

YORK UNIVERSITY

Final Assessment Report – Executive Summary

SCHOOL OF KINESIOLOGY AND HEALTH SCIENCE

Faculty of Health

Undergraduate Programs (BA, BSc)
Certificate in Fitness Assessment and
Exercise Counselling
Certificate in Athletic Therapy
Graduate Programs (MA, MSc, MFSc, PhD)

Cyclical Program Review – 2011 to 2019

This Final Assessment Report (FAR) provides a synthesis of the cyclical review of the programs listed below.

Program(s) Reviewed:

BA

BSc

Certificate in Fitness Assessment & Exercise Counselling

Certificate in Athletic Therapy

MA

MSc

MFSc

PhD

Reviewers appointed by the Vice-Provost Academic:

Dr. Penny Werthner, Professor and Dean, Faculty of Kinesiology,
University of Calgary

Dr. Douglas Brown, Professor and Dean, Faculty of Kinesiology and Recreation
Management, University of Manitoba

Dr. Norma Sue Fisher-Stitt, Professor, Department of Dance, School of Arts,
Performance and Design, York University

Cyclical Program Review Key Milestones:

Cyclical Program Review launch: September 19, 2019

Self-study submitted to Vice-Provost Academic: March 18, 2021

Date of the Site Visit: April 26-28, 2021

Review Report received: June 3, 2021

Program Response received: September 27, 2021

Dean's Response received: July 7, 2022

Implementation Plan and FAR confirmed by Joint Sub-Committee on Quality Assurance,
September 2022.

Submitted by Alice Pitt, Acting Vice-Provost Academic, York University



This review was conducted under the York University Quality Assurance Protocol,
August 2013.

SITE VISIT: April 26-28, 2021

The visit was organized around a set of virtual interviews with multiple stakeholder groups that included:

- Vice-Provost Academic Lyndon Martin
- AVP/ Dean of Graduate Studies Thomas Loebel
- Dean of the Faculty of Health Paul McDonald
- Associate Dean Learning & Teaching Susan Murtha, Interim Associate Dean Research Michael Rotondi, and Associate Dean Students Judith MacDonnell
- Associate Dean, Research and Open Scholarship Jack Leong, and Director, Content Development and Analysis Patti Ryan (York University Libraries)
- Chair of the School of Kinesiology & Health Science Angelo Belcastro
- Graduate Program Director Chris Ardern
- Undergraduate Program Director Michael Connor
- Full-time and contract faculty members
- Students (graduate and undergraduate)
- Staff

Due to the ongoing pandemic, the visit was conducted entirely remotely, via Zoom. As a result, the reviewers were unable to tour the teaching, research and office spaces in person. However, the School provided two short videos that offered tours and information on the undergraduate physiology and anatomy labs.

OUTCOME:

The Joint Sub-Committee on Quality Assurance received the Program and Decanal responses to the recommendations and has approved an implementation plan.

A report on the progress of the initiatives undertaken in response to recommendations in general and as specified in the implementation plan will be provided in the Follow-up Report which will be due 18 months after the review of this report by the York University Joint Sub-Committee on Quality Assurance (in February 2024).

The next Cyclical Program Review will begin in the Fall of 2027 with a site visit expected in the Fall of 2028 or Winter of 2029.

PROGRAM DESCRIPTION AND STRENGTHS:

As noted in the Self-Study, the School of Kinesiology and Health Science's (SKHS) undergraduate program is the largest of its kind in Canada and offers one of the most diversified programs in North America. The core courses provide students with a bioscience, behavioural science and social science foundation in kinesiology and health science. The program is known for its excellence in teaching, extensive experiential education elements embedded within the curriculum, and the breadth of depth of elective course offerings to facilitate the academic interests and career aspirations of

students. Its vision is to be the leading academic centre for knowledge creation, integration and dissemination about physical activity and its importance for human health, health science and society.

The reviewers also note that York is quite unique in its commitment to delivering mandatory physical activity courses in Kinesiology and Health Science as many kinesiology programs have moved away from a required physical activity component in their curriculum. Students must complete 8 physical activity courses in total and one course from each of the six practicum areas which span aquatics, individual and team sports, dance, track and field and emergency care. Students, faculty and staff reflected positively on this unique program component.

The Graduate Program is defined by four streams and four degrees: 1. MSc, 2. MA, 3. Master of Fitness Science (MFSc) and 4. PhD. At the graduate level, the Master of Science (MSc) / Master of Arts (MA) programs offer opportunities for advanced research, in areas such as psychology, health and fitness, epidemiology, biomechanics, neuroscience, physiology, nutrition and immunology. The Master of Fitness (MFSc) degree (non-thesis) involves coursework and an extensive practical experience to prepare students for a variety of professional careers including health promotion, sport and occupational fitness applications and exercise management for persons with chronic diseases or disabilities. It is a full-time program that runs for 16 consecutive months during which students must also author a fitness-based article for a peer-reviewed professional publication. Completing the MFSc satisfies the requirements to receive designations such as the Health and Fitness Federation of Canada - Certified Exercise Physiologist and enables students to apply for the Ontario College of Kinesiology registration. The Doctor of Philosophy (PhD) degree is research-intensive and offers opportunities for specialized research in areas such as psychology, health and fitness, epidemiology, biomechanics, neuroscience, physiology, nutrition, and immunology. The reviewers note that the Self-study documents, and the interviews during the site visit, suggest that the graduate programs are effective and that few faculty or students have significant concerns about the program requirements or the nature and suitability of the research component of the degree.

Recent rankings indicate that the School is continually viewed among the top 3 in the country in both teaching and research, and in the top 25 in the world. Communications with community partners suggest that they view York Kinesiology and Health Science graduates as among the most desirable and well-rounded students they employ. The reviewers note that the general objectives of the School's programs are well documented, and the self-studies illustrate how these areas align with York University's six strategic directions outlined in the 2020-2025 York University Academic Plan. They also note that the program curriculum and structures are generally sound and support the achievement of the program learning outcomes.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Sub-Committee at its meeting in September 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline
	Recommendation 1: Formal Curriculum Review (Undergraduate)			
1.a.	Through the proposed curriculum review, review how all the courses and program learning outcomes are mapping with a progression from introductory to development to mastery learning.	<ul style="list-style-type: none"> Implement and monitor the curricular action plan. Given size of the 4th year cohort, consider creating a list of possible capstone courses for students to satisfy their degree requirements (e.g., thesis, C4, KINE-specific capstone). Conduct exit surveys of students completing 4000-level courses to gain feedback before the next CPR to determine if all 4000-level courses emphasize and evaluate mastery. 	Undergraduate Program Director, School Chair, Dean	Curricular action plan completed by Fall 2023; Exit survey completed by Fall 2026
1.b.	Through the proposed curriculum review, ensure a balance of science-based and sociocultural-based core courses throughout the four years of the program.	Develop the capstone course in the sociocultural discipline.	Undergraduate Program Director, School Chair, Dean	Course developed and approved by Spring 2024
1.c.	Through the curriculum review process, increase experiential education (EE) opportunities that move beyond classroom	Explore growing EE community-based opportunities in lower-year courses and grow opportunities for students to engage in high-impact	Undergraduate Program Director, Educational Developer/Curricul	Ongoing

	focused EE in selected first and second year courses to offering community placements and internships in third and fourth year as well as at the graduate level.	practices through research or pan-faculty cross-campus capstone courses (C4), and/or by creating IPAL elective courses.	ar Design Specialist, Experiential Education Coordinator, Associate Dean, School Chair, Dean	
1.d.	Through the curriculum review, consider introducing a fourth-year experience that might involve a capstone experience, a mandatory enhanced honours thesis program, community placements, etc.	In addition to 1c, explore option of creating a joint university /community advisory group to inform creation of capstone opportunities.	Undergraduate Program Director, School Chair, Dean	18 months Appropriate curriculum developed by Spring 2024
1.e.	Through the curriculum review, consider creating additional certificates and/or micro credentials in areas of strength in the faculty.	<ul style="list-style-type: none"> Seek ideas from faculty members in terms of interest in establishing other certificates in the program and determine willingness to champion creation of different certificates. Consult with the continuing education division (HLLN) to see how micro-credentials and badges may be suitable for clusters of courses/competencies/skills in Kinesiology. 	Undergraduate Program Director, Director of Health, Leadership, Learning Network (HLLN), Graduate Program Director, School Chair, Dean	12 months Ongoing
1.f.	Through the curriculum review, re-examine how feedback is provided to students during courses to ensure a clear	<ul style="list-style-type: none"> Explore options for engaging in reflective and integrative learning in upper-level courses. 	School Chair, consultation with Undergraduate Program Director,	Process Developed for Implementation by

	connection is established between what is taught in the classroom and greater societal issues.	<ul style="list-style-type: none"> Ensure feedback and measurement of student knowledge and skills is aligned with learning outcomes. 	Educational/Curricular Development Specialist.	academic year 2023
	Recommendation 1: Formal Curriculum Review (Graduate)			
1.g.	Through the curriculum review, examine the current methodology course(s) to ensure that the needs of all graduate students are being met.	Undertake a curriculum review of methodology courses.	Graduate Executive Committee, Graduate Council, School Chair, Graduate Program Director	Complete review by Fall 2023
1.h.	Re-examine the purpose of the graduate seminar and create a number of discipline-specific seminars to ensure a greater depth of discussion and learning.	<ul style="list-style-type: none"> Work with the Faculty of Health Educational Developer/Curricular Development Specialist to create a knowledge translation webinar/workshop. Remind grad students of the importance of the graduate seminars and ask attendees to fill in a short survey at the end of each seminar about the value, purpose, learnings, feedback, etc. Determine the feasibility and interest in developing and offering an interdisciplinary team-based course. 	School Chair, Graduate Program Director, educational developer/curricular development specialist	<p>Create webinar/workshop: 12 months</p> <p>Determine feasibility for team-based course by Fall 2023</p>

1.i.	Where possible, encourage interdisciplinary student research.	Hold discussions in the graduate seminars about the benefits of interdisciplinary research and develop an interdisciplinary team-based course.	School Chair, Graduate Program Director	Ongoing
1.j.	Provide greater clarification for the benefit of both undergraduate and graduate students of the differences between the Master of Fitness Science (MFSc) and the undergraduate Fitness Assessment and Exercise Counselling certificate.	<ul style="list-style-type: none"> Communicate the differences underlying the UG and MFSc opportunities to students through School- and Faculty-based media/social media formats, as well as through the UG and GR offices. Add a response to the FAQs web page for the undergraduate certificate regarding the differences as well as answering the question of why students may want to take either one, or both. 	School Chair, Graduate Program Director, Fitness Certificate Coordinator	Implement by Spring 2023
Recommendation 2: Enrolment Management Strategy and Student Support				
2.a.	In the context of a thorough curriculum review, re-examine the potential pathway to, and advantages of, a 90-credit degree.	Identify a solution for those students who do not maintain the honours standing in the program (such as a 90-credit off-ramp degree only available to students who started in SKHS.)	Associate Dean of Learning, Teaching, Academic programs, Associate Dean of Students, Educational Developer/Curricular Design Specialist, School Chair, consultation with	<p>This recommendation is a priority.</p> <p>Develop NOI: 8-12 months</p> <p>Develop Proposal: for Faculty Council approval Fall 2024</p>

			Undergraduate Program Director, Dean	
2.b.	Examine laboratory space both for undergraduate teaching and research, and faculty and graduate research.	Continue to advocate for space (e.g., Vaughn Healthcare Precinct, advancement opportunities) and set aside funds if enrollment targets are met/exceeded to add to the capital reserve to be able to finance future space.	Dean, consultation with School Chair	Ongoing – with specific projects ready for Winter 2023 and Winter 2025
2.c.	Re-evaluate prerequisites for various courses, and if confirmed, adhere to them.	<ul style="list-style-type: none"> • All courses with prerequisites should communicate in their outlines and E-Class sites what the prerequisites (or knowledge and skills) are and inform students what they need to do if they don't have the prerequisites. • Check with the other undergraduate programs to see how they manage and implement their prerequisite rules. • Create online learning modules that cover the developmental knowledge/skills/competencies for students to review instead of having to take a separate stand-alone prerequisite course. 	School Chair, consultation with Undergraduate Program Director, Educational Developer/Curricular Design Specialist, Dean	<p>Ensure all courses communicate pre-requisites in course outlines and on E-class sites: Fall 2022</p> <p>Create online learning modules: 24 months</p>
2.d.	Further examine the issues of retention and transfer students.	<p>Continue to monitor, evaluate and address retention issues.</p> <ul style="list-style-type: none"> • Implement plan to reconfigure the first-year course 	Dean, consultation with School Chair and UPD	Implement plan to reconfigure first-year course

		<p>requirements differently to allow for scaffolded learning that might facilitate progress through the program.</p> <ul style="list-style-type: none"> • Consider adding curricular-based transition pedagogy to build essential academic capability skills within at least one first-year course. • Work with the College student success programs to utilize peer mentors, course representatives, etc. 		<p>requirements: 18 months</p> <p>Build academic transition skills into first-year course: 18 months</p> <p>Work with College student success programs: ongoing</p>
2.e.	Increase summer options to facilitate progress and improve times to completion.	<ul style="list-style-type: none"> • Determine if there are any other undergraduate courses where there is consistent unmet demand and consider offering an extra section of the course in the summer term. • Consider creating a 90-credit exit degree to offer students an opportunity to graduate out after 90 credits. • For the graduate program, determine if any changes can be made to improve time to completion, review course requirements for alignment with program level objects, review processes for comprehensive exams and dissertation proposals, and provide clear expectations about timelines for 	School Chair, consultation with Undergraduate Program Director, Graduate Program Director, Dean	<p>Determine which courses to offer: 12 months</p> <p>See timeline in 2a re solution for students who do not maintain honours standing in the program.</p> <p>Review graduate program data and determine necessary changes: 12 months.</p>

		degree related milestones.		Submit NOI if applicable: 18 months.
2.f.	Require that all graduate students apply for external grants.	Offer workshops or webinars to interested students.	Graduate Program Director, consultation with Graduate Executive Committee	12 months
2.g.	Given the number of new young faculty members, consider an increase in the ratio of graduate students to supervisor.	Advocate for increased PhD student targets.	Dean, consultation with School Chair and Graduate Program Director, FGS	Ongoing