, assess, and manage injuries through evidence-informed frameworks including the transfer of care as appropriate. Demonstrates Canadian Athletic Therapists Association competencies in the areas of athletic therapy expert, communicator, collaborator, health advocate, scholar, leader, and professional. Students are expected to attend team practices and games, which may vary according to the practicum placement. Travel may be required	Integrates prior knowledge and skills in both clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. May be required to work with and/or mentor a first-year Athletic Therapy student. Provides care by evaluating and managing complex conditions considering biopsychosocial model of care. Working interdependently as a healthcare collaborator to prevent, assess, and manage injuries through evidence-informed frameworks including the transfer of care as appropriate. Demonstrates Canadian Athletic Therapists Association competencies in the areas of athletic therapy expert, communicator, collaborator, health advocate, scholar, leader, and professional. Students are expected to attend team practices and games, which may vary according to the practicum placement. Travel may be required
Pre-requisite(s), Co-requisites ~~Prerequisites: GS/KAHS 6512 6.00, GS/KAHS 6513 3.00, GS/KAHS 6514 3.00; Corequisites: GS/KAHS 6517 3.00, GS/KAHS 6518 3.00~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6513 3.00, GS/KAHS 6514 6.00; Co-requisites: GS/KAHS 6515 3.00; GS/KAHS 6517 3.00; GS/KAHS 6518 3.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. Placement capacity, clinical educator supervision and course director time were established in the approved program proposal and are unchanged by this proposal.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6517 Advanced Athletic Therapy Analysis of the Upper and Lower Quadrant

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6517
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~Advanced Athletic Therapy Analysis of the Upper & Lower Quadrant~~ **Advanced Athletic Therapy Analysis of the Upper and Lower Quadrant**
6. **Short Course Title:** ~~Adv AT Upper & Lower Quadrant Analysis~~ **Upper and Lower Quadrant Analysis** *(39 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Winter 2027 to Fall 2028/Winter 2029 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Fall 2028

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- aligning the course title with the standardized naming conventions adopted across the program
- describing the mode of delivery in terms that reflect how the course is actually taught
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

The approved designation described the delivery format in terms of the small-group inquiry-based method used in seminars. "Lecture" is the delivery designation used institutionally for this scheduling pattern; the inquiry-based and case-based methods described in the expanded course description are retained. Learning outcomes and assessment methods are unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6517	**Course number** GS/KAHS 6517
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~Advanced Athletic Therapy Analysis of the Upper & Lower Quadrant~~	**Long course title** **Advanced Athletic Therapy Analysis of the Upper and Lower Quadrant**
Short course title ~~Adv AT Upper & Lower Quadrant Analysis~~	**Short course title** **Upper and Lower Quadrant Analysis**
Mode of delivery Small Group Inquiry-Based/Case-Based Learning (LECT/SEM)	**Mode of delivery** Small Group Inquiry-Based/Case-Based Learning (LECT/SEM)
Calendar (short) course description Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores upper and lower quadrant related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies	**Calendar (short) course description** Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores upper and lower quadrant related case studies within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Expanded course description Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores upper and lower quadrant related case studies/scenarios within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies.	**Expanded course description** Integrates knowledge relating to sport, anatomy, biomechanics, epidemiology, pathophysiology, evaluation, management, and communication. Explores upper and lower quadrant related case studies/scenarios within the five domains (prevention, assessment, intervention, practice management and professional responsibility) through small group discussions. Expands knowledge and skills through cooperative learning and inquiry-based learning strategies.
Pre-requisite(s), Co-requisites ~~Prerequisites: GS/KAHS 6513 3.00, GS/KAHS 6514 3.00; Co-requisite: GS/KAHS 6516 6.00, GS/KAHS 6518 3.00~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6513 3.00, GS/KAHS 6514 6.00; Co-requisites: GS/KAHS 6515 3.00; GS/KAHS 6516 6.00; GS/KAHS 6518 3.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.

3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6518 Advanced Athletic Therapy Examination of the Upper and Lower Quadrant

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6518
4. **Credit Weight:** 3.00
5. **Long Course Title:** ~~Advanced Athletic Therapy Physical Examination for the Upper & Lower Quadrant~~ **Advanced Athletic Therapy Examination of the Upper and Lower Quadrant**
6. **Short Course Title:** ~~Adv AT Upper & Lower Quadrant Skills~~ **Upper and Lower Quadrant Examination** *(37 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☒	**in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb**
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Winter 2027 to Fall 2028/Winter 2029 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Fall 2028/Winter 2029

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- aligning the course title with the standardized naming conventions adopted across the program
- describing the mode of delivery in terms that reflect how the course is actually taught
- correcting and clarifying the calendar and expanded course descriptions
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

The approved designation combined seminar and laboratory. The revised designation reflects that the course is delivered entirely in the laboratory setting, with case discussion occurring within laboratory sessions rather than in separate seminars. All psychomotor learning outcomes continue to be taught and assessed in the laboratory through practical examination.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6518	**Course number** GS/KAHS 6518
Credit weight 3.00	**Credit weight** 3.00
Long course title ~~Advanced Athletic Therapy Physical Examination for the Upper & Lower Quadrant~~	**Long course title** **Advanced Athletic Therapy Examination of the Upper and Lower Quadrant**
Short course title ~~Adv AT Upper & Lower Quadrant Skills~~	**Short course title** **Upper and Lower Quadrant Examination**
Mode of delivery ~~Seminar and In-person Laboratory~~	**Mode of delivery** **In-person Laboratory (LAB)**
Calendar (short) course description ~~Advances psychomotor and communication skills relating to head, trunk and spine related to the case studies discussed in the Inquiry-Based Advanced Analysis. Skills will include functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated~~	**Calendar (short) course description** **Advanced psychomotor and communication skills relating to upper and lower quadrant case studies discussed in the Inquiry-Based Advanced Analysis. Skills will include functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated**

Existing Course Information (Change From):	Proposed Course Information (Change To):
Expanded course description ~~Provides students with knowledge and integration of knowledge relating to professional practice issues and management within Athletic Therapy. Topics will relate to the concepts of the upper and lower quadrant care aspect in Athletic Therapy. The course includes classroom focused experiential education through practical lab sessions, guest speakers and case studies. The course provides students with the required psychomotor and communication skills relating to head, trunk and spine related to the case studies/ scenarios discussed in the Advanced Athletic Therapy Analysis of the Upper and Lower Quadrant. Skills will include (but are not limited to) functional/surface anatomy, taping/ support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated~~	**Expanded course description** **Provides students with knowledge and integration of knowledge relating to professional practice issues and management within Athletic Therapy. Topics will relate to the concepts of the upper and lower quadrant care aspect in Athletic Therapy. The course includes classroom focused experiential education through practical lab sessions, guest speakers and case studies. The course provides students with the required psychomotor and communication skills relating to upper and lower quadrant case studies/scenarios discussed in the Advanced Athletic Therapy Analysis of the Upper and Lower Quadrant. Skills will include (but are not limited to) functional/surface anatomy, taping/support techniques, clinical orthopaedic evaluation and tests, electrotherapeutic modality application, manual therapies, and therapeutic exercise. Lab-based activities such as role-playing, mini-case study analysis, simulations and reflection will be integrated**
Pre-requisite(s), Co-requisites ~~Prerequisites: GS/KAHS 6513 3.00, GS/ KAHS 6514 3.00; Co-requisites: GS/KAHS 6516 6.00, GS/KAHS 6517 3.00~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6513 3.00, GS/KAHS 6514 6.00; Co-requisites: GS/KAHS 6515 3.00; GS/KAHS 6516 6.00; GS/KAHS 6517 3.00.**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6519 Culminating Applied Research Experience

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6519
4. **Credit Weight:** 3.00
5. **Long Course Title:** Culminating Applied Research Experience
6. **Short Course Title:** Culminating Applied Research Experience *(39 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☐	in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces
☐	in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb
☐	course learning outcomes — append the graduate program's existing learning outcomes in the Appendix
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☐	mode of delivery — more than one mode can be designated
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Winter 2027 to Winter 2029 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Winter 2029

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

Not applicable. The course learning outcomes are unchanged.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6519	**Course number** GS/KAHS 6519
Credit weight 3.00	**Credit weight** 3.00
Long course title Culminating Applied Research Experience **Short course title** Culminating Applied Research Experience	**Long course title** Culminating Applied Research Experience **Short course title** Culminating Applied Research Experience
Mode of delivery (not specified in approved proposal) **Calendar (short) course description** This course serves as the final research experience for students in the Master's in Athletic Therapy program. Under faculty supervision, students will conduct and complete an independent research project or applied evidence-based investigation addressing a relevant issue in athletic therapy, injury prevention, rehabilitation, or clinical practice. Emphasis will be placed on integrating scientific inquiry with professional practice, ethical research conduct, and dissemination of findings to both academic and clinical audiences.	**Mode of delivery** Lecture (LECT) **Calendar (short) course description** This course serves as the final research experience for students in the Master's in Athletic Therapy program. Under faculty supervision, students will conduct and complete an independent research project or applied evidence-based investigation addressing a relevant issue in athletic therapy, injury prevention, rehabilitation, or clinical practice. Emphasis will be placed on integrating scientific inquiry with professional practice, ethical research conduct, and dissemination of findings to both academic and clinical audiences.
Expanded course description This course is the culminating research course for AT students. It builds on the 2 previous research courses and the statistics course using the e portfolio. Under faculty supervision, students will conduct and complete an independent research project or applied evidence-based investigation addressing a relevant issue in athletic therapy, injury prevention, rehabilitation, or clinical	**Expanded course description** This course is the culminating research course for AT students. It builds on the 2 previous research courses and the statistics course using the e portfolio. Under faculty supervision, students will conduct and complete an independent research project or applied evidence-based investigation addressing a relevant issue in athletic therapy, injury prevention, rehabilitation, or clinical

Existing Course Information (Change From):	Proposed Course Information (Change To):
practice. Emphasis will be placed on integrating scientific inquiry with professional practice, ethical research conduct, and dissemination of findings to both academic and clinical audiences.	practice. Emphasis will be placed on integrating scientific inquiry with professional practice, ethical research conduct, and dissemination of findings to both academic and clinical audiences.
Pre-requisite(s), Co-requisites ~~Prerequisite: GS/KAHS 6505 and 6509~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6515 3.00, GS/KAHS 6516 6.00; Co-requisites: GS/KAHS 6517 3.00, GS/KAHS 6518 3.00, GS/KAHS 6520 6.00**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.

6. Critically appraise information relevant to the profession and a safe and ethical practice environment.
7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

Graduate Course Change Proposal Form

Faculty of Health

GS/KAHS 6520 Integrative Athletic Therapy Practice

1. **Graduate Program:** Master of Athletic Therapy (MAT)
2. **Responsible Unit:** School of Kinesiology and Health Science
3. **Subject Code (Rubric) and Course Number:** GS/KAHS 6520
4. **Credit Weight:** 6.00
5. **Long Course Title:** ~~Integrative Athletic Therapy Capstone Practice Experience~~ **Integrative Athletic Therapy Practice**
6. **Short Course Title:** ~~Integrative AT Capstone Practice~~ **Integrative Athletic Therapy Practice** *(37 characters)*

7. Type of Course Change(s) (indicate all that apply)

☐	course number
☐	credit weight
☒	**in course title — short course titles may be a maximum of 40 characters, including punctuation and spaces**
☒	**in course description — short course descriptions must be a maximum of 60 words, written in present tense, and start with an active verb**
☒	**course learning outcomes — append the graduate program's existing learning outcomes in the Appendix**
☐	integration — provide statement of approval from relevant undergraduate program designate
☐	cross-listing — provide statement of approval from other program
☒	**pre/co-requisite**
☒	**mode of delivery — more than one mode can be designated**
☐	retire course
☒	**other — please specify**

Other (specify): Effective term of first offering revised from Winter 2027 to Winter 2029 to align with the program's revised launch and the sequencing set out in the updated program map.

8. Effective Term/Calendar Year of Proposed Change(s)

Winter 2029

9. Rationale

a. Please indicate how the proposed change will contribute to the academic objectives of the course/program.

The Master of Athletic Therapy curriculum was reviewed following approval of the program proposal. The review produced a revised program map and a consistent set of course naming and sequencing conventions across all twenty required courses. The changes proposed here bring this course into alignment with that revised structure. Specifically, they involve

- aligning the course title with the standardized naming conventions adopted across the program
- correcting and clarifying the calendar and expanded course descriptions
- revising the course learning outcomes
- revising the enumerated pre- and co-requisite listings

The academic content and credit weight of the course are otherwise unchanged, and the course continues to serve the same role in the program. No change is proposed to the program learning outcomes it supports.

b. Please provide a description of the amended learning outcomes for the course, if applicable.

The course learning outcomes are amended as set out in the comparison table in section 10. In summary:

- The learning outcomes require review. The proposed form currently reproduces the outcomes of GS/KAHS 6516 Clinic and Field Care Practice IV verbatim. The approved capstone outcomes — which reference mastery, leadership and performance at the projected level for the educational experience setting — are shown in the left column and should be restored or deliberately amended before submission.

c. If mode of delivery is changing, please describe how course learning outcomes will be maintained, as applies.

Not applicable. The mode of delivery is unchanged.

d. Append the current graduate program learning outcomes in an Appendix.

The nine Master of Athletic Therapy program learning outcomes are appended.

10. Proposed Course Information

Existing (approved) course information appears on the left with removed text struck through; proposed course information appears on the right with new text bolded and underlined.

Existing Course Information (Change From):	Proposed Course Information (Change To):
Course number GS/KAHS 6520	**Course number** GS/KAHS 6520
Credit weight 6.00	**Credit weight** 6.00
Long course title ~~Integrative Athletic Therapy Capstone Practice Experience~~	**Long course title** **Integrative Athletic Therapy Practice**
Short course title ~~Integrative AT Capstone Practice~~	**Short course title** **Integrative Athletic Therapy Practice**
Mode of delivery ~~Experiential Education~~	**Mode of delivery** On-site Community-Based Placements with in-person and online group meetings (PRAC)
Calendar (short) course description ~~(See approved proposal — distinct capstone description)~~	**Calendar (short) course description** **Integrates cumulative knowledge and skills in clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. Evaluates and manages complex conditions considering biopsychosocial model of care. Collaborates in treatment of injuries through evidence-informed frameworks including the transfer of care. Expected to**

Existing Course Information (Change From):	Proposed Course Information (Change To):
	attend team practices and games. Travel may be required.
Expanded course description ~~(See approved proposal)~~	**Expanded course description** **Integrates cumulative knowledge and skills in both clinic and field practicum settings under the supervision of a Certified Athletic Therapist or Sport Physiotherapist. May be required to work with and/or mentor a first-year Athletic Therapy student. Provides care by evaluating and managing complex conditions considering biopsychosocial model of care. Working interdependently as a healthcare collaborator to prevent, assess, and manage injuries through evidence-informed frameworks including the transfer of care as appropriate. Demonstrates Canadian Athletic Therapists Association competencies in the areas of athletic therapy expert, communicator, collaborator, health advocate, scholar, leader, and professional. Students are expected to attend team practices and games, which may vary according to the practicum placement. Travel may be required.**
Pre-requisite(s), Co-requisites ~~Prerequisites: GS/KAHS 6516 6.00, GS/KAHS 6517 3.00, GS/KAHS 6518 3.00~~	**Pre-requisite(s), Co-requisites** **Prerequisites: GS/KAHS 6515 3.00, GS/KAHS 6516 6.00; Co-requisites: GS/KAHS 6517 3.00, GS/KAHS 6518 3.00, GS/KAHS 6519 3.00**
Course learning outcomes 1. Integrate Athletic Therapy evidence-based concepts into practice in the placement setting by utilizing current literature findings to ensure safe, effective care of athletes and/or other patients/clients at the projected level for the educational experience setting (aligns to Program Outcomes 1, 2, 7-~~9~~) 2. Organize personal logbooks, athlete health records and injury data at the projected level for the educational experience setting to satisfy professional responsibility standards governed by the Canadian Athletic Therapists' Association (CATA) (aligns to Program Outcomes 1, 2, 8) 3. Apply a systematic approach to problem solving on the field, in the clinic, and/or in the assigned facility by utilizing the tools of common practice in Athletic Therapy (aligns to Program Outcome 1) ~~4. Demonstrate mastery of Athletic Therapy skills and competencies including assessment, treatment and exercise prescription at the level of a certification candidate prepared to challenge the CATA National Exam (aligns to Program Outcomes 1, 2, 4, 8)~~ ~~5. Demonstrate leadership and professionalism through collaboration with peers, staff, preceptor/supervising~~	**Course learning outcomes** 1. Integrate Athletic Therapy evidence-based concepts into practice in field and clinic by utilizing current literature findings to ensure safe, effective care of athletes (aligns to Program Outcomes 1, 2, **3, 6-8**) 2. Organize personal logbooks, athlete health records and injury data comparable **to near, or at, entry-to-practice competency** to satisfy professional responsibility standards governed by the Canadian Athletic Therapists Association (CATA) (aligns to Program Outcomes 1, 2, 8) 3. Apply a systematic approach to problem solving on the field, in the clinic and in assigned **classwork** by utilizing the tools of common practice in Athletic Therapy **at a level near to, or at entry-to-practice competency** (aligns to Program Outcome**s** 1, **7**) **4. Demonstrate Athletic Therapy specific skills including assessment, treatment, and exercise prescription at the level of a certification candidate prepared to challenge the CATA National Exam (aligns to Program Outcomes 1, 2, 4, 8)** **5. Develop injury prevention and management protocols that reflect best practices in accordance with current literature findings including, but not limited to**

Existing Course Information (Change From):	Proposed Course Information (Change To):
~~faculty of placement and members of the community to provide healthcare and/or education to athletes, patients, and/or clients acceptable by the CATA standard of care (aligns to Program Outcomes 1-4, 8, 9)~~	**concussions, anterior cruciate ligament (ACL) injuries and cervical spine injuries (aligns to Program Outcomes 1, 2, 3, 7)** **6. Collaborate with peers, staff, supervising faculty/preceptor, and members of the community to provide healthcare and education to athletes acceptable by the CATA standard of care (aligns to Program Outcomes 1-3, 7)**

11. Enrolment Notes

a. Is the course limited to a specific group of students or closed to a specific group of students? Please describe.

The course is restricted to students registered in the Master of Athletic Therapy program. It is a required course in the program and is not open to students in other graduate programs. This restriction is unchanged.

b. If the change will maintain or increase enrolments, provide an explanation.

Enrolment is determined by the size of the MAT cohort and is unaffected by these changes. The course remains required for all students in the program, so enrolment will be maintained at the cohort level.

12. Consultation

a. For changes in integrations and cross-listings, as well as changes to courses that are integrated and/or cross-listed, please provide evidence that appropriate consultation has taken place.

Not applicable. This course is neither integrated nor cross-listed, and no change to integration or cross-listing is proposed.

b. Will changes necessitate additional resources? Indicate how these will be sustainably provided.

No additional resources are required. The changes are to course numbering, titling and descriptive information; the teaching model, contact hours and resourcing approved in the program proposal are unchanged.

Proponent Name/Email Contact:

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Master of Athletic Therapy, School of Kinesiology and Health Science, York University

Appendix: Current Graduate Program Learning Outcomes

By the end of this program, graduates will be able to:

1. Apply disciplinary knowledge and critical thinking skills to the assessment, rehabilitation, and emergency care of patients' mobility, health and well-being.
2. Disseminate clear, accurate and precise health information in a respectful manner to diverse populations through varied appropriate communication strategies.
3. Promote healthy, active lifestyle behaviours through education and other interventions that enhance wellness, prevent injury and reduce the risks to health.
4. Advocate for meaningful change for patients and the profession through quality improvement, use of evidence, and reduction of barriers that impact future outcomes.
5. Cultivate a growth mindset through personal and professional development and lifelong engagement in self-regulated learning, self-assessment and reflection.
6. Critically appraise information relevant to the profession and a safe and ethical practice environment.

7. Act within the scope of practice and personal limitations by adhering to the profession's current Code of Ethics and professional rules and regulations.
8. Practice transferable skills to provide competent and culturally sensitive care in athletic therapy.
9. Maintain effective work-life balance through the practice of self-care.

York University

Standard Minor Modifications to Existing Programs

TEMPLATE

Modifications to Existing Programs fall under Section 5 of the York University Quality Assurance Procedures (YUQAP).

Full YUQAP can be found here: https://www.yorku.ca/unit/yuqap/

STANDARD MINOR MODIFICATIONS MAY INCLUDE ONE OR MORE OF THE FOLLOWING FEATURES:

- Minor changes to degree or admission requirements
- Substitutions or minor edits to course lists
- Changes to existing emphasis, option or minor program
- Calendar copy corrections that are only editorial in nature, e.g., typos
- Revisions and/or updates to Program Learning Outcomes (PLOs) that do not change the substance of the PLOs
- Changes to program names or nomenclature where there are no changes to PLOs
- Minor changes (changes to less than 1/3 of the program) to an existing minor, specialization, option, certificate, or WIL option (i.e., minor change to anything established through a major modification)
- Closure of a degree option, e.g. honours specialization

See the YUQAP website for further details, resources, and templates.

Minor Modification Proposal

Faculty: Graduate Studies (Health)

Department: Psychology

Program: Historical, Theoretical, and Critical Studies of Psychology Graduate Area

Degree Designation: MA

Type of Modification: Minor; changes to course requirements for degree with no changes in PLO

Location *(current campus and, if applicable, proposed)*: Keele

Effective Date: Fall, 2027

Approval Date at Faculty Council:

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1. Describe the proposed modifications to the program.

For the area of graduate specialization in the MA, the Historical, Theoretical, and Critical Studies of Psychology, we are requesting 1) that the current requirement of 18.0 course credits be reduced to 15.0 course credits, and 2) that the currently *required* methods courses (Univariate I, which is 3.0 credits, and Univariate II, also 3.0 credits) be included in a list of methods courses from which the students can choose to make up 6.0 credits. There is no change in the number of methods credits, just more choice as to how to fulfill them.

2. Provide a rationale for the proposed modifications.

We are requesting that our current requirement of 18.0 course credits be reduced to 15.0 course credits. Our rationale is threefold: 1) this will bring our program requirements in line with the other MA programs offered in Psychology (Developmental Science, Social/Personality, and Brain, Behavior and Cognitive Science); 2) it will help students achieve timely completion of their degree; and 3) most importantly, although coursework is an important part of our students' training, our graduate students' learning increasingly occurs outside the classroom through research assistantships and participation in research groups and projects where they both learn and apply the skills they need to be successful in their own thesis research and their future careers.

The change to the methods requirement is driven by changes in the kinds of research our students are interested in undertaking, the career goals to which they are aspiring, and the availability (due to a recent hire) of an additional methods course offered on a regular basis that seeks to meet this student demand – "Critical Methods in/for Psychology". Currently, we require two courses in Univariate statistics. While some students may still want to take both of these courses, others will find that qualitative methods, advanced historical methods, and/or critical methods will better prepare them to undertake their thesis research and in their future careers. With this change, students will be able to tailor their methods training to align with their MA research and their career paths.

3. How will the proposed modification support the achievement of Program Learning Outcomes? Append an updated curriculum map, if relevant.

The proposed modification will not affect the students' achievement of PLOs. (see attached)

4. Describe how students **currently enrolled** in the program will be accommodated.

If approved, these changes would be applied retroactively to students currently in the program. All students enrolled in the Psychology graduate area of Historical, Theoretical, and Critical Studies would be required to meet the proposed criteria for program completion. The proposed changes would be communicated to all students via email, and incoming students would be informed at graduate orientation and/or in discussions with the graduate program director as applies for this area of specialization.

5. Describe any resource implications and how they are being addressed (e.g., through a reallocation of existing resources). If new/additional resources are required, provide a statement from the relevant Dean(s)/Principal confirming resources will be in place to implement the changes.

There are no resource implications.

6. If relevant, summarize the consultation undertaken with relevant academic units, including commentary on the impact of the proposed changes on other programs. Provide individual statements from the relevant program(s) confirming consultation and their support.

This change was presented to Psychology Graduate Executive, consisting of the GPD and the area heads for all graduate areas in Psychology. No impact on other areas was identified, and all were supportive of the changes. The area head for the Quantitative

Methods MA Program was contacted specifically, and responded: “We want students taking courses that are most relevant and valuable for their research/work.”

APPENDIX

Attach a Side-by-Side Academic Calendar Copy Comparison

Ensure that deletions are indicated with strikethrough (e.g., ~~strikethrough~~) text and additions are made in a contrasting colour (e.g., KINE 1000)

Existing Calendar Copy	Proposed Calendar Copy
Historical, Theoretical, and Critical Studies of Psychology MASTER OF ARTS PROGRAM 1. Courses a) **Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A;** b) **Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B**; c) ~~**Psychology 6131 3.0: Univariate Analysis I: Analysis of Variance,**~~ and ~~**Psychology 6132 3.0: Univariate Analysis II: Regression**~~; and~~,~~ d) **One ~~full~~ course** or equivalent chosen from those offered at the 6000 level by the Graduate Program in Psychology or, with permission of the Area Coordinator and the Graduate Program Director, by another program relevant to ~~the study of the~~ historical, theoretical and critical studies of psychology	Historical, Theoretical, and Critical Studies of Psychology MASTER OF ARTS PROGRAM 1. Courses a) **Psychology 6020 3.0: Historical and Theoretical Foundations of Contemporary Psychology A;** b) **Psychology 6030 3.0: Historical and Theoretical Foundations of Contemporary Psychology B**; c) One full course or equivalent in methods, chosen from among the following: **Psychology 6131 3.0: Univariate Analysis I: Analysis of Variance;** **Psychology 6132 3.0: Univariate Analysis II: Regression;** **Psychology 6066 3.0: Critical Methods in/for Psychology** **Psychology 6474 3.0: Introduction to Qualitative Research**

	Psychology 6061 3.0: Historiography of Psychology Any other 3.0 graduate course in research methods approved by the supervisor. d) **One half course** or equivalent chosen from those offered at the 6000 level by the Graduate Program in Psychology (and not used to satisfy the methods requirement) or, with permission of the Area Coordinator and the Graduate Program Director, by another program relevant to historical, theoretical and critical studies of psychology

MA Graduate Degree-level Learning Objectives			
Degree-Level Expectation *This degree is awarded to students who have demonstrated the following:*	**Program Learning Objectives** *By the end of this program, students will be able to:*	**Appropriate Degree Requirement & Assessment** *Listed below are the degree requirements that fulfill the program learning objectives:*	**Comments**
1. Depth and breadth of knowledge			
A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice.	*Demonstrate a basic understanding of the key concepts in their specific area of study, within the 7 Areas. This shall include but not be limited to:* *1) the ability to list, define and/or describe the state of knowledge in the general area of research focus, as well as the current gaps in the knowledge base of that particular field.* *2) demonstrate a detailed understanding of the quantitative and/or qualitative research techniques used in their particular research field (e.g. Anova, Regression analysis).* *3) describe how their own research contribution fits within the larger field of study.* *Students in the Clinical and Clinical-Developmental areas, in addition to the academic skills listed above, will demonstrate a basic understanding of clinical assessment, intervention, diversity issues, and ethics relevant to clinical practice.*	• *Coursework (6 credits in data analysis, at least 3 credits in the History and Theory of Psychology, other elective courses offered in the psychology program and/or specified as required by Area)* • *One research practicum, with mentorship and evaluation from Supervisor, to provide experience with research practices in their area of psychology* • *For clinical students, initial clinical training in-house to provide experiences that will instantiate professional and clinical knowledge and expertise.* • *Thesis proposal* • *Master's thesis and presentation including oral examination of written work* • *Clinical Rounds (Clinical and Clinical-developmental students)*	*Compared to a BA or BSc, knowledge is more specialized and based on original research. More emphasis is placed on the student to synthesize, critique and communicate information from the field rather than merely memorize information. This kind of knowledge may be a stepping stone to a PhD in a related field, but covers less breadth and depth by comparison*

2. Research & scholarship			
A conceptual understanding and methodological competence that: *a) enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;* *b) enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and* *c) enables a treatment of complex issues and judgments based on established principles and techniques; and, on the basis of that competence, has shown at least one of the following: (i)The development and support of a sustained argument in written form; or (ii) originality in the application of knowledge.*	*1) understand and competently execute the process of information gathering from the major literature sources available for their given Area of study* *2) synthesize, interpret, and critically evaluate the current state of knowledge in their particular research field* *3) integrate and describe the main literature themes and or seminal papers published in their specific research field* *4) design, propose, execute, present, and defend a thesis embodying a unique contribution to knowledge* *5) articulate how their thesis work fills a gap within the research field and be able to present the strengths and limitations of this contribution.*	• *Research practicum, with mentorship and evaluation from Supervisor, to provide experience with research practices in their area of psychology* • *Thesis proposal (information gathering and synthesis)* • *Graded coursework*	*The expectation is that a student's thesis has the potential to be published based on their data collection, analysis, and interpretation. If not published, then portions of the work should be considered as an important component of publishable work. Compared to a BA or BSc, the scholarship is more specialized; and based mainly on first hand experiences within a research setting. This work includes an independent review of the relevant literature surrounding their thesis project. Research is the key component of the MA Degree; and will include a "mastering" of a research skill (or achieving a set of skills) necessary for contribution to the field of research. This is similar to the PhD, but more limited in breadth and depth (including the expertise in the number of techniques and analyses used and the scope of the study).*

3. Level of application of knowledge			
Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.	*1) make critical use of scholarly reviews and primary sources to review, present and critically evaluate, either qualitatively or quantitatively, information from within their field of study* *2) demonstrate the capacity to develop new lines of argument and hypothesis testing, make sound judgment on the theories, concepts and methodologies used within their discipline.* *3) demonstrate the ability to use a range of learned techniques (theory integration and critique, qualitative or quantitative analysis, etc.) to initiate new creative areas of knowledge acquisition, research and/or problem solving.*	• *Thesis written work, oral presentation of written work, oral examination/defence* • *Coursework electives* • *Research or applied practicum*	*Compared to a BA or BSc, the Masters student is actively involved in probing and extending the current state of knowledge for their field of study, but not with the same depth and breadth as PhD students. A Masters student is capable of implementing a project from the supervisor's research program, whereas a doctoral student is responsible for the more independent development of a research question and appropriate research methodologies.*
4. Professional capacity/autonomy			
a) The qualities and trans-ferable skills necessary for employment requiring: (i) The exercise of initiative and of personal respon-sibility and accountability; and (ii) Decision-making in complex situations; b) The intellectual independence required for continuing professional development; c) The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d) The ability to appreciate the broader implications of applying knowledge to particular contexts.	*1) use qualities and transferable skills necessary for further study within academia (e.g. to become a PhD candidate or to attend "professional" school) or employment in a health-related field.* *2) demonstrate critical thinking skills and communication skills in a new environment (i.e., workplace, new area of study, another institute or elsewhere).* *3) work independently, as well as cooperatively, within a professional context (e.g. hospital or research or clinical setting)* *4) manage their own learning challenges both within and outside of the discipline of study and select an appropriate program of further study, if desired.* *5) demonstrate behaviour that is consistent with a high level of academic integrity and social responsibility, and professional/clinical ethics.*	• *Thesis proposal (information gathering and synthesis)* • *Thesis written work, oral presentation of written work, oral examination/defence* • *Coursework electives* • *Practicum experiences*	*Compared to a BA or BSc, MA level students will be capable of gathering and synthesizing information with little guidance, and use information to contribute (through independent scholarship and experimentation) to their field of study. Clinical and Clinical-developmental students will be capable of a limited range of clinical assessment and/or intervention activities under the supervision of a registered psychologist.*

5. Level of communication skills			
The ability to communicate ideas, issues and conclusions clearly.	*1) communicate information, arguments, and analyses accurately and reliably to a variety of audiences including discipline experts and the general population.* *2) communicate effectively through a number of ways including orally, visually and in writing to a varied audience.* *3) answer challenging questions about their research contribution effectively and appropriately and have the capacity for discussing the implications of their work to related fields.*	• *Thesis proposal (information gathering and synthesis)* • *Thesis written work, oral presentation of written work, oral examination/defence* • *Seminar presentations in courses* • *Coursework electives* • *Discipline-specific external communication (conferences, poster presentations, abstracts, articles, knowledge mobilization events, etc.)*	*Students in the MA level will achieve a level of written and oral communication that contributes to, and is valued by, other disciplines outside the classroom.*
6. Awareness of limits of knowledge			
Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.	*1) demonstrate an understanding of the limits to their own knowledge, theories, and techniques used within their thesis work (experimental and methodological).* *2) appreciate and be able to articulate the uncertainty and limits to their own knowledge and research contribution and how this might influence the analysis and interpretation of the research of others.*	• *Thesis defence* • *Conference presentations* • *Graduate seminars* • *Reviews of work submitted for publication*	*Students at the MA level will be able to appreciate the complexity and multifaceted nature of their field of research. Students will be aware that there are limitations to all research designs and clinical approaches. Clinical students will begin to develop understanding of the role of clinical psychology among other health care providers.*

PhD Graduate Degree-level Learning Objectives			
Degree-Level Expectation *This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:*	**Program Learning Objectives** *By the end of this program, students will be able to:*	**Appropriate Degree Requirement & Assessment** *Listed below are the degree requirements that fulfill the program learning objectives:*	**Comments**
1. Depth and breadth of knowledge			
A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline.	*1) demonstrate a specialized (expert-level) understanding of the key concepts in their specific dissertation area of study, within one of the 7 Areas.* *2) list, define and/or describe the state of knowledge in the general area of research focus and current gaps in the knowledge base of that particular field.* *3) devise research protocols (experiments or other methodologies) to fill gaps in knowledge.* *4) demonstrate knowledge of the quantitative and/or qualitative research techniques used in the particular field.* *5) develop critical thinking and analytical techniques within their discipline and appreciate and derive interpretations, inferences and application of their work and the work of others.* *6) demonstrate a general understanding of the application of appropriate statistical techniques in relation to their area of research, where appropriate.* *7) modify existing methodologies and/or develop new methodologies to examine their research questions, in collaboration with their supervisor(s).* *8) in addition to the above, students in the*	• *Coursework (6 credits in Quantitative methods, additional credits in core area courses, and program electives)* • *Graduate seminar presentations* • *Minor area paper proposal, execution, and submission (breadth requirement)* • *Dissertation proposal* • *Research work and or research techniques used (Research practicum)* • *Completion of peer-reviewed publications and conference presentations* • *Dissertation presentation and written thesis (oral examination/defence)* • *For Clinical and Clinical Developmental students, experience and expertise in therapy/intervention and assessment techniques (Practica)* • *For Clinical Area students, successful completion of the Clinical Competency exam* • *For Clinical and Clinical Developmental Student, a one-year clinical internship focusing on select therapy/intervention and assessment skills*	*Compared to a Masters degree, the knowledge base in the PhD is broader and deeper within a specialized area with more original research productivity. Compared to the MA, typically, PhD degree involves a more independent, self-directed role in more than one publishable works that contributes meaningfully to the literature in a unique way.* *Clinical and Clinical Developmental students have developed more comprehensive assessment and therapy experience and skills.*

	clinical Areas should evidence competence in the essential knowledge base of the theory and practice of psychological measurement and assessment, have demonstrated competence in the theory, application, practice, and evaluation of psychological assessment and intervention, along with knowledge of ethics and jurisprudence relevant to clinical practice.		
2. Research and scholarship			
a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems *b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and* *c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.*	*1) interpret, synthesize and critique information from the literature presented and published in their specific research field, and use this information to formulate new research to expand this knowledge.* *2) identify an appropriate research question and demonstrate that their dissertation work is novel and fills one or more gaps within the field.* *3) present the strengths and limitations of these contributions, and make unique inferences and propose new interpretations to their work and others.* *4) write effective research proposals (Minor Area Paper, Dissertation, other projects, scholarship applications, grant applications)* *5) submit a dissertation that will be made up of (or form the basis of) publishable works (i.e., a series of experiments or studies or a significant body of research), based on the students' collection, analysis, and interpretation.* *6) submit their manuscripts for peer review to gain experience in the process of manuscript/book/chapter submission.*	• *Coursework electives* • *Practicum experiences* • *Graduate seminar presentations* • *Minor area paper proposal, execution, and submission* • *Dissertation proposal (information gathering and synthesis) and presentation* • *Dissertation written work, oral presentation and examination/defence*	*Compared to the Masters degree, the scholarship and research is more independent in nature, more original, and more productive. Doctoral candidates are expected to develop a number of skills and analytical techniques to be used within their scope of study.*

3. Level of application of knowledge			
The capacity to *a) Undertake pure and/or applied research at an advanced level; and* *b) Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.*	*1) review, critically evaluate and communicate, either qualitatively or quantitatively, information from their field of study* *2) demonstrate the capacity to develop new lines of argument and hypothesis testing, create new ideas and make sound, critical judgment on the theories, concepts and methodologies used within their discipline.* *3) develop and demonstrate expertise in a range of learned techniques (e.g. multivariate data analyses, psychological assessment, psychological intervention, qualitative or quantitative analysis, etc.).*	• *Dissertation proposal (information gathering and synthesis) and Dissertation written work, oral presentation and examination/defence* • *Original and publishable contributions to their field of work* • *Conference and seminar presentations*	*Compared to the Masters student, the PhD candidate is more actively involved in probing and extending the current state of knowledge for their field of study. A doctoral student is responsible for the development of appropriate research questions and the skill set needed to perform the methodologies to be used in their quest for answers.*

4. Professional capacity/autonomy			
a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; *b) The intellectual independence to be academically and professionally engaged and current;* *c) The ethical behaviour consistent with academic and or clinical integrity and the use of appropriate guidelines and procedures for responsible conduct of research and practice;* *d) The ability to evaluate the broader implications of applying knowledge to particular contexts.*	*1) use qualities and transferable skills necessary for advancing their own independent research program (in academia) or other setting or for professional employment in a clinical setting or health-related field.* *2) demonstrate the capacity to work independently as well as cooperatively within a professional context, and develop their capacity to mentor others.* *3) create new ideas and/or improvements on old ideas and techniques and analyses.* *4) demonstrate a professional level of academic and/or clinical integrity and ethical practices, and social responsibility.* *5) act in an appropriate ethical fashion for research conducted in human and/or animal models and follow proper ethics procedures and protocols in experimental or research design and implementation of their studies*	• *Dissertation proposal and Minor Area paper (information gathering and synthesis, writing)* • *Dissertation written work, oral presentation and examination/defence* • *Coursework electives* • *Practicum experiences* • *Graduate seminar presentations* • *Clinical Competency completion (Clinical Area students)* • *satisfactory evaluations from supervisors of in-house training (Clinical & CD Area)* • *satisfactory evaluations from supervisors of external Clinical Practica (Clinical & CD Area)* • *satisfactory evaluations from supervisors of Clinical Internship (Clinical & CD Area)*	*Compared to a Masters student, a PhD candidate will be capable of gathering and synthesizing information with little guidance, and use information to contribute (through independent scholarship and experimentation) to their field of study.* *Clinical and Clinical Developmental doctoral candidates, as compared to MA students, will evidence competence and experience with a wider range of assessment and intervention techniques and greater independence in routine clinical activities (while still under supervision).*

5. Level of communication skills			
The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.	*1) demonstrate the capacity to communicate information, arguments, and analyses accurately and reliably (orally, visually and in written format).* *2) work alongside with, communicate with and train other students, if possible, in their work environment.* *3) demonstrate the capacity to work and communicate effectively within a team setting (i.e. collaboration, network, team projects, etc.).* *4) Clinical and Clinical Developmental students will demonstrate the capacity to communicate effectively with a wide range of clinical clients.*	• *Dissertation proposal and Minor Area paper (information gathering and synthesis, research execution)* • *Dissertation presentation and dissertation written work* • *Peer-reviewed publications and conference presentations* • *Coursework electives* • *Graduate seminar presentations* • *Teaching assistantships* • *Supervision of undergrad thesis/ independent projects, if appropriate and available.* • *Clinical students may co-supervise more junior students, if appropriate and available.*	*Students in the PhD program will achieve a level of communication that contributes to, and is valued by, other disciplines within and outside of their discipline and those in clinical settings.*
6. Awareness of limits of knowledge			
An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.	*1) understand and be able to describe the limits to their own knowledge and techniques used within their dissertation work (i.e. experimental or research approaches) and, if appropriate, their clinical work* *2) acknowledge the uncertainty and limits to their own research/clinical contribution and the work presented by others.* *3) evaluate and plan the "next steps" in their research hypotheses and critically evaluate any limitations in their experimental/research designs* *4) for Clinical and Clinical Developmental students, evaluate and plan the next steps in their clinical interventions and critically evaluate any limitations in their clinical competence and take steps to address these*	• *Oral dissertation defence and dissertation written work* • *Conference presentations* • *Internship and Grand Rounds presentations (Clinical and Clinical Developmental students only)*	*Students at the PhD level will be able to fully appreciate and be able to articulate the complexity and multifaceted nature of their field of research. PhD candidates will be aware that there are limitations to all research designs and approaches and be able to identify the areas of future research focus.* *In addition to the above, Clinical and Clinical Developmental students will be able to fully appreciate the complexity and multifaceted nature of clinical assessment/diagnosis and intervention and be aware of the limitations inherent in these activities.*

New Graduate Course Proposal Form

Faculty of Health

The following information is required for all new course proposals. Provide evidence of consultation, where appropriate. To facilitate the review/approval process, please use the headings below (*and omit the italicized explanations below each heading, replacing the text with the response*). Please submit completed unit-approved forms and required supporting documentation by email to hlthrsch@yorku.ca.

All new course proposals must include a library statement.

1. **Graduate Program:** Psychology

2. **Responsible Unit:** Psychology

3. **Subject Code (Rubric) and Course Number:** GS PSYC 6926

4. **Credit Weight:** 3.00

5. **Campus Location**: Keele Campus

6. **Long Course Title:** Leadership, Communication and Interprofessional Practice for Mental Health Professionals

7. **Short Course Title:** Leadership and Interprofessional Practice

8. **Effective Term/Calendar Year:** Fall 2027

9. **Language of Instruction:** English

10. **Mode of Delivery:** ONLN

11. **Calendar (Short) Course Description:** Develops communication, leadership, and interprofessional collaboration competencies. Students strengthen skills in team

functioning, feedback, conflict management, and role clarification, examining professionalism, power, and cultural humility. Emphasis is placed on evidence-informed practice, experiential learning, and sustainable professional functioning in complex practice environments.

12. **Pre-requisite(s), Co-requisites:** By permission of the department/course director. Students should be enrolled in or have completed a graduate program leading to membership with an Ontario regulatory body authorized to perform the controlled act of psychotherapy (College of Registered Psychotherapists of Ontario (CRPO), College of Psychologists and Behaviour Analysts of Ontario (CPBAO), College of Physicians and Surgeons of Ontario (CPSO), Ontario College of Social Workers and Social Service Workers (OCSWSSW), College of Nurses of Ontario (CNO), College of Occupational Therapists of Ontario (COTO).

13. **Required, Elective:** Elective.

14. **Expanded Course Description:**

Mental health professionals are trained in communication skills for therapeutic relationships with clients, including skills such as empathy, active listening and reading body language. Organizational and interprofessional communication and leadership roles can require a different set of skills and competencies. In this course mental health and potentially, other health professionals develop leadership-oriented competencies and communication skills that support ethical, empowering and effective inter-professional practice, with sensitivity to diversity. The learning includes collaborative principles, member-informed approaches and cultural humility for roles that involve motivating, influencing and inspiring others, as well as assertiveness in group and team leadership. Students will also learn about the interaction of the Professional and Personal self, and how to integrate self-care into a professional development plan towards ethical and sustainable practice.

15. **Course Learning Outcomes:**

(The outcomes are mapped to the CRPO Entry to Practice Competency Profile by number as well as CICH and IPEC competency profiles)

After completing this course, students will be able to:

1. Engage is self-assessment for ongoing professional development with reference to leadership and interprofessional practice frameworks. (CRPO 1.4, 3.4), (IPE 1-4), (CIHC 6 Domains).
2. Create a plan for strategic organizational or practice-based improvement that reflects established practices and measurable and deliverable aims for engagement, persuasion, strategic thinking, implementation and evaluation (CRPO 2.1, 2.2. and 2.3 and 3.6).
3. Demonstrate respectful, autonomy supportive communication for leadership and interprofessional practice, including setting expectations, motivating, giving evaluative feedback, managing conflict and complexity, enhancing group cohesion and decision making (CRPO 2.1, 2.2. and 2.3), (IPEC 1, 3 and 4), (CIHC Domain #2, 4 and 5)
4. Analyze diverse constructions of professionalism in different health related roles and apply cultural humility in inter-professional collaboration to support relationship-focused care (CRPO 1.5, 2.3)., (IPEC 1-4), (CIHC Domain #1 and 3)
5. Address racism and diversity issues in communication and leadership roles with attention to power in relationships (CRPO 1.5), (IPEC 1-4), (CIHC #1, #4 and #5).
6. Maintain adequate self-care, with actionable goals to address potential personal and professional issues related to wellness and functioning (CRPO 1.4), (IPEC 1, VE9).

16. Rationale:

*Graduate program learning outcomes in the **Appendix**.*

This course responds to the growing emphasis in graduate psychology education on competency based, evidence informed, and experiential learning by developing leadership, communication, and interprofessional collaboration skills essential for contemporary psychotherapy practice and in integrated health settings. This is particularly relevant as a response to a call in global health environments to integrate mental health into primary care settings.

Regarding existing Psychology Program Learning Objectives (Appendix), the proposed course primarily advances PLO 4 (Professional Capacity and Autonomy) and PLO 5 (Communication Skills), with significant alignment with PLO 3 (Application of Knowledge) and PLO 6 (Awareness and Limits of Knowledge). It provides supporting contributions to PLO 1 (Depth and Breadth of Knowledge) and PLO 2 (Research and Scholarship) through engagement with leadership and interprofessional practice literature, although it is not a research-focused course. The pattern of alignment is appropriate for a professional master's-level course emphasizing leadership, collaboration, ethical practice, professional identity development, and organizational effectiveness in mental health and healthcare settings.

17. Evaluation:

Assignments are listed in the table.

Assignment	Weight	Aligned CLO(s)
Professional Identity Reflection	10%	CLO 1, 5
Communication Skills Application	15%	CLO 3
Conflict Resolution Analysis	15%	CLO 3, 4, 6
Leadership Case Analysis	20%	CLO 2, 4
Vision of Change Proposal	20%	CLO 2
Equity and Cultural Humility Reflection	10%	CLO 5, 6
Professional Self-Care Plan	10%	CLO 7

18. Integrated Courses:

Not currently being considered for integration.

19. Cross-listed Courses:

None currently though consultations have begun regarding cross-listing with other areas in the FoH).

20. Enrolment Notes:

Enrollment is expected to be up to 25 students comprised of students enrolled in a graduate program. It may be of interest to other health professional programs,

particularly for those that may work collaboratively with mental health practitioners in the field. It may be of interest to graduate students in Health-related graduate programs such as Schulich's MHIA which focuses on health industry administration or to graduate students in the School of Health Policy and Management. External applicants who completed a professional health-related graduate degree may qualify as visiting students to take this course.

21. Frequency of Offering: This course will be offered each year.

22. Faculty Resources:

The course would be taught by a faculty member in Psychology with expertise in supervisory and managerial roles, ideally within interprofessional settings. Examples include Michaela Hynie whose teaching and research focus on community-based research, health psychology, and collaboration with community organizations would be relevant. John D. Eastwood's extensive experience in academic leadership, administration, governance, and communication across diverse community partnerships is a fit. Also, Shirley Katz (CLA) has experience teaching in Psychology emphasizing evidence based facilitative interpersonal communication and group processes training and also has experience in communication across diverse community partnerships. She designed the contents of this course and would ideally teach it.

Health faculty outside of Psychology with overlapping backgrounds may also be considered. Faculty with relevant experience include Dr. Liane Ginsburg in the School of Health Policy and Management, who has expressed interest, and Lynda van Dreumel, Ph.D., O.T. Reg (Ont), Associate Professor (Teaching Stream) and Distinguished Fellow in Learning and Teaching Excellence in the School of Health Policy and Management, who has taught similar undergraduate courses at York and has expressed willingness to contribute, though she is currently on sabbatical. Dr. Leeat Granek, Associate Professor in the Faculty of Health with appointments in the School of Health Policy and Management and affiliation with Psychology, also designs and teaches courses that explicitly engage interprofessional healthcare contexts, with a focus on communication and interprofessional teams. Dr. Jake Tran, Adjunct Professor in the School of Health Policy and Management, brings extensive experience in interprofessional healthcare delivery and leadership as a Registered Respiratory Therapist and as CEO of a complex continuing care hospital (Toronto Grace Health Centre). As this course aligns with applied aspects of the

entry-to-practice competency profile of the College of Registered Psychotherapists of Ontario, it may be taught by contracted faculty who have designed this and other courses in the proposed program, including Dr. Shirley Katz, Registered Psychotherapist, whose doctoral training in learning-centred, reflective program development, combined with supervisory and regulatory practice experience, positions her well to teach psychotherapy-specific interprofessional practice. Core faculty who may teach this course will be expected to demonstrate familiarity with relevant interprofessional contexts, recognizing that they must be prepared for interprofessional collaboration and assume leadership roles within integrated service settings.

23. Experiential Education Strategies:

This course was designed by Dr. Shirley Katz (CLA) who completed doctoral level education in constructivist program development: which is typically learning centred, iterative, reflective, contextual and collaborative, a model aligned with experiential learning. Dr. Katz completed a course experiential learning through the York University Teaching Commons and consulted on a similar course designed for psychotherapy skills training with a previous experiential education liaison to the psychology department.

The course meets York University's criteria for classroom focused experiential education by providing structured, instructor-facilitated learning experiences that require students to apply leadership theory, professional frameworks, and regulatory standards within simulated professional contexts. Experiential elements include the use of case-based scenarios, applied analysis of interprofessional team dynamics, structured reflections on leadership, collaboration, and decision-making in complex systems. These activities are explicitly aligned with course learning outcomes and are assessed in assignments, supporting the development of professional judgment, interprofessional competence, and leadership capacity.

The course does not model specific Indigenous content nor foster direct community partnerships. However, it indirectly engages Indigenous perspectives by integrating cultural humility and awareness of power and context into leadership and interprofessional practice, supporting students' ability to collaborate effectively within diverse and Indigenous service contexts. The reading includes Canadian scholarship in

Indigenous approaches to health and wellness communication, leadership and interprofessional collaboration which model relational, community engaged and culturally grounded approaches. The reading selection was further enhanced following consultation with the York University Department of Indigenous Initiatives.

With regards to additional consultation: the course proposal received review and feedback from Adrienne Perry, Ph.D., C.Psych., RBA (Ont.), BCBA-D, Professor and Graduate Program Director in the Psychology Graduate Program, and Karin Page-Cutrara, PhD, RN, CCNE, CCSNE, FCNEI, Vice Dean, Learning, Teaching and Academic Programs for the Faculty of Health and Associate Professor, Teaching Stream in the School of Nursing. Also discussed with Liane Ginsburg in Healthcare Management, Associate Chair, School of Health Policy and Management and Lynda van Dreumel, Ph.D., O.T. Reg (Ont), Associate Professor (Teaching Stream) and Distinguished Fellow in Learning and Teaching Excellence in the School of Health Policy and Management who expressed enthusiasm about future collaborations and identified those who may be suitable to teach this course.

24. Physical Resources:
A laptop with internet access is required.

25. Bibliography and Library Statement: Provided.

Required Text:

Barrett, D. (2014). Leadership communication (4th ed.). McGraw Hill.

Locke, E. A., & Pearce, C. L. (2023). Principles of organizational behavior: The handbook of evidence-based management (3rd ed.). Wiley.

Arthur, N., & Russell-Mayhew, S. (2010). *Preparing counsellors for interprofessional collaboration through supervision and lateral mentoring.* Canadian Journal of Counselling, 44(3), 258–271.

Deng, C., Gulseren, D., Isola, C., Grocutt, K., & Turner, N. (2023). *Transformational leadership effectiveness: An evidence-based primer.* Human Resource Development International, 26(5), 627–641. https://doi.org/10.1080/13678868.2022.2135938

Canadian Interprofessional Health Collaborative. (2024). CIHC competency framework for advancing collaboration 2024. www.cihc-cpis.com

Keshtkar, L., Madigan, C. D., Ward, A., Ahmed, S., Tanna, V., Rahman, I., Bostock, J., Nockels, K., Wang, W., Gillies, C. L., & Howick, J. (2024). *The effect of practitioner empathy on patient satisfaction: A systematic review of randomized trials.* Annals of Internal Medicine, 177(2), 196–209. https://doi.org/10.7326/M23-2168

Hamby, C., Smock, C. R., & Wallace, R. (2026). *A new paradigm: Culturally competent leadership for Indigenous health care.* Leadership in Health Services, 39(1), 1–25. https://doi.org/10.1108/LHS-02-2025-0037

Interprofessional Education Collaborative. (2023). IPEC core competencies for interprofessional collaborative practice: Version 3. Washington, DC.

Nancarrow, S. A., Booth, A., Ariss, S., et al. (2013). *Ten principles of good interdisciplinary teamwork*. Human Resources for Health, 11.

Orlinsky, D., & Rønnestad, M. H. (2010). *How psychotherapists develop: A study of therapeutic work and professional growth*. Psychodynamic Practice, 16.

Additional readings

Aylott, L. M. E., Tiffin, P. A., Saad, M., Llewellyn, A. R., & Finn, G. M. (2018). *Defining professionalism for mental health services: A rapid systematic review.* Journal of Mental Health, 28(5), 546–565. https://doi.org/10.1080/09638237.2018.1521933

Beinecke, R. H. (2007)**.** *Leadership training programs and competencies for mental health, substance use, health, and public administration in eight countries.* Administration and Policy in Mental Health and Mental Health Services Research, 36(5), 399–407. https://doi.org/10.1007/s10488-009-0216-3

Corso, M., DeSouza, A., Brunton, G., Yu, H., Cancelliere, C., Mior, S., Taylor-Vaisey, A., MacLeod-Beaver, K., & Côté, P. (2021). *Integrating Indigenous healing practices within collaborative care models in primary healthcare in Canada: A rapid scoping review.* BMJ Open, 12(6), e059323. https://doi.org/10.1136/bmjopen-2021-059323

Gallagher, J. (2019). *Indigenous approaches to health and wellness leadership: A BC First Nations perspective.* Healthcare Management Forum, 32(1), 5–10. https://doi.org/10.1177/0840470418788090

Holten, A.-L., & Brenner, S. O. (2015). *Leadership style and the process of organizational change*. Leadership & Organization Development Journal, 36(1), 2–16. https://doi.org/10.1108/LODJ-11-2012-0155

Jiang, X., Topps, A. K., & Suzuki, R. (2020). *A systematic review of self-care measures for professionals and trainees.* Training and Education in Professional Psychology, 14(4), 282–291. https://doi.org/10.1037/tep0000307

Leventhal, G., Stamm, K. E., Washburn, J. J., et al. (2021). *Patterns of psychologists' interprofessional collaboration across clinical practice settings*. Journal of Clinical Psychology in Medical Settings, 28, 844–867. https://doi.org/10.1007/s10880-021-09802-3

Mental Health Commission of Canada. (n.d.). First Nations, Inuit and Métis mental health. https://mentalhealthcommission.ca/what-we-do/first-nations-inuit-and-metis/ [ipecollaborative.org]

Public Health Agency of Canada. (2023). *Principles for engaging with First Nations, Inuit and Métis peoples*. https://www.canada.ca/en/health-canada/services/publications/health-system-services/chief-public-health-officer-health-professional-forum-principles-engaging-first-nations-inuit-metis.html

Suter, E. (2009). *Role understanding and effective communication as core competencies for collaborative practice*. Journal of Interprofessional Care, 23, 41–51.

Proponent Name/Email Contact: Shirley Katz, Ph.D., RP shkatz@yorku.ca or johneast@yorku.ca

Appendix:

Psychology Program Learning Objectives:

1. Depth and breadth of knowledge

Demonstrate a basic understanding of the key concepts in their specific area of study, within the 7 Areas. This shall include but not be limited to:

1) the ability to list, define and/or describe the state of knowledge in the general area of research focus, as well as the current gaps in the knowledge base of that particular field.

2) demonstrate a detailed understanding of the quantitative and/or qualitative research techniques used in their particular research field (e.g. Anova, Regression analysis).

3) describe how their own research contribution fits within the larger field of study.

2. Research & scholarship

1) understand and competently execute the process of information gathering from the major literature sources available for their given Area of study

2) synthesize, interpret, and critically evaluate the current state of knowledge in their particular research field

3) integrate and describe the main literature themes and or seminal papers published in their specific research field

4) design, propose, execute, present, and defend a thesis embodying a unique contribution to knowledge

5) articulate how their thesis work fills a gap within the research field and be able to present the strengths and limitations of this contribution.

3. Level of application of knowledge

1) make critical use of scholarly reviews and primary sources to review, present and critically evaluate, either qualitatively or quantitatively, information from within their field of study

2) demonstrate the capacity to develop new lines of argument and hypothesis testing, make sound judgment on the theories, concepts and methodologies used within their discipline.

3) demonstrate the ability to use a range of learned techniques (theory integration and critique, qualitative or quantitative analysis, etc.) to initiate new creative areas of knowledge acquisition, research and/or problem solving.

4. Professional capacity/autonomy

1) use qualities and transferable skills necessary for further study within academia (e.g. to become a PhD candidate or to attend “professional” school) or employment in a health-related field.

2) demonstrate critical thinking skills and communication skills in a new environment (i.e., workplace, new area of study, another institute or elsewhere).
3) work independently, as well as cooperatively, within a professional context (e.g. hospital or research or clinical setting)
4) manage their own learning challenges both within and outside of the discipline of study and select an appropriate program of further study, if desired.
5) demonstrate behaviour that is consistent with a high level of academic integrity and social responsibility, and professional/clinical ethics.

5. Level of Communication Skills

1) communicate information, arguments, and analyses accurately and reliably to a variety of audiences including discipline experts and the general population.
2) communicate effectively through a number of ways including orally, visually and in writing to a varied audience.
3) answer challenging questions about their research contribution effectively and appropriately and have the capacity for discussing the implications of their work to related fields.

6. Awareness and limits of knowledge

1) demonstrate an understanding of the limits to their own knowledge, theories, and techniques used within their thesis work (experimental and methodological).
2) appreciate and be able to articulate the uncertainty and limits to their own knowledge and research contribution and how this might influence the analysis and interpretation of the research of others.

Memorandum

To: **Shirley Katz, Department of Psychology**

From: Kalina Grewal, Teaching & Learning Librarian
Student Learning and Academic Success Department

Date: April 24, 2026

Subject: Library Statement for **Leadership, Communication, and Interprofessional Practice for Psychotherapy**

Summary

York University Libraries (YUL) is well positioned to support the proposed graduate course **Leadership, Communication, and Interprofessional Practice for Psychotherapy.** This statement highlights offerings related to the major themes of the course.

Collections

The Libraries' collections echo the curricular and research priorities of students and faculty. Care is given to select materials that reflect new courses taught at York, as well as research and publishing trends. Library personnel review reading lists supplied for proposed courses to address any potential gaps. Tailored purchasing profiles ensure new materials are regularly acquired on best practices in professional psychotherapeutic settings. The course readings are available in the libraries. One note – the libraries have the 5th (2016) and 4th (2011) editions of textbook *Ethics in Psychotherapy*, not the 3rd. Additional articles and books on autoethnography, leadership in diverse care teams, working in / with organizations, power dynamics in relationships and organizations, effective communication with clients and professionals and other related themes are available through Omni.

The Omni single-search interface provides students with access to a wide range of materials, including books, book chapters, articles, dissertations, streaming media, etc for their assignments. The A-Z list on the Libraries' website provides a complete register of electronic offerings. Databases of particular interest to this course are ***PsycInfo***, ***PsycNet,*** ***Social Services Abstracts, Sociological Abstracts,*** and ***Web of Science***.

Services

Library Instruction
Librarians and archivists help students build research skills and digital fluencies through workshops, online research guides, and individual research assistance. Instructors can arrange a research skills workshop (or seminar) geared to a specific assignment, course, or competency.

Research Guides of Interest

- Psychology
- Psychological Tests

Research Help
Online research assistance is available in both English and French via chat and email. In addition, students and faculty can book one-hour research consultations with a specialist librarian.

Accessibility Services
Library Accessibility Services (LAS) provides alternative content formats, as well as adaptive technologies and spaces. With a referral, York University faculty and students can request transcription services or reserve an accessibility lab workstation.

Open Access Publishing
Library personnel can assist with locating Open Access alternatives to keep students' book purchasing cost down. Furthermore, the Libraries' Open Scholarship department offers support to researchers on digital publishing, open repositories, and Creative Commons licensing.