



Dean's/Principal's Follow-Up Report (FUR) for Cyclical Program Review
For submission to the Joint Sub Committee on Quality Assurance

Submit report to yugap@yorku.ca by: **February 29, 2024**

Program	School of Kinesiology and Health Science undergraduate and graduate programs: Kinesiology undergraduate and graduate programs Certificate in Fitness Assessment and Exercise Counselling Certificate in Athletic Therapy
Program options (example, BA, MA, PhD)	BA, BSc, MA, MSc, MFSc, PhD, Certificate
Faculty and Home Academic Unit	Faculty of Health
Year of Previous Cyclical Review and Date of Final Assessment Report (FAR)	Site Visit: April 26-28, 2021 FAR Date: September 2022 Follow-up Report Due Date: February 29, 2024
Launch of next Cyclical Program Review	Fall Launch: 2027 Site Visit: Fall of 2028 or Winter of 2029

This Follow-Up Report is the culminating step in the Cyclical Program Review process and is to be completed by the Dean/Principal. The Follow-up Report is reviewed by the Joint Subcommittee on Quality Assurance before being transmitted to the parent committees, ASCP and APPRC, as well as the relevant Faculty Councils.

- Please provide an update in the chart below on the recommendations in the Implementation Plan outlined in the Final Assessment Report. Comments should be a brief summary of the progress made or challenges encountered. If an action item has not been implemented, please use the Outcomes and Observations column to**

provide a rationale and, as appropriate, describe any action that has been taken to address the related recommendation.

IMPLEMENTATION PLAN

The chart below lays out the implementation plan approved by the Joint Subcommittee at its meeting September 2022.

	Recommendation	Action	Responsible for Follow-up	Timeline	Outcomes and Observations (comment on challenges or success)
	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 	Undergraduate Program Director, School Chair, Dean	Curricular action plan completed by Fall 2023; Exit survey completed by Fall 2026	<p>Curricular action plan was completed in Fall 2023; includes timelines for issues addressed in CPR, including but not limited to: implementation of new core EE courses (IPAL), improved streaming of sociocultural courses (core and elective); development of capstone opportunities.</p> <p>Exit survey to be completed by Fall 2026</p>

		emphasize and evaluate mastery.			
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	<p>This recommendation is multi-layered. Currently, KHS has 7 areas of specialization, one of these being sociocultural and policy perspectives. Currently, our core courses include 6 credits in this topic area (of 42; ~17%). Initial discussions within the School focusing on curricular reorganization include breaking our first year offerings into two 3-credit courses, thus offering sociocultural credits in both Year 1 and 2 to better distribute content. Developing an in-depth mastery level 4th year capstone course in the sociocultural disciplines will allow for in-depth learning without growing the number of core course credits. An elective course of this nature is moving through approvals in Winter/Spring 2024.</p> <p>The School created a DEDI Standing Committee (2022) and a DEDI Coalition (2022) to support long-term commitment to create and maintain an equitable, diverse, and inclusive community where students, faculty, and staff feel welcome and valued. One of the goals of the committee is to amplify and put into action opportunities to learn about strategies that promote DEDI within</p>

					KHS. Though DEDI is not exclusively the domain of sociocultural courses or content, it is anticipated that by incorporating discussion about DEDI into the regular practices of the School and its activities, DEDI will become part of the School's culture and possibly program.
1.c.	Through the curriculum review process, increase experiential education (EE) opportunities that move beyond classroom 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.	Explore growing EE community-based opportunities in lower-year courses and grow opportunities for students to engage in high-impact practices through research or pan-faculty cross-campus capstone courses (C4), and/or by creating IPAL elective courses.	Undergraduate Program Director, Educational Developer/Curricular Design Specialist, Experiential Education Coordinator, Associate Dean, School Chair, Dean	Ongoing	<p>KHS is committed to supporting the pan-Faculty C4 course by assigning a KHS instructor for approx. three years.</p> <p>EE has been introduced in an adapted physical activity undergraduate course.</p> <p>Appropriate curriculum has been developed (Spring 2024).</p>
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	<p>Appropriate curriculum has been developed (Spring 2024).</p> <p>KHS faculty are involved in supporting the university C4 program through regular meetings, creating a 3.0 credit version of the C4 course, and committing teaching supports.</p>
1.e.	Through the curriculum review, consider creating additional certificates	<ul style="list-style-type: none"> Seek ideas from faculty members in terms of interest in 	Undergraduate Program Director, Graduate	12 months	A Notice of Intent is currently being developed for a Graduate Diploma in Muscle Health and Exercise which will

	and/or micro credentials in areas of strength in the faculty.	establishing other certificates in the program and determine willingness to champion creation of different certificates.	Program Director, School Chair, Dean		provide credentialing for students affiliated with the Muscle Health Research Centre. Proposal Development in progress for Certificate in Social Justice and Community Engagement.
1.f.	Through the curriculum review, re-examine how feedback is provided to students during courses to ensure a clear connection is established between what is taught in the classroom and greater societal issues.	<ul style="list-style-type: none"> Explore options for engaging in reflective and integrative learning in upper-level courses. Ensure feedback and measurement of student knowledge and skills is aligned with learning outcomes. 	School Chair, consultation with Undergraduate Program Director, Educational/Curricular Development Specialist.	Process Developed for Implementation by academic year 2023	Process was developed for implementation in 2023. Briefly, CUS committee, UPD, Chair and course directors working closely to examine feedback mechanisms and revise where appropriate; some examples include but are not limited to; improved scaffolding (sociocultural courses as well as other streams), increased opportunities for reflection in core and elective courses (with strong training in reflection in new core IPAL courses).
	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	Ongoing, survey completed	Grad Exec provided input on a survey of needs for methodology/analysis course across all streams. Results have been summarized and will be presented to Grad Exec for action. Two things will be discussed: <ol style="list-style-type: none"> The addition of a qualitative methods course as a third option to the required statistics course Each stream will be encouraged to consider their own broad methodology

					course(s). It was noted that this already exists in some streams.
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	Ongoing, proposal underway to incorporate changes to seminar to promote interdisciplinarity and a KT component	Grad Exec decided to put forth a proposal for a change in the way the Seminar is run, with 2 faculty members as co-course directors to further develop learning outcomes, scaffolding, a KT approach and interdisciplinary workshops. Evaluation is ongoing.
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	Ongoing, and will be addressed at least partially by 1h above.

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	The descriptions on the websites have been clarified, as have the differences between the 2 programs.
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,	This recommendation is a priority.	This recommendation was a priority. A 90 credit program was approved by Faculty Council in Fall 2023 and Senate in January 2024. Implementation will begin in May 2024 for eligible students.

			School Chair, consultation with Undergraduate Program Director, Dean	Develop NOI: 8-12 months Develop Proposal: for Faculty Council approval Fall 2024	
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	<p>Ongoing – with specific projects:</p> <p>SHS renovation (existing 2nd floor) for the biomechanics and motor control joint/shared laboratories for new hires. Lab activities to be integrated with student enrolment/retention (new UG 90 credit program), curricular innovation (IPAL theme), and capstone courses (aging and motor control).</p> <p>SHS extension (KIN Clinic) to support applied/clinical work related to concussions, mobility/movement skills (balance/trips/fal These spaces will support new professional graduate programs (OT, PT, AT) with a focus on aging populations, rehabilitation sciences and health promotion interventions.</p> <p>HNES (Ground floor) – Applied Human Nutrition and Exercise Physiology Centre. To support the development of a nutrition-based credential (TBD), expanding UG</p>

					<p>fitness certification program, and the enrolment increases on Masters of Fitness Science.</p> <p>Farquharson Building (west wing) – wet lab space expansion (people and equipment) for MHRC in support of major research support (aging; exercise immunology)</p>
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 	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>	<p>Ensured all courses communicate pre-requisites in course outlines and on E-class sites: Fall 2022</p> <p>Introductory KINE courses are currently being revised to enable reinforcement of, and easier understanding of pre-requisites (i.e., 6.0 credit courses divided in two 3.0 credit courses – refer to Section 2 below); similar approaches used by other programs in Health.</p> <p>Create online learning modules: these are being created in conjunction with the development of the IPAL core courses (KINE 1900/2900) and will launch with the first offering of KINE 1900 in Sept. 2024. Content will focus on first year transition pedagogy (time management, study skills, communication, teamwork, etc.).</p>

		prerequisite course.			
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 requirements differently to allow for scaffolded learning that might facilitate progress through the program. • 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. 	Dean, consultation with School Chair and UPD	<p>Implement plan to reconfigure first-year course 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>	<p>Reconfiguration of first year course requirements: division of KINE 1000 into two core courses (one in first year, one in second for improved scaffolding) completed approvals in early 2024; will be implemented in Fall 2025. Reconfiguration of KINE 1020 is ongoing with expected implementation in Fall 2026 (in conjunction with capstone course development).</p> <p>Through the UPD, the School of KHS continues to work closely with the College student success programs; increased connection with these groups beginning in 2022, to increase visibility of student supports to KHS students. Attendance at student success programs will continue to be tracked, and groups will continue to work together to improve visibility and student attendance.</p> <p>Health's PATHs resources are now available for various first-year courses; these have been implemented into four core courses: KINE 1000, 1020, 1101, 1102, 2040, as well as the new IPAL courses which will launch in Fall 2024 (KINE 1900/2900).</p> <p>Retention is being addressed through the implementation of the new 90-credit Movement and Health option which launched in May 2024.</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 degree related milestones. 	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>	<p>Metrics of student enrollment examined from 2021 on to identify where there may be unmet demand. Chair/UPD also increasing summer offerings (beginning in 2025) to account for start of IPAL courses, Movement and Health 90-credit degrees, and new scaffolding of KINE 1000; focus will be on ensuring students who are unsuccessful in prerequisite courses in early years of program have opportunity in summer to repeat them or get ahead.</p> <p>See information provided in 2a re solution for students who do not maintain honours standing in the program.</p> <p>Harmonized graduate program course syllabi have been reviewed, revised, and approved by Grad Exec. These will be reviewed and monitored over the next few years.</p> <p>Grad Exec has also approved changes to the procedures for comprehensive exams</p>
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				Submit NOI if applicable: 18 months.	with clearer expectations on all aspects, both procedural and related to assessment.
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	<p>This has been considered not feasible as it is 'make-work' for students and supervisors who do not meet the requirements for a competitive application.</p> <p>Options may be explored to reinforce/teach processes for grant applications in relevant graduate courses/seminars, to prepare students to apply if there is interest, support/resources and if students meet the requirements.</p>
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	<p>Ongoing, so far no changes to the PhD quota have been made.</p> <p>Temporary increases in the PhD quota in 2023 were permitted through the re-allocation of PhD targets from other programs, due to a one-year delay in the start of the Global Health program. Similar options will continue to be explored until a more permanent solution can be found.</p>

2. Please describe in the chart below any additional initiatives designed to enhance program quality undertaken since the Cyclical Program Review was completed. Please also describe any quality enhancement initiatives planned to take place between now and the next review.

Initiative	Responsibility (example, Dean's Office, Program)	Timeline for Completion	Observations
1. Improved streamlining of all courses in the sociocultural stream.	Program (UPD, CUS)	Sept. 2025	In addition to improved scaffolding of SC courses in the core through the split of KINE 1000 6-credit course into KINE 1001 3-credit and KINE 2001 3-credit, a working group has undertaken a fulsome look at all courses in the SC stream. Proposals are moving through approvals in winter/spring 2024 to be in place for Fall 2025 and include updates to course codes, learning outcomes, course descriptions and scheduling to make it more seamless for student success.
2. Increase in curriculum-based transition pedagogy to improve student retention and academic success.	Program	Sept. 2026	In an effort to better support the academic and career success of our students, efforts are ongoing to increase curricular-based transition pedagogy. This includes existing courses which already apply aspects of TP (KINE 1000 Sociocultural Perspectives in Kinesiology, KINE 1020 Fitness and Health, KINE 2040 Communities in Motion, KINE 1101/1102 Applied human anatomy and physiology for health professionals I and II), and courses for which TP will be increased in the coming years (KINE 2031 Human Anatomy, KINE 1001 Sociocultural foundations in kinesiology:

			Tools of Inquiry, KINE 2001 Sociocultural insights and applications in kinesiology).
3. Schedule regular workshops on DEDI and Teaching	Program (DEDI Committee & Teaching Commons	Ongoing	In partnership with the Teaching Commons, the School's DEDI Committee will be organizing and hosting workshops every term to be offered within the School. The workshops will be facilitated by experts from the Teaching Commons and workshop participants will gain skills and tools that can be implemented in their courses. Workshop topics include Universal Design for Learning, Mental health in the classroom, culturally sustaining pedagogies, accessibility, and so on.
4. Complete the DEDI Toolkit (Part 1 and 2) as a School-wide initiative.	Program (DEDI Committee)	June 2025	Members of the School community (Faculty, students and staff) will be invited to complete the DEDI Toolkit independently, and then reflect and discuss the toolkit modules as a group. This reflection opportunity will be hosted and facilitated by the DEDI Committee.

3. Please comment on the alignment between the initiatives above and the University Academic Plan.

1. ***Improved streamlining of all courses in the undergraduate program sociocultural stream.*** Improved streamlining and updates to learning outcomes in the SC courses will better equip our students with the knowledge needed for their future studies and careers, which aligns with the UAP goal of 21st Century Learning. Some of these courses are being revised to offer online or blended sections, and improve summer offerings, which addresses the UAP goal of Access to Success.
2. ***Increase in curriculum-based transition pedagogy to improve undergraduate student retention and academic success.*** Supporting student academic and career success through increased transition pedagogy in the curriculum aligns with the UAP goals of Access to Success as well as 21st Century Learning.

3. *Schedule regular workshops on DEDI and Teaching*

Hosting regular workshops on DEDI and Teaching will improve program quality because participants will feel better equipped to respond to changing student needs in times of crises and challenges; the learning environment will be more inclusive; and participants will feel a sense of community. This initiative aligns with a number of UAP priorities. It aligns with UAP #1 as students will graduate with the values to navigate a world that is ever-changing. It aligns with UAP #2 because the DEDI informed learning environment will generate critical knowledge and engage multiple perspectives. It aligns with UAP #3 because this initiative recognizes the importance of supporting students of all backgrounds and circumstances. Lastly, this initiative aligns with UAP #6 because it fosters a sense of belonging among students who are learning in an inclusive environment, workshop participants will feel a common purpose and responsibility towards inclusive learning/pedagogy and thus feel a sense of community.

4. *Complete the DEDI Toolkit as a School-wide initiative*

The DEDI Committee is committed to working towards changes in the culture of the School so that students, faculty, and staff are welcome and feel safe and secure, while acknowledging lived experiences and ongoing harms. Inviting students, faculty, and staff to reflect and discuss the DEDI Toolkit modules as a group helps to foster relationships, community, and belonging, as well as identify allies and colleagues who share a common purpose and sense of responsibility towards making positive changes. This initiative aligns with UAP #6: Making positive change requires that all members of our diverse community feel welcomed into a sense of belonging, common purpose, and shared responsibility to support and enrich each other's work.

5. *Through the curriculum review, examine the current methodology course(s) to ensure that the needs of all graduate students are being met.* Changing the requirements for methods courses to include qualitative methods, and, eventually, Indigenous research methods aligns with UAP # 1 21st century learning, particularly active and collaborative learning.

6. *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.* Making changes to the way the graduate seminar course is offered will align with UAP #1 21st century learning and UAP # 2 Knowledge for the Future because it will promote interdisciplinarity and will also provide key workshops on knowledge translation and other important skills for graduate students.

A handwritten signature in black ink, consisting of a stylized first name followed by a surname, with a horizontal line extending to the right.

Signature of the Dean(s)/Principal:

Date: May 10, 2024