



FOR RECOMMENDATION

PUBLIC

OPEN SESSION

TO: Committee on Academic Policy and Programs

SPONSOR: Susan McCahan, Vice-Provost, Academic Programs
CONTACT INFO: (416) 978-0490, vp.academicprograms@utoronto.ca

PRESENTER: See Sponsor
CONTACT INFO:

DATE: March 22, 2022 for April 12, 2022

AGENDA ITEM: 3

ITEM IDENTIFICATION:

New Graduate Program Proposal: Master of Arts (MA) in Kinesiology, Faculty of Kinesiology and Physical Education (KPE).

JURISDICTIONAL INFORMATION:

The Committee on Academic Policy and Programs has the authority to recommend to the Academic Board for approval new graduate programs and degrees. (*AP&P Terms of Reference, Section 4.4.a.ii*)

GOVERNANCE PATH:

1. Committee on Academic Policy and Programs [for recommendation] (April 12, 2022)
2. Academic Board [for approval] (April 27, 2022)
3. Executive Committee [for confirmation] (May 10, 2022)

PREVIOUS ACTION TAKEN:

The proposal for the Master of Arts in Kinesiology received approval from the Faculty of Kinesiology and Physical Education on March 4, 2022.

HIGHLIGHTS:

This is a proposal for a research master's degree called Master of Arts in Kinesiology, to be offered by the Graduate Department of Kinesiology at the Faculty of Kinesiology and Physical Education. The program is six sessions and may be taken through full-time or part-time registration. Students will complete 2.5 full-course equivalents (FCEs): 0.5 FCE methodology course; 1.0 FCE in

Kinesiology courses selected from a list; 1.0 elective FCE; and attendance at the graduate seminar in Kinesiology. Students will also complete a thesis.

At present, KPE graduate students study and conduct research from multiple disciplinary perspectives including: physical and life sciences, clinical and health sciences, behavioural sciences, as well as social sciences and humanities. Currently all thesis-based master's students complete the existing Master of Science (MSc) in Kinesiology degree program. The proposed MA degree in Kinesiology will better align with the interests of students pursuing social sciences and humanities research at the master's level. Moreover, the MA will highlight this area of study to prospective students, and support students studying in this area when applying to various granting agencies and jobs following graduation. This program builds on and clearly defines academic education and research training conducted in the Faculty. The new program will leverage the expertise of existing faculty and no new courses are needed to offer the MA. The creation of this degree program directly responds to a recommendation of the 2019 University of Toronto Quality Assurance Process (UTQAP) review of the Faculty and its programs. The MSc in Kinesiology will continue to be offered for students pursuing areas in alignment with that degree program.

The purpose of the MA is to provide advanced-level education and research training in social sciences and humanities within the field of kinesiology. The MA program is intended to broaden students' understanding of the various aspects of kinesiology from a social sciences and/or humanities disciplinary perspective, as well as to provide them with the necessary scholarly and technical research skills so that they may pursue a high-quality research project.

The program will be delivered in person. It is expected to achieve a steady-state intake of 16 students per year within two years of launching.

Consultation outside KPE occurred with the Council of Health Sciences in June 2021. The feedback was unanimously supportive.

The program was subject to an external appraisal on January 18th, 2022 by: Professor Penny Werthner, Dean, Faculty of Kinesiology, University of Calgary; Chad London, Dean, Faculty of Kinesiology, University of Saskatchewan; and Theodore Butryn, Professor of Sport Sociology and Sport Psychology, Graduate Coordinator, Department of Kinesiology, San José State University. The appraisers made several recommendations for the program, which were adopted as described in the Dean's administrative response to the appraisal report.

FINANCIAL IMPLICATIONS:

The new financial obligations resulting from this program will be met at the divisional level.

RECOMMENDATION:

Be it Recommended,

THAT the proposed degree program, Master of Arts in Kinesiology as described in the proposal from the Faculty of Kinesiology and Physical Education dated November 26, 2021 be approved effective September 1, 2022.

DOCUMENTATION PROVIDED:

Proposal for a Master of Arts in Kinesiology

External Appraisers' Report

New Program Proposal Appraisal Report Terms of Reference / Template (Graduate Program)

Appraisers are asked to provide an Appraisal Report evaluating the standards and quality of the proposed program using the evaluation criteria identified below, including the associated faculty and material resources. Appraisers are invited to acknowledge any clearly innovative aspects of the proposed program and make recommendations for any essential or desirable modifications to it. This is normally presented within two weeks of the site visit. Please use this as a template for the report.

Report Summary

Program Evaluation Criteria

1 Objectives

- Consistency of the program with the institution's mission and unit's academic plans.
 - Creating an MA program is consistent with the Faculty of Kinesiology and Physical Education's mission and academic plans. The faculty has expertise in a wide variety of disciplines within the field of kinesiology, from the social sciences and humanities to the biophysical. In addition, this was a clear recommendation from the most recent KPE Curriculum Review.
 - Advancing graduate education is a goal of the province of Ontario, the University of Toronto, and the Faculty's Academic Plan, as is a commitment to multidisciplinary and interdisciplinary approaches. In particular, the program will advance the university's contribution to the global pivot toward social justice and equity. The proposed MA program addresses each aspect of the unit's mission.
 - The enrolment plan is consistent with University of Toronto Graduate Studies, which is anticipating stability of graduate student enrolment, with a focus on quality rather than growth.
- Clarity and appropriateness of the program's requirements and associated learning outcomes in addressing the academic division's graduate Degree Level Expectations.

- The proposed MA includes curriculum with clear program requirements and learning outcomes that align with University of Toronto's graduate degree expectations.
- Appropriateness of the degree or diploma nomenclature.
 - The MA is the appropriate degree nomenclature for the proposed program and is critical in relationship to the benefits that students and the faculty will realize through the program.

2 Admission Requirements

- Appropriateness of the program's admission requirements for the learning outcomes established for completion of the program.
- Appropriateness of any alternative requirements for admission into the program such as minimum grade point average or additional languages or portfolios, along with how the program recognizes prior work or learning experience.
 - The admission requirements are in line with those used for the existing MSc program.
 - There is a plan for a one-time opportunity for current 1st year MSc students to transition into the MA as appropriate.

3 Structure

- Appropriateness of the program's structure and regulations to meet specified program learning outcomes and Degree Level Expectations.
 - The structure of the program, as indicated earlier in this document, is essentially the same as it was when it was coupled with the current MSc program within the faculty. The course structure, course delivery, degree completion requirements, and basically every other facet of the program remains intact. The one change that is notable, and necessary, relates to the connection between the learning objectives of the new MA program which have a clear focus on social science and humanities-oriented objectives. This slight shift in course requirements is both appropriate and necessary given the aims of the new MA degree with the focus on different approaches to issues of sport, exercise, and the body.
- Rationale for program length in order to ensure that the program requirements can be reasonably completed within the proposed time period.
 - Program length (2 years to completion of MA) is viable given the course workload and proposed thesis requirements. This is consistent with the previous stream in the MSc program.

- The extent to which the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.
 - Similar to the current MSc program, the program will retain accessibility principles and suitable mechanisms for mental and physical health accommodations.

4 Program Content

- Ways in which the curriculum address the current state of the discipline or area of study.
 - The MA fills a significant current gap - currently students focusing on the social sciences and humanities within the field of kinesiology only have an opportunity for an MSc.
- Identification of any identified unique curriculum or program innovations or creative components and their appropriateness.
 - There were no particularly unique curriculum or program innovations outlined in the proposal beyond what is currently offered in the MSc. However, the content itself that will be part of the MA is appropriate, necessary, and an area of significant strength within the faculty, particularly when comparing it across the country and beyond (areas of significant strength include social justice, inclusion, social policy, anti-racism, and sport for peace).
- For research-focused graduate programs: clarity of the nature and suitability of the major research requirements for degree completion.
 - The program requirements are similar to the existing MSc with the exception of the addition of a 0.5 FCE. The rationale for the extra course requirement is to provide students with a more comprehensive exposure to theories and topics of study. Students expressed an interest in having an opportunity to take more courses as part of the MA to increase their depth of learning.
 - There are several existing courses that provide students with breadth and depth in research methods and social science and humanities topics. Themes of those courses are aligned with faculty members' areas of expertise.
- Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses
 - This evidence exists in the proposal.

5 Mode of Delivery

- Appropriateness of the proposed mode(s) of delivery (distance learning, compressed part-time, online, mixed-mode or non-standard forms of delivery, flexible-time options) to meet the intended program learning outcomes and Degree Level Expectations.
 - The program will be delivered face-to-face, classroom-based. There is faculty and student support for that delivery mode and a strong interest in returning to face-to-face in a post-pandemic context.
 - Technology will be leveraged for hybrid delivery of some program components, such as the graduate seminar (delivered to all students in the program), which will allow for presenters from afar to participate.

6 Assessment of Teaching and Learning

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and Degree Level Expectations.
- Completeness of plans for documenting and demonstrating the level of performance of students, consistent with the academic division's statement of its Degree Level Expectations.
 - A variety of written and oral assessment methods will be used including discussions, self-directed evaluation, seminars, peer feedback, and progressive feedback from research proposal through thesis completion and defence.
 - Students indicated an appreciation of the flexible nature of assessments and the possibility of innovative and contemporary strategies such as podcasts.
 - It is unclear whether there are program-wide assessments of student learning and outcomes.

7 Resources

- Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, and any institutional commitment to supplement those resources to support the program.
 - It appears there is the possibility of new faculty hires, and at least one of those academic hires would be in the social sciences and humanities area. That said, the current faculty involved in the proposed program are largely nationally and internationally recognized scholars, and clearly have the ability to successfully teach, research, and supervise in the proposed MA program.

- Student enrolment will stay consistent with the current number of masters students in the existing MSc program, with a plan to admit approximately 8 students per year into the MA degree stream.
- Resources for the MA are currently in place, with essentially the same courses and research supervision resources required. In addition, the proposed MA program will continue the practice of providing favorable funding packages to students, with the additional possibility of funding for students to present at conferences.
- Participation of a sufficient number and quality of faculty who are competent to teach and/or supervise in the program.
 - Currently there are 8 tenured/tenure-track faculty qualified to teach and research in the areas of expertise of this proposed MA, in addition to one lecturer, and two emeritus faculty. Indeed, the current faculty is already doing this work, albeit within the current MSc program. In talking with both faculty and a cohort of current master's and Ph.D. students, there are clearly sufficient highly qualified faculty to supervise students in the proposed program. As previously stated, the current advisor to student ratio will be very similar to the current arrangement.
- Adequacy of resources to sustain the quality of scholarship and research activities of graduate students, including library support, information technology support and laboratory access.
 - Students reported the lack of a gathering space as graduate students – space that would enable them to come together as a student community. A communal graduate student space would bring graduate students together from across kinesiology disciplines and enhance the student experience.
 - Students expressed a desire for consistently available workspaces and/or dedicated space, which seems to vary depending on a graduate student's lab group. With the future addition of a new building, these types of communal learning and gathering spaces will hopefully be reconciled.
- Faculty have recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
- Where appropriate to the program, financial assistance for students will be sufficient to ensure adequate quality and numbers of students.
 - Students receive multi-year funding from the university, which may be supplemented with faculty members' research grants. We heard the need for increased funding to counteract escalating cost of living expenses in the city of Toronto.

- Supervisory load distribution and the qualifications and appointment status of faculty who will provide instruction and supervision.
 - Currently it appears that the supervisory load distribution is approximately 4 graduate students per faculty member. With the proposed MA, the number of students supervised per faculty would remain consistent with current supervisory loads.
 - As mental health needs continue to increase, there is a need to enhance these supports for students, faculty, and staff.
 - There appears to be progress made centrally to provide professional development to graduate supervisors, which could be complemented with a focus within the Faculty. Using programs such as “Healthy Labs” as an example, could enhance the wellbeing of both students and supervisors.

8 Quality and Other Indicators

- Quality of the faculty (e.g., qualifications, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program).
 - The faculty complement has extensive expertise and international recognition as top scholars in their disciplines.
- Program structure and faculty research that will ensure the intellectual quality of the student experience.
 - The proposed MA will bring graduate students together, strengthening the community of those studying in the social sciences and humanities, and strengthen their identities as scholars in those disciplines.
- The extent to which the program has integrated any elements that enhance the diversity of its curriculum, students or teaching staff.
 - The current faculty have a level of diversity in terms of gender and visible minorities. It is expected that new academic hires will be individuals from equity deserving groups such as a visible minority and/or Indigenous scholar.

Recommendations:

1. The current faculty in the sub-disciplinary areas most associated with the proposed new MA program have the ability to supervise the current and proposed number of students. However, given the outstanding reputation of the department in the general areas of the social science and humanities-related areas of sport, exercise and the body, as well

as other prominent Canadian universities' efforts to hire in these areas, we recommend hiring additional faculty in areas related to Black and Indigenous studies of sport and exercise, and/or other hires related to themes such as social justice issues in sport, diversity and health disparities, and other related areas.

2. It is important to encourage the new MA students to apply for external scholarships, when appropriate, and we recommend that the current informal mentoring by Ph.D. students continue in this area, given the cost of living, and the need to present at conferences.
3. It is critical that each graduate student have a designated space for study. This will be helped considerably once a new building is in place, as was discussed in our discussions with faculty and administrators.
4. It is important that faculty have supervisory training and regular upgrading and assessment.
5. A formal mentoring process should be created for the MA graduate students.
6. A source of funding should be established, either from the university or philanthropic funds, for conference travel for the MA students, with clear selection criteria.
7. Promotional materials of the faculty, including those outlined in the proposed calendar copy, should be revised to reflect the new focus on opportunities for those interested in an MA program. Given the high level of expertise of the faculty members involved in the proposed MA program, having a clear, intentional means of marketing the MA program will be critical.

Dean's Response



UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

Office of the Dean

February 24th, 2022

Professor Susan McCahan
Vice-Provost, Academic Programs
University of Toronto

Dear Professor McCahan,

I am writing to provide the administrative response to the recent external appraisal of the proposed Master of Arts program in the Faculty of Kinesiology and Physical Education.

On January 18th, 2022, three external appraisers conducted (virtually) a review of the programme. These appraisers were:

Professor Penny Werthner, Dean, Faculty of Kinesiology, University of Calgary

Professor Chad London, Dean, Faculty of Kinesiology, University of Saskatchewan

Professor Theodore Butryn, Professor of Sport Sociology & Sport Psychology, Graduate Coordinator,
Department of Kinesiology, San Jose State University

As part of their review, the appraisers met with the Dean, Vice-Dean, Academic Affairs, Graduate Director, faculty members in the sub-disciplinary field of study, graduate students in the social sciences and humanities, and the Vice-Dean, Research and Program Innovation, SGS. The Faculty is grateful for the engagement of the appraisers in the review process and for their comprehensive and constructive report.

In their report, the appraisers expressed the appropriateness of the MA in Kinesiology's requirements, structure, contents, mode of delivery, and assessment methods, and supported the overall design of the MA programme. They highlighted that the MA "will advance the university's contribution to the global pivot toward social justice and equity" and confirmed that the MA program addresses each aspect of the the Faculty's mission. The appraisers expressed support for our goals to promote the development of these areas of social justice and equity and social intervention, to gather a critical mass of highly qualified graduates, and to serve to reinforce the Faculty of Kinesiology & Physical Education's academic mission and goals regarding social intervention through sport studies.

Responses to Appraisers' Recommendations

The external appraisers confirmed that the existing faculty complement is sufficient to support the proposed number of students. However, they recommended that to further advance the graduate programme's international reputations and to recruit exceptional students from Canada and abroad, hiring of additional faculty in areas related to Black and Indigenous studies of sport and exercise, and/or social justice issues in sport, and diversity and health disparities, is recommended. The Faculty very much agrees with this recommendation and this will be considered in future conversations about new faculty hires. As outlined in our current strategic plan, as well as the Faculty's report of the Taskforce on

Race and Indigeneity, the Faculty also continues to be committed to the hiring of racialized and Indigenous scholars in KPE.

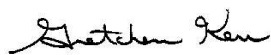
The appraisers recommended an advertising plan to distinguish between the existing MSc and proposed MA degrees. The Faculty has an advertising plan to help to recruit potential applicants to the MA programme and to help potential applicants understand the difference between the MA and MSc degrees. The Faculty's Communication Office, in partnership with Registrarial staff, will develop promotional materials which will be disseminated via the Faculty's and School of Graduate Studies' websites, and through existing channels such as scholarly societies and CCUPEKA (Canadian Council of Physical Education and Kinesiology Administrators). It is important to note that the external appraisers saw only the new calendar copy for the MA and may not have been aware that there will in fact be two separate sections for the MA and MSc degree programmes within the full Kinesiology entry in the School of Graduate Studies (SGS) Calendar.

Formal mentoring processes to support students in applying for external funding and conference engagement were recommended by the appraisers. Although not identified in the proposal, the Faculty currently addresses, as part of the compulsory Graduate Seminar Series, professional development topics such as applying for external funding and strategies to ensure timely degree completion. Stemming from the appraisers' recommendations, the Faculty will review the existing curriculum of the graduate seminar series, as well as individual faculty member's mentoring processes, for opportunities to strengthen the provision of these important opportunities.

The appraisers recommended that each student have a designated space for study, in part, to strengthen their identities as scholars in those disciplines. We agree with the appraisers that more space would be beneficial. Although we currently do not have additional study space available for graduate students, we will be acquiring additional space when the approved Academic Wood Tower is built. The Academic Wood Tower is a new university building that will provide net new academic space for the Faculty including graduate student space. We also will engage in a graduate student study space usage analysis as some students work remotely and need hotelling workspaces only. The appraisers also recommend a source of funding should be established, either from the university or philanthropic funds, for conference travel for the MA students. We feel there is sufficient conference travel support at this time with guaranteed conference travel funds for each research-stream graduate student, in addition to a number of conference travel grants available from both the Faculty and the School of Graduate Studies. We will monitor this, and seek further philanthropic funds, once the MA launches.

As recommended, the Faculty will also work to providing additional supervisory training and regular upgrading and assessment for all faculty members to enhance the scholarly work and wellbeing of both students and supervisors. The Faculty will add to the existing discussions about enhancing supervisory and mentoring skills by enlisting the support from the newly created Centre for Graduate Student Mentoring at the School of Graduate Studies for the offering of professional development workshops.

Sincerely,



Gretchen Kerr, PhD.
Dean

Vice-Provost, Academic Programs' Response



February 25, 2022

Gretchen Kerr
Dean, Faculty of Kinesiology and Physical Education
University of Toronto

Re: Appraisal Report, Proposed New MA in Kinesiology

Dear Gretchen,

I am very pleased to receive the appraisal of the proposed MA in Kinesiology. Your administrative response to the appraisal nicely summarizes the report and highlights the specific suggestions made by the appraisers for consideration.

While the appraisers indicated the existing faculty complement was sufficient to launch the program, they recommend future hiring of additional faculty in areas related to Black and Indigenous studies of sport and exercise and/or other hires related to themes such as social justice issues in sport, diversity and health disparities. You agree with this recommendation and you note this will be considered in conversations on future hires and that the Faculty of Kinesiology and Physical Education (KPE) is committed to the hiring of racialized and Indigenous scholars.

In response to the appraisers' recommendations around marketing the MA, you confirm that that the Faculty of Kinesiology and Physical Education (KPE) has an advertising plan in place to help potential applicants distinguish between the MA and MSc degrees, and that each degree program will have its distinct description and requirements presented in the *School of Graduate Studies Calendar*.

The appraisers made recommendations around creating formal mentoring processes to support students in applying for external funding and conference engagement. Your letter notes that the Faculty currently addresses these issues as part of the compulsory Graduate Seminar Series and KPE will review this course for opportunities to strengthen the offering in this area.

The appraisers recommended that each student have a designated space for study, and you agree that more space would be beneficial. You note that KPE will acquire additional space when the Academic Wood Tower is built, and KPE will designate some of that space for graduate students.

The appraisers recommended that a source of funding be established for conference travel for the MA students. Your letter notes that it is felt there is sufficient conference travel support at this time and that this will be monitored. In addition, KPE will seek further philanthropic funds once the MA launches.

Finally, in response to the recommendation that it is important that faculty have supervisory training and regular upgrading and assessment, you note that KPE will work to provide additional supervisory training and regular upgrading and assessment for all faculty members to enhance the scholarly work and wellbeing of both students and supervisors. It will also enlist support from the newly created Centre for Graduate Student Mentoring at the School of Graduate Studies for the offering of professional development workshops.

I will be very pleased to recommend this new graduate program to governance for approval, following approval at the Divisional level.

Sincerely,



Susan McCahan
Vice-Provost, Academic Programs

cc: Carole Orane, Executive Assistant to the Dean, Faculty of Kinesiology and Physical Education
Ashley Stirling, Vice-Dean, Academic Affairs, Faculty of Kinesiology and Physical Education
Daniella Mallinck, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs
Jennifer Francisco, Coordinator, Academic Change, Office of the Vice-Provost, Academic Programs
Annette Knott, Coordinator, Academic Change, Office of the Vice-Provost, Academic Programs



University of Toronto

New Graduate Program Proposal

The program proposal must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program.

This template (last updated by the Office of the Vice-Provost, Academic Programs on November 9, 2020) is for all proposals for new graduate programs. It aligns with University of Toronto Quality Assurance Process (UTQAP) requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for a new program. Separate templates have been developed for other types of proposals.

Please note that all proposed new programs except graduate diplomas are subject to external appraisal.

Full name of proposed program: (i.e., Master of Arts in History; Master of Science in Sustainability Management)	Master of Arts in Kinesiology
Degree name and short form: i.e., Master of Arts, M.A.; Master of Science in Sustainability Management, M.Sc.S.M.	Master of Arts, M.A.
Program name: i.e., History; Sustainability Management	Kinesiology
Professional program: yes or no	No
Unit (if applicable) offering the program: i.e., site of academic authority. Where a program is housed elsewhere (in physical terms), this should also be indicated. If a new graduate unit is contemplated, please indicate here.	Graduate Department of Kinesiology
Faculty/division:	Faculty of Kinesiology and Physical Education
Dean's Office contact:	Ashley Stirling, Vice-Dean of Academic Affairs, Faculty of Kinesiology & Physical Education (ashley.stirling@utoronto.ca)
Proponent:	Michael Atkinson, Director of Graduate Studies, Faculty of Kinesiology & Physical Education (michael.atkinson@utoronto.ca)
Version date (please change as you edit this proposal):	November 26, 2021

Development & Approval Steps	Date (e.g., of external appraisal site visit, final sign off, governance meeting, quality council submission, ministry submission)
New Program Consultation Meeting	March 24, 2021
Consultation Proponents/Dean's Office/Provost's Office	
Provost's Advisory Group	September 15, 2021
External Appraisal	January 18, 2022
Decanal signoff <i>In signing off I confirm that I have ensured appropriate:</i> <ul style="list-style-type: none"> ✓ compliance with the evaluation criteria listed in UTQAP section 2.3 ✓ consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development ✓ Consultation with faculty and students, other University divisions and external institutions 	Gretchen Kerr, Dean, Faculty of Kinesiology & Physical Education November 26, 2021
Provostial signoff <i>In signing off I confirm that the new program proposal:</i> <ul style="list-style-type: none"> ✓ Is complete ✓ Includes information on all the evaluation criteria listed in UTQAP section 2.3 	Susan McCahan, Vice-Provost, Academic Programs December 4, 2021
Unit-level approval (if required)	N/A
Faculty/divisional governance	March 4, 2022
Submission to Provost's Office	
Committee on Academic Policy and Programs (AP&P)	April 12, 2022
Academic Board	April 27, 2022
Executive Committee of Governing Council	May 10, 2022
The program may begin advertising as long as any material includes the clear statement that, "No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Colleges and Universities (where the latter is required)."	
Ontario Quality Council	June 2022
Submitted to the Ministry (in case of new graduate degrees and programs, new diplomas)	May 27, 2022

New Graduate Program Proposal

**Master of Arts in Kinesiology
Graduate Department of Kinesiology
Faculty of Kinesiology and Physical Education**

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Please retain all the prompts for information in each section.

1 Executive Summary

Please provide a brief overview of the proposed program summarizing the key points from each section of the proposal. (You may wish to complete this section last.) This may need to be used on a standalone basis:

At present, in the Department of Kinesiology at the University of Toronto, graduate students study and conduct research from multiple disciplinary perspectives. This includes physical and life sciences, clinical and health sciences, behavioural sciences, as well as social sciences and humanities. Currently, all thesis-based Master's students complete a Master of Science (MSc) degree, including students studying in the social sciences and humanities. **We are proposing to offer a Master of Arts (MA) degree in Kinesiology** for these students as it is a better alignment with the students' research and course studies. Moreover, the MA will highlight this area of study to prospective students and support students studying in this area when applying to various granting agencies and to jobs following graduation.

The purpose of the Master of Arts is to provide advanced-level education and research training in social sciences and humanities, within the field of Kinesiology. This degree offering and name is consistent with what is offered by other graduate programs in Kinesiology, nationally and internationally.

While the multidisciplinary focus of the Faculty and areas of research/study of graduate students is long-standing, this proposal to create a MA graduate degree in Kinesiology, in addition to the existing MSc graduate degree, makes sense at this time for a number of reasons including: recent faculty hires, strengthened research productivity, and alignment with the Faculty's academic planning for graduate education advancement, as well as the recent University of Toronto Quality Assurance Process (UTQAP) review recommendations.

This proposal does not entail an increase to enrollment beyond current projections. There is already a significant demand from students to pursue Master's level study in the areas allocated under the programmatic umbrella of a new MA degree. It is anticipated that by offering a Master of Arts degree, this will help support the recruitment of top students from across Canada and Internationally and further distinguish the multidisciplinary strength of the Faculty of Kinesiology and Physical Education at the University of Toronto.

Admission requirements are consistent with the admission requirements currently in place for the Master of Science program. The elements of the Master of Arts degree include the same

elements of the Master of Science degree, with the addition of one half-credit course (0.5 full-course equivalent [FCE]) in the Graduate Department of Kinesiology. This aligns with the recommendation and standard for course work requirements for students within this area of study.

The program learning outcomes of the MA program align with the University of Toronto Master's degree level expectations which are aligned with the graduate degree level expectations endorsed by the Ontario Universities Council on Quality Assurance. Student well-being and resilience is considered across both program and course design and delivery, as well as through the provision of co-curricular supports and activities.

The guaranteed funding package for MA students will be consisted with what is offered for MSc students in the Department of Kinesiology. Faculty and space resources are already in place, and consultation has been ongoing with all stakeholders, including faculty, students and staff.

2 Effective Date and Date of First Review

Anticipated date students will start the program: September 2022.

First date degree program will undergo a UTQAP review and with which unit¹: 2027 — Faculty of Kinesiology and Physical Education.

3 Academic Rationale

Please use the headings below:

Identify what is being proposed and provide an academic rationale for the proposed program (what is being created and why?).

Explain the appropriateness of the program name and degree nomenclature.

If relevant, describe the mode of delivery (including blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program.

Context

- ▶ Discuss how the program addresses the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program.)

¹ Programs that are inter- and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews.

Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development.)

- ▶ Describe the consistency of the program with the University's mission as specified within the [Statement of Institutional Purpose](#) and unit/divisional academic plan and priorities.

Distinctiveness

- ▶ Identify any unique curriculum or program innovations or creative components.

Proposed Program:

At present, in the Department of Kinesiology at the University of Toronto, students study and conduct research from multiple disciplinary perspectives. This includes physical and life sciences, clinical and health sciences, behavioural sciences, as well as social sciences and humanities. Currently, all thesis-based Master's students complete a Master of Science (MSc) degree, including students studying in the social sciences and humanities. **We are proposing to offer a Master of Arts (MA) degree in Kinesiology** for these students as it is a better alignment with the students' research and course studies. Moreover, the MA would highlight this area of study to prospective students and better reflect the truly multidisciplinary nature of our research-based graduate programming.

Academic Rationale:

The proposed MA program advances the [mission of the Faculty of Kinesiology and Physical Education](#) to "develop, advance and disseminate knowledge about physical activity, health and their interactions through education, research, leadership and the provision of opportunity." **The purpose of the Master of Arts is to provide advanced-level education and research training in social sciences and humanities, within the field of Kinesiology.**

This program builds on and clearly defines academic education and research training conducted in the Faculty in the social sciences and humanities. The Department of Kinesiology faculty pool includes researchers with disciplinary expertise in sociology, cultural and gender studies, critical health, psychology, philosophy, ethics and political economy who already teach a suite of courses at the graduate level and supervise a diverse pool of students related to these fields. This core faculty group is internationally lauded for their work, and have successfully attracted students from countries all over the world for over twenty years. This stream of teaching and research at the graduate level is also consistent with the Faculty's [Academic Plan](#) which includes a commitment to multi- and interdisciplinary approaches.

Members of the faculty group have been at the national and international forefront of several core research streams such as: sport policy, social development through sport, critical race

studies and anti-racism in sport and health worlds, social justice, ethics, equity in sport and exercise, and qualitative methodologies in sport, exercise and health studies. The new MA program would be a vehicle for promoting the development of these areas of expertise and social intervention, gather a critical mass of highly qualified graduates and serve to reinforce the Faculty of Kinesiology & Physical Education's academic mission and goals regarding social intervention through sport studies. This is especially true of our graduate education in the areas of social justice, inclusion, policy, anti-racism/oppression and sport for peace. Further, it would set a national and international marker that our Faculty would be the institution for those wanting to pursue a degree in these sub-disciplinary areas of inquiry. There are presently no MA programs with these collective foci and strengths in Kinesiology — either in Canada or abroad. Given the global pivot in the social sciences and humanities toward the study of sport and health around the aforementioned subjects, a new MA would signal our degree program as a global leader and set the benchmark for critical studies in several fields. Finally, given the disciplinary evolution in many Kinesiology programs in the last decade and retrenchment into only a handful of substantive areas of expertise (i.e., such as exercise physiology and biomechanics) we feel the time is right to showcase our strengths in the social sciences and humanities. The time has also come to disambiguate our disciplinary streams into different degrees (i.e., MSc, MA) so that we may both clarify our areas of study (while better aligning them with academic norms regarding appropriate degree designations in Canada), and to provide students with an appropriately designated degree to highlight their expertise for future employers.

National and international comparisons of Kinesiology/Exercise/Health science graduate units reveal that our Department of Kinesiology is an outlier with respect to the number, structure, and diversity of graduate degrees offered at the Master's level. This is especially true with respect to degrees offered for social science students. A review of both smaller- and larger-sized graduate units indicates that our Department's graduate program diversification and expansion of program offerings lags behind most programs. To this end, and noted in the most recent UTQAP external review of our program in 2019, there have been negative impacts for our ability to recruit high level social science graduate students, because they choose to pursue such degrees elsewhere.

National Comparator Institutions

KPE is one of only four major kinesiology graduate programs in Canada to offer a single thesis-based Master's degree (i.e., non-professional). Akin to the sole MSc offered in Kinesiology at U of T, the Department of Kinesiology at McMaster University offers an MSc in Kinesiology as does Simon Fraser University. The Department of Health, Kinesiology and Applied Physiology

at Concordia University offers an MSc in Health and Exercise Science. Notable here, however, is that both McMaster and Simon Fraser have narrowed their substantive foci at the graduate level, offering student options for graduate education in three main areas: physiology, mechanics and control of movement, and neuroscience and behaviour. Similarly, Concordia offers graduate research opportunities in athletic therapy and clinical exercise physiology. Is it worth mentioning that these other programs are departments in a science-heavy Faculty, whereas we are a Faculty with the associated expectations of more diversity of degree offerings. To this end, KPE is the **only** major University-level Faculty in Kinesiology/Health Sciences in Canada distinguished by its broad multi-disciplinary base that offers only a solitary MSc option for all Master's-level research programming. The need for an MA degree on these grounds alone is clear.

But even more directly relevant to the MA degree, 12 of our competitors, some with substantially smaller departments and faculty numbers, offer at least one MA degree for Kinesiology students. These are small graduate units and do not have the breadth of social science and humanities expertise by comparison. Our largest competitor for graduate students in Canada, the University of British Columbia, however, has a thriving and internationally acclaimed MA program.

International Comparator Institutions

International graduate divisions in sport, exercise and health sciences show, quite broadly, more diversification and specification than in Canadian programs. The movement toward a range of named MSc degrees is especially noteworthy, with British universities showing considerable program innovation along those lines. Outside of North America, the "MA" designation is primarily not used, but most international comparators offer specific named degrees for social science and humanities students.

Appropriateness of the Program Name and Degree Nomenclature:

The Master of Arts (MA) degree nomenclature is proposed in order to align with the degree names of similar graduate programs at comparator Canadian institutions. It is intentionally labelled as is to complement the name and degree nomenclature of the existing Master of Science (MSc) degree in Kinesiology. Once approved we will offer both MSc and MA research-based graduate degrees at the Master's level. This is in addition to our professional graduate degree, Master of Professional Kinesiology (MPK).

Mode of Delivery:

Consistent with the existing MSc degree, the MA program will be delivered through a combination of face-to face classroom-based instruction and independent study/research. Courses are primarily delivered as seminar style with a combination of readings, class discussions, presentations and written assignments to support understanding and critique of theories and topics of study. This is complemented by independent thesis work, and the option of independent reading/research courses, where students receive mentorship by a faculty supervisor and learn to conduct research and make a novel contribution to the academic field of study.

Context:

The Faculty was created in 1998 through a merger of the School of Physical and Health Education and the U of T Department of Athletics and Recreation (formerly a student services unit), which provides co-curricular programs, services and facilities to all U of T students, faculty, staff, alumnae and community members. At the same time the Graduate Program in Exercise Sciences, which was historically administered within the School of Public Health in the Faculty of Medicine, was transferred to the Faculty and offered through the newly created Graduate Department of Exercise Sciences. The concept guiding the amalgamation of these units was to create a 'teaching health centre' in which research, teaching and practice are closely linked to the benefit of both students in the Faculty's degree programs, and other U of T students.

In January 2012, the Faculty changed its name to the Faculty of Kinesiology and Physical Education (formerly, Faculty of Physical Education and Health), a name that better reflects the breadth of its degree programs, the scholarship and research of its faculty members and the range of activities that happen under its umbrella. Complementing this Faculty name change, in 2020 the name of the Graduate Department and graduate program names were updated from Exercise Sciences to Kinesiology, to better reflect the breadth of research and study with the Faculty.

Faculty, staff and students in the Faculty of Kinesiology and Physical Education address some of the most pressing intellectual, economic and controversial social issues facing the broadest swathe of the population, such as understanding the biological, physical, behavioural and social factors that influence and limit access to physical activity and movement more broadly, the health and well-being challenges associated with physical inactivity, and the adaptations to the physical activity spectrum that ranges from inactivity through to high performance sports. We also study and conduct research into the cultures of sport, with a strong

commitment to equity, inclusion, fair play and the preparation of future leaders, scientists and practitioners.

While the multidisciplinary focus of the Faculty and areas of research/study of graduate students is long-standing, this proposal to create a MA graduate degree in Kinesiology, in addition to the existing MSc graduate degree, makes sense at this time for a number of reasons, including recent faculty hires, strengthened research productivity, the Faculty's strategic focus on graduate education advancement, and recent UTQAP recommendations.

Recent hire of KPE faculty members in the area of social sciences and humanities

The Faculty of Kinesiology and Physical Education has recently undergone a substantial period of growth. Undergraduate student enrolment is up 34% from 769 undergraduate students in 2011 to 1030 students in 2020, and graduate student enrolment is up 113% from 62 graduate students in 2011 to 132 students in 2020. This has led to a number of recent faculty hires, including augmenting our complement of faculty in the social sciences and humanities with interest and capacity to supervise graduate student research.

Strengthened recognition and productivity in research

In the last decade there has been a four-fold increase in research funding, with tri-agency funding awarded to Faculty up 357%. With this enhanced research profile, the timing is right to highlight the breadth of quality research conducted within the Faculty and attract high quality graduate students to our graduate programs, locally, nationally and internationally.

KPE strategic focus on graduate education

The MA proposal comes following a series of recent advancements to graduate education in the Faculty. As a part of our academic plan priorities, there has been focused attention to advancing graduate education in the Faculty and this has been planned as the final step of a broader plan to broaden our graduate offerings and attract quality graduate students with diverse career goals and areas of interest. Other recent graduate advancements have included changing the Graduate Department and program names, introduction of a direct-entry PhD program and a major modification of our Master of Professional Kinesiology program, including the creation of four areas of concentration. All of these advancements and revisions to the program(s) are designed to propel the Faculty to world leadership in our areas.

UTQAP Recommendations

The Faculty of Kinesiology and Physical Education recently underwent UTQAP review in 2019, and the development of this Master of Arts program is a direct outcome stemming from the recommendations of the external reviews received as a part of the 2019 UTQAP review. For all of these reasons, the timing makes sense for us to propose the development of a MA degree to complement the other recent advancements in graduate education in the Faculty and the other graduate programs offered.

Distinctiveness:

There are no particularly unique curriculum or program innovations or creative components. The proposed MA program structure and requirements are consistent with other MA programs in Canada. It is distinguished from our MSc program by its course offerings and the 0.5 FCE higher weighting in course requirements. This is strongly recommended by faculty supervisors, and supported by students, as necessary for graduate students in the social sciences and humanities to gain a more comprehensive exposure to theories and topics of study in the field. This course weighting requirement is countered by faculty supervisors in the biophysical sciences who have advocated for less course work requirements for MSc students, in order to prioritize lab-based training and experience.

4 Fields/Concentrations [Optional]

Description of fields/concentrations, if any. (Please note: graduate programs are not required to have fields/concentrations in order to highlight an area of strength or specialization within a program.)

N/A

5 Need and Demand

Provide a brief description of the need and demand for the proposed program and how this has been determined, focusing, as appropriate, on:

- ▶ student interest;
- ▶ societal need;
- ▶ employment opportunities for prospective graduates;
- ▶ interest expressed by potential employers;
- ▶ professional associations;

- ▶ government agencies or policy bodies.

How is the program distinct from other programs at U of T? (Address, if relevant, how this program might affect enrolment in other related programs offered here.)

With specific reference to the impact on need and demand, describe how the proposed program relates to (is similar to or different from) existing programs offered by other universities in North America and internationally (with specific reference to Canadian and Ontario examples). Please fill out and refer to the table in Appendix E listing the comparator programs.

There is already a significant demand from students to pursue Master's-level study in the areas allocated under the programmatic umbrella of a new MA degree. In short, we already have the students applying but also feel a new degree and its accompanying structure will attract even higher-level students and a larger pool of applicants in the future. Further to this, in consultation with current graduate students in the past year and one half, social sciences graduate students expressed tremendous support for this idea. Students who successfully complete this degree would continue to further their work in PhD studies, but would also be highly skilled competitors for jobs in the fields of sport/health policy and management, equity and diversity training/advocacy, sport National Governing Organizations, exercise intervention, sport media, sport ethics and community and elite-level sport sectors.

This proposal does not entail an increase to enrollment beyond current projections. It is anticipated that by offering a Master of Arts degree, this will help highlight the research and courses already offered in the areas of social sciences and humanities. It will support the recruitment of top students from across Canada and internationally and further distinguish the multidisciplinary strength of the Faculty of Kinesiology and Physical Education at the University of Toronto.

This new program will meet students' needs as it will provide a degree title that better aligns with the students' areas of research and expertise. This will assist with job applications following graduation, as well as applications for doctoral study for those that progress in their academic studies. It also further, and more appropriately, aligns student work with an appropriate degree designation consistent with social science and humanities degrees within and outside of the University of Toronto.

It is not anticipated that this program will affect any other units at U of T as there is no change to the graduate research supported or graduate courses currently delivered. There are no competitor programs within U of T on a disciplinary basis. Most notably, neither Sociology nor

the Dalla Lana School of Public Health (places where a degree or substantive interests like this this might take hold) at U of T offer any similar programming. With regards to the current MSc program, the introduction of the MA will result in a decrease of MSc students because students who would have previously been studying as MSc students in the areas of social sciences and humanities would now be accepted to the MA program. Saying this, it is expected that the introduction of the MA program will be beneficial for attracting quality graduate students to both the MA and MSc programs as it will give us a platform to highlight the breadth of research opportunities available for graduate students in the Faculty.

6 Enrolment

Please provide details regarding the anticipated in-take by year, reflecting the expected increases to reach steady state. Include approximate domestic/international mix. This table should reflect normal estimated program length. (Please adjust the table as necessary.) Please provide an explanation of the numbers shown and their relation to the Faculty/division's enrolment plan. Please be specific where this may differ from approved enrolment plans.

The MA will support KPE in meeting its existing enrolment targets. Anticipated intake per year is approximately six to eight domestic MA students. At present we do not typically take in international Master's-level students, unless under exceptional circumstances (i.e., such as those fully funded by a Faculty member). This intake accounts for approximately one third of the current MSc cohort and is consistent with the overall proportion of faculty members in the Faculty who conduct research in the area of social sciences and humanities. No change in the overall target number of new doctoral stream Master's-level students is requested. The program will reach steady state as of Year 2 (2023-3024 academic year). The graduate KPE projection models currently assume one part-time domestic MSc intake per annum consistent with the actual intake of 1 per annum in 8 of the last 9 years. This number expected to remain consistent with an average of 1 part-time Master's-level student per year. Aligned with the relative enrolment of the MA and MSc programs, it is estimated that there will be one part-time MA student every three years and a part-time MSc student every 2/3 years.

Table 1: Graduate Enrolment Projections

Year of Study	2022-23	2023-24*	2024-25	2025-26	2026-27	2027-28	2028-29
Year 1	8	8	8	8	8	8	8
Year 2	0	8	8	8	8	8	8
Total	8	16	16	16	16	16	16

* steady state.

7 Admission Requirements

Provide a formal statement of admission requirements as they will appear in the *SGS Calendar* entry.

Explain how the program's admission requirements are appropriate for the learning outcomes established for completion of the program.

How will they help to ensure students are successful?

Provide sufficient explanation of any admissions requirements that are above or in addition to the normal minimum requirements for a graduate program at this level (including higher GPA, specific knowledge or skills — e.g., prior calculus; prior professional practice; additional language, interviews, portfolio, letters of intent, etc.) For example, are there specific undergraduate or Master's programs from which students may be drawn?

Admission requirements for the **MA program** are as follows:

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Graduate Department of Kinesiology's additional admission requirements stated below.

An appropriate bachelor's degree, or its equivalent from the University of Toronto or from another recognized university.

A background in kinesiology or a discipline compatible with the research interests and interdisciplinary nature of the Faculty of Kinesiology and Physical Education is preferred.

An academic standing equivalent to a University of Toronto B+ (76% to 79%) in the last five full-course equivalents of relevant, senior-level courses.

Proficiency in the English language must be demonstrated by all applicants educated outside Canada whose primary language is not English and who graduate from a university where the language of instruction and examination was not English. The Faculty prefers the Test of English as a Foreign Language (TOEFL) with the following minimum scores:

- ▶ Internet-based test: 100/120 overall and 22/30 on the writing and speaking sections.

- ▶ paper-based test: 600 with 5 on the Test of Written English (TWE) and 50 on the Test of Spoken English (TSE).

Prospective students apply online with two letter of reference, a Statement of Interest, a current curriculum vitae, two samples of scholarly writing and proof of English language proficiency, if applicable.

These admission requirements are consistent with the current admission requirements for the MSc degree. It is important to have an undergraduate background and successful GPA in the area of research/study in order to be successful in studying the topic at a more advanced graduate level. The English language requirement exists because our graduate courses are only offered in English.

When applying to the KPE graduate program students will be advised that the MA is differentiated from the MSc primarily based on disciplinary perspective of study (the former is for students interested in the sociology of sport, sport history, cultural studies of sport, sport policy studies, sport and health ethics, social determinants of health, critical race studies, sport, equity and social justice issues, and in some instances socio-psychological studies of sport). In addition, the MA program is generally more suited for individuals pursuing qualitative, mixed methodological, critical and historical studies of sport, health and physical culture.

Occasionally, MSc students may be invited by their supervisor and/or supervisory committee to transfer to the MA Program, or vice versa. The formal decision to transfer will be initiated by the graduate students and approved by the Graduate Committee. Details regarding MSc/MA transfers will be available through the Registrar's Office and publicly available to students.

8 Program Requirements, Learning Outcomes, Degree Level Expectations (DLEs) and Program Structure

In a [curriculum map](#), or in the table below, or in another format appropriate for the discipline, state the program learning outcomes and program requirements, and show how the [program learning outcomes](#) are appropriate for the [degree level expectations](#).

Discuss how the design, structure, requirements and delivery of the program are appropriate for the program learning outcomes and degree level expectations. Please include:

- ▶ The sequencing of required courses or other learning activities, etc.
- ▶ The mode of delivery of the program (face-to-face; blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program and the degree level expectations. Whether the program will be offered on a full-time basis only or will also be offered part-time and if so, why.
- ▶ The program length for both full-time and part-time students. Address how the program requirements can reasonably be completed within the proposed time period.
- ▶ Describe how the specific elements of the curriculum (e.g., Internships, etc.) will be administered.
- ▶ A clear indication of how faculty “scholarship and research is brought to bear on the achievement of Degree Level Expectations” (UTQAP 1.1)
- ▶ For research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for degree completion. For professional graduate programs, how the research expectations of the degree level expectations will be met.
- ▶ Describe how the program structure and delivery methods reflect [universal design principles](#) and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.
- ▶ Describe how the program structure and delivery methods promote student well-being and resiliency in the learning and teaching environment.
- ▶ Describe any elements that support a sense of community in the program.

Please include the standard text which has been inserted in the box.

Program Description:

The purpose of the Master of Arts is to provide advanced-level education and research training in social sciences and humanities, within the field of Kinesiology. The MA program is intended to broaden students' understanding of the various aspects of kinesiology from a social sciences and/or humanities disciplinary perspective, as well as to provide them with the necessary scholarly and technical research skills so that they may pursue a high-quality research project.

The MA program can be taken on a full-time or part-time basis.

Program Requirements:

Required program elements will include:

2.5 FCEs

- ▶ 0.5 FCE in Methods/Methodology
- ▶ 1.0 FCE in Kinesiology Category A courses
- ▶ 1.0 FCE other courses

SRM3335H⁺ graduate seminar in Kinesiology (0.0 FCE)

A thesis proposal written under the supervision of a thesis committee and its oral defence before an examination committee.

A thesis written under the supervision of a thesis committee and its oral defence before an examination committee.

The student's annual program plan must be approved by the supervisor.

⁺ Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered

The elements of the Master of Arts degree include the same elements of the Master of Science degree with the addition of one half credit (0.5 FCE) in courses in the Department of Kinesiology, in order to align with the recommendation of course work requirements for students within this area of study. This is recommended to give students in the MA great exposure to theories, methods and issues in their field of study. In contrast, the course requirement is 0.5 FCE less in the MSc degree in order to provide greater time for students to engage in non-credit bearing lab-based training and experience.

In introducing the MA degree, graduate courses in the Department of Kinesiology have been divided into A, B and C course categories. This list is included in Appendix A. MA students are required to complete a minimum of 1.0 FCE in Kinesiology category A courses, whereas the MSc program will require a minimum of 0.5 FCE in Kinesiology category C courses. Complementing the differentiation between the MA and MSc degrees, category A and category C courses are differentiated primarily based on disciplinary perspective of study (the former is primarily for students in the MA program). Category A courses include courses on the sociology of sport, sport history, cultural studies of sport, sport policy studies, sport and health ethics, social determinants of health, critical race studies, sport, equity and social justice issues, and in some instances socio-psychological studies of sport. Category C courses include courses on biophysical, behavioural and clinical aspects of sport, exercise and health, motor behaviour and control, biomechanics, neurorehabilitation, muscle plasticity and sport and exercise psychology. Category B includes research methodology and methods courses offered in the Graduate Department of Kinesiology. Multidisciplinary course may be coded in more than once

category. This will be a change in how courses are identified and presented in the Graduate Department of Kinesiology.

For comparison the MSc program requirements are listed below:

Required program elements will include:

2.0 FCE

- ▶ 0.5 FCE in Methods/Methodology
- ▶ 0.5 FCE in Kinesiology Category C courses
- ▶ 1.0 FCE other courses

SRM3335H⁺ graduate seminar in Kinesiology (0.0 FCE)

A thesis proposal written under the supervision of a thesis committee and its oral defence before an examination committee.

A thesis written under the supervision of a thesis committee and its oral defence before an examination committee.

The student's annual program plan must be approved by the supervisor.

+ Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered

Whereas the Province's Quality Assurance Framework requires that students complete a minimum of two-thirds of courses at the graduate level, the University of Toronto requires graduate students to complete all of their course requirements from among graduate-level courses. This proposed MA program and existing MSc program complies with this requirement.

Students interested in transferring to the MA program, including transferring to the MA program from the MSc programs, or vice versa, students will be subject to SGS regulation [6.2.9 Transfer Credit and Exemptions](#), which allows for "Transfer credit for graduate work completed in another program or as an SGS special student is limited to 1.0 full-course equivalent (FCE) or 25% of the course requirements for any degree, whichever is greater, provided that the courses have not been credited towards another degree, diploma, certificate or any other qualifications." Students transferring from the MSc to MA or MA to MSc would be allowed 1.0 FCE transferred. Transfer will only be considered within the first 12 months of study in order to support the student's research thesis progress and timely completion of all program requirements. Students will be informed in the student handbook and on the web page that the deadline to transfer with within the first year, with a strong recommendation that ideally transfers occur by January of the first year.

At the time the program is launched all MSc students, regardless of year of study, will have a one-time window of opportunity to request a transfer to the MA program. MSc students in Year 2 and beyond will be encouraged to remain in their current degree program. In the event of Year 2+ MSc students expressing an interest in transfer, academic advisors will meet with any interested students to confirm they are on track to meet all program requirements of the MA within the current degree timeframe, and advise them accordingly. Final decisions will be made by the graduate committee.

Mode of Delivery:

Consistent with the existing MSc degree, the MA program will be delivered primarily through a combination of face-to-face classroom-based instruction and directed study/research. Courses are primarily delivered as seminar style with a combination of readings, class discussions, presentations and written assignments to support understanding and critique of theories and topics of study. This is complemented by independent thesis work, and the option of independent reading/research courses, where students receive mentorship by a faculty supervisor and learn to conduct research and make a novel contribution to the academic field of study.

It is expected that the MA program will be conducted primarily as a full-time program, and a part-time option will also exist for students as justified and approved by the supervisor and student (e.g., students working full-time). Similar to the MSc program, the recommended timeline for part-time MA students is double the length of the full-time program timeline (four years). MA students work with their supervisory and supervisory committee to develop a plan of study. There is no guaranteed funding for students engaging in MA study part-time. Prospective MA students will be made aware of both full-time and part-time study options via recruitment handbooks and events, as well as communicated clearly on our website and in the Department of Kinesiology student handbook. Students interested in the part-time program will be able to apply at the point of application and admissions decisions will be made based on the same minimum admission requirements as the full-time MA studies. A confirmed supervisor is not required at the time of application, but applicants are encouraged to begin their search early. Only applicants who have a supervisor will be admitted to the program. Part-time applicants must also demonstrate a strong rationale for part-time study, such as career and/or familial obligations. MA courses are small in size, making it easier for instructors to accommodate part-time students in accessing the course content, such as supporting remote access. Students also have the option of flexible reading and directed research courses, as well as the option to complete courses outside the Department that run in the evening, so part-

time students who work during the day will be able to attend after work. Potential part-time MA students will be encouraged to discuss expectations for on-campus commitment with their supervision in advance of applying/acceptance of admission to the program.

Program Length:

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);

12 sessions part-time

Time Limit:

3 years full-time;

6 years part-time

Recommended Timeline for MA Program:

Milestone	Dates
Completion of two courses	December 31 of Year 1
Committee established	January 31 of Year 1
Completion of two courses	April 31 of Year 1
First committee meeting	May 31 of Year 1
Proposal defended	August 31 of Year 1
All courses completed	December 31 of Year 2
Second committee meeting	May 31 of Year 2
Final defence	By August 31 of Year 2

Program Learning Outcomes:

In the Graduate Department of Kinesiology MA students will carry out thesis-focused programs of study. Master's students are expected to develop a systematic understanding and critical awareness of current questions and new insights at the forefront of Kinesiology. Faculty scholarship and research is brought to bear on the achievement of Degree Level Expectations, and students develop a conceptual understanding and methodological capacity to undertake research and interpret findings in an aspect of Kinesiology. This process is informed by the ability to critically evaluate current research. As a product of those abilities and practice in scholarly writing, the student produces a written document outlining the rationale for developing a research question, the process of gathering information, an interpretation of the findings and a discussion of their implications. The students are expected to be able to orally and in writing communicate ideas, issues and conclusions. The Master's graduate should be able to apply these abilities to new questions within the domains of Kinesiology studied.

The program learning outcomes of the MA align with the University of Toronto Master's degree level expectations.

Table 2: Master's DLEs², Program Learning Outcomes and Requirements

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Master's Program Learning Objectives and Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
Expectations: This Master of Arts in Kinesiology is awarded to students who have demonstrated:		
<p>1. Depth and Breadth of Knowledge A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice.</p>	<p><i>Depth and Breadth of Knowledge</i> is defined in the Master of Arts in Kinesiology as students who have demonstrated an understanding of content knowledge and current debates and issues in the physical cultural and/or sociological fields of study of sport and physical activity.</p> <p>This is reflected in students who are able to: PLO1: Articulate systemic barriers to health and activity of individuals with diverse backgrounds, including equity of access and social determinants of health within sport and physical activity environments.</p>	<p>The program design and requirements that ensure these student outcomes for depth and breadth of knowledge include: 2.5 FCEs with graduate course activities including papers, presentations, class discussions; Thesis proposal; Thesis defence.</p> <p>For the research thesis, aligned with disciplinary standards of the area of Faculty research, students are expected to write and discuss current and historical literature in the area of study, and identify a social need to be addressed within or through engagement in sport and physical activity environments.</p>

² All U of T Master's programs use the Master's DLEs established by the School of Graduate Studies. These have been pre-populated into the table. If this is a proposal for a doctoral program, please use the established doctoral DLEs to populate the DLE column (all U of T DLEs are available on the [VPAP website](#)).

		<p>Through the student research, it is expected that students contribute a novel perspective or understanding of the social/health issue, and state research-informed recommendations for social change and practice, along with areas for future research.</p>
<p>2. Research and Scholarship A conceptual understanding and methodological competence that enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;</p> <p>Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and 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:</p>	<p><i>Research and Scholarship</i> is defined in the Master of Arts in Kinesiology as students who have demonstrated critical inquiry skills, research independence, and creativity. This is reflected in students who are able to:</p> <p>PLO2: Critically access, evaluate and synthesize health, sport and exercise research from a range of sociological and methodological approaches. PLO3: Ascertain research gaps and alignment with identified social and/or health needs. PLO4: Conduct independent research. PLO5: Demonstrate creativity and originality in the design and conduct of research, with a focus on research with underrepresented and disempowered populations in relation to engagement in sport and physical activity.</p>	<p>The program design and requirements that ensure these student outcomes for research and scholarship are:</p> <p>0.5 FCE courses in methods/methodology. Thesis proposal. Thesis defence.</p>

<ul style="list-style-type: none"> ▶ The development and support of a sustained argument in written form; or ▶ Originality in the application of knowledge. 		
<p>3. 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.</p>	<p><i>Application of Knowledge</i> is defined in the Master of Arts in Kinesiology as students who have demonstrated competence in the ability to determine research-informed strategies for addressing social change across health, sport and exercise environment and/or engagement in sport or physical activity, while engaging relevant stakeholders.</p> <p>This is reflected in students who are able to: PLO6: Ask and critically appraise new questions or a specific problem or issue informed by interactions in health, sport and/or exercise settings. PLO7: Communicate strategies for advancing understanding and social change in health, sport and exercise environments by amplifying new/unrepresented perspectives.</p>	<p>The program design and requirements that ensure these student outcomes for application of knowledge are: Oral and written thesis defence. Knowledge exchange activities (e.g., conference/community communications). These opportunities are structured into KPE courses as term assignments and emphasized in the mandatory graduate seminar series module.</p>
<p>4. Professional Capacity/Autonomy The qualities and transferable skills necessary for employment requiring:</p>	<p><i>Professional Capacity/Autonomy</i> is defined in the Master of Arts in Kinesiology as students who have demonstrated problem-solving, leadership, professionalism, openness to</p>	<p>The program design and requirements that ensure these student outcomes for professional capacity/autonomy are: Student’s annual program plan. Thesis proposal.</p>

<ul style="list-style-type: none"> ▶ The exercise of initiative and of personal responsibility and accountability; and ▶ Decision-making in complex situations ▶ The intellectual independence required for continuing professional development; ▶ The ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and ▶ The ability to appreciate the broader implications of applying knowledge to particular contexts. 	<p>scholarly perspectives and scholarly respect, intercultural literacy and social inclusion, management skills, adaptability and resilience.</p> <p>This is reflected in students who are able to:</p> <p>PL08: Demonstrate professionalism in interactions with internal and external stakeholders, and within health, sport and physical activity, and academic environments.</p> <p>PL09: Independent research management, including individual problem-solving and decision making in complex research situations.</p> <p>PL10: Uphold ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of health-based research.</p> <p>PL11: Interact professionally and with respect for diverse perspectives in academic discussions with peers, supervisory committee members, and broader academic/public communities.</p>	<p>Thesis research completion, including Research Ethics Board protocol approval and adherence.</p> <p>Oral thesis proposal and defence;</p> <p>Graduate seminar in kinesiology; as well as through opportunities to engage with academic societies and/or community organizations.</p>
<p>5. Communications Skills</p> <p>The ability to communicate ideas, issues and conclusions clearly.</p>	<p><i>Communications Skills</i> is defined in the Master of Arts in Kinesiology as students who have demonstrated oral and written communication skills.</p> <p>This is reflected in students who are able to:</p> <p>PL012: Facilitate respectful discussion of controversial issues that encourage the</p>	<p>The program design and requirements that ensure these student outcomes for communication skills are:</p> <p>2.5 FCE with graduate course activities including presentations and seminar discussions; Graduate seminar in kinesiology; Oral thesis proposal; Oral thesis defence.</p>

	<p>communication and challenging of multiple and diverse perspectives.</p> <p>PLO13: Communicate effectively both verbally and in writing to enable implementation of new knowledge within health, sport and/or physical activity environments.</p> <p>PLO7: Communicate strategies for advancing understanding and social change in health, sport and exercise environments by amplifying new/unrepresented perspectives.</p>	<p>2.5 FCE with graduate course activities including written assignments; Written thesis proposal; Final written thesis report.</p>
<p>6. Awareness of Limits of Knowledge</p> <p>Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.</p>	<p><i>Awareness of Limits of Knowledge</i> is defined in the Master of Arts in Kinesiology as students who have demonstrated ethical engagement and an openness to learning.</p> <p>This is reflected in students who are able to:</p> <p>PLO14: Articulate the strengths and limitations of physical cultural/sociological frameworks and methodological approaches for implementing and disseminating research in health, sport and physical activity settings.</p> <p>PLO15: Recognize the limits and privilege of their knowledge and value the contributions of other interpretations in discussing health, sport and physical activity issues and environments.</p>	<p>The program design and requirements that ensure these student outcomes for communication skills are:</p> <p>2.5 FCEs with graduate course activities including papers, presentations, class discussions; Discussion at graduate seminar in kinesiology; Thesis proposal and defence, including questioning from examiners.</p>

Student Well-Being and Resilience:

The program structure and delivery methods reflect [universal design principles](#) through the flexible curriculum and inclusion of multiple means of engagement, representation and expression. Students have a lot of flexibility in course selection, including the option to take courses outside the Department of Kinesiology (1.0 FCE). There are number of complementary MA courses offered for students to build upon their learning in a particular area. This includes the KIN7001 Directed Reading in Kinesiology course and KIN7002 Directed Research Project in Kinesiology course, where students can develop their own course of study, directly aligned with their research interest. For the final research thesis, students have the option to choose between multiple means of representation, as appropriate to the research thesis, and approved by the examination committee. This can range from a more traditional thesis to alternative forms of arts-based expression. The final thesis, which is the major cumulative assessment of program learning outcomes, is guided by direct supervision and appropriate goal setting. Annual supervisory committee meetings support planning and strategy development, and academic supports are available to all students.

Student well-being and resiliency is further supported in the learning and teaching environment through the provision of direct faculty mentorship, the inclusion of reading weeks in each term, and through regular student communications from the graduate coordinator that support flexible goal setting towards degree milestones. Embedded academic supports and accommodations are also widely communicated and available for graduate students.

Strategic effort is also placed on building a sense of community in the program. This is achieved formally through required orientation sessions and required participation of all students in the graduate seminar in kinesiology. Informally, graduate student community is supported in the Faculty through the KINections program. [KINections](#) is an initiative of the Registrar's office. Working collaboratively with KPE student groups (e.g., [KPEGS](#)) and campus partners such as the [School of Graduate Studies \(SGS\)](#), [U of T Student Life](#) and [Sport & Recreation](#), KINections activities are organized around five themes: mentorship, health and wellness, community engagement, global citizenship and career development. An intentional focus on equity, diversity and inclusion is woven into all the themes, and will also be the main topic for some events.

9 Assessment of Learning

Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and degree level expectations.

Describe plans for documenting and demonstrating the level of performance of students consistent with the DLEs. (Assessment of Teaching and Learning examples in [Guide to Quality Assurance Processes](#).)

Formally and informally, the six DLEs and fifteen PLOs are achieved across the graduate courses and evidenced through MA thesis work. Varying formal course assessment measures are used, including written reports and oral presentations. In the MA graduate program, with smaller class sizes (normally 10 or fewer) and more self-directed study or seminar-style classes, it is also expected that students engage with program learning outcomes through ongoing assessment, not only by formalized and graded means. This includes class discussions, graduate seminar discussions, and ongoing interactions and feedback received from peers, the student's supervisor and thesis committee members. Additionally, the research thesis is a weighty part of the MA graduate curricula and requires advanced learning and mastery across all program learning outcomes.

The MA research thesis is a core element of this Master's program. This thesis include the written and oral proposal presentation of a thesis proposal at the end of year one, completion of a novel research student in year 2, and culminating in a final written thesis and oral thesis defence presentation.

In looking at the specific elements of the student thesis, the MA thesis proposal will provide an opportunity for students to demonstrate critical and analytic thinking skills using social theories and methodologies, individual and/or collaborative problem-solving, synthesis of transdisciplinary perspectives (sociology, psychology, history, philosophy, cultural studies, etc.), awareness of the limitations of knowledge, and the ability to communicate to others. As a part of the MA proposal, students will articulate systemic barriers to health and activity of individuals with diverse backgrounds, including equity of access and social determinants of health within sport and physical activity environments (PLO1). Students will critically access, evaluate and synthesize health, sport and exercise research from a range of sociological and methodological approaches (PLO2) and will identify gaps in existing research and alignment with identified social and/or health needs (PLO3).

The thesis itself will require students to develop an in-depth (typically, qualitative) analysis of a critical social-cultural issue pertaining to sport, exercise, physical culture or health (or intersections between them). In asking and critically appraising new questions or a specific

problem or issue informed by interactions in health, sport and/or exercise settings (PLO6), for the MA thesis students are required to conduct independent research (PLO4; PLO9) and demonstrate creativity and originality in the design and conduct of research, with a focus on research with underrepresented and disempowered populations in relation to engagement in sport and physical activity (PLO5). Through interactions with research participants, peers and supervisory committee members, in the conduct of the research students will demonstrate professionalism in interactions with internal and external stakeholders, and within health, sport and physical activity, and academic environments (PLO8), as well as uphold ethical behavior consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of health-based research (PLO10).

Students will be assessed on their discussion and interpretations of research findings, including articulation of the strengths and limitations of the physical cultural/sociological frameworks and methodological approaches employed (PLO14), critique of the research findings in light of previous research (PLO2), and their communication of strategies for advancing understanding and social change in health, sport and exercise environments by amplifying new/unrepresented perspectives as reflected in their thesis research (PLO7).

Students will demonstrate their ability to present and explain the issue and the strategies they have developed in a clear, coherent form through both written and oral communication of their MA thesis (PLO13). At the oral thesis proposal and final defence students will interact professionally with respect for diverse perspectives in academic discussions with peers, supervisory committee members, and broader academic/public communities (PLO11). They will demonstrate their ability to facilitate and engage in respectful discussion of controversial issues that encourage the communication and challenging of multiple and diverse perspectives (PLO12), and will be assessed on their recognition of the limits and privilege of their knowledge and value the contributions of other interpretations in discussing health, sport and physical activity issues and environments (PLO15).

Student performance and progress towards the thesis will be monitored and assessed in a range of ways. Students will meet regularly (at least every two-three weeks) with their individual supervisors for formative feedback throughout the program. Students are also expected to establish a supervisory committee by the end of semester one, year one, for ongoing consultation regarding the form and content of their Master's research. By the end of the second term in year one, students will produce a written research proposal (including research questions, literature review, and proposed research methodology) for the supervisory committee which must be approved by their thesis committee. At each stage, and in required yearly performance-review meetings, the thesis committee will make recommendations for remedial action in cases where students are not meeting the Degree Level Expectations.

By the end of the program, students will demonstrate their mastery of PLOs and DLEs by producing a written thesis and a final oral defence including the thesis committee and an external examiner. If a student were to fail the thesis requirement, they would be given an opportunity to re- write the thesis, which would then be submitted to the thesis committee for approval. The thesis committee would decide whether the student must repeat the oral presentation.

Assessment of learning and movement toward PLOs and DLEs in core and elective courses will use a variety of measures that include selected combinations of reflexive, written assignments (such as essays, research papers, case studies, and critical evaluation reports) and oral presentations. The focus of these assignments across MA courses will be on the depth, breadth, and application of substantive, theoretical and (where appropriate) methodological knowledge. Across most of the MA courses, students are provided with opportunities to structure small, course-based empirical research (either individual or collaborative) into their assessments. This is critical for helping MA students developing skills required for their larger thesis work. Throughout the MA program, students will be evaluated on the basis of their ability to apply social scientific theory and methodologies to given topics of their interest related to sport, health, and physical culture. Emphasis will be placed on both independent learning and team-based assignments which reflect the importance of the collaborative and community-based forms of problem solving.

MA students will be evaluated according to how well they complete the work requested of them in terms of the substance and content of their work, the clarity with which they can express their ideas and their ability to communicate their findings to a broad audience of both their peers, as well as practitioners in the fields of sport and physical cultural studies. Achievement of performance of students with respect to the PLOs will be performed annually by the Department's Vice-Dean of Academic Affairs and Graduate Studies Director via an in-depth analysis and audit of yearly progress reports prepared by graduate students and reviewed/approved by their supervisory committees; which enumerate and describe all graduate student achievements during the previous academic year. A formal audit report is will then be given back to the graduate student indicating whether or not their progress for the year placing them in good standing in the program with respect to their achievements.

Every three years we will engage in a meta-review of student annual reports, yearly reports from instructors providing feedback on student performance in their graduate courses (which

are electronically submitted with grade reports each term), student evaluations of courses, MA time to completion rates, and yearly exit surveys of graduating students to assess how effectively PLOs and DLEs are being achieved.

MA Curriculum Map Legend	
Symbols	Meaning
DLE1	Depth and breadth of knowledge
DLE2	Research and scholarship
DLE3	Application of knowledge
DLE4	Professional capacity/autonomy
DLE5	Communication skills
DLE6	Awareness of limits of knowledge
IA	Informal assessment: The learning outcome is addressed but not directly assessed through assignments or formal (graded) feedback from the supervisor. Supervisor/instructor may model; informal discussion present
FA/DF	Formal assessment/direct feedback: The learning outcome is explicitly developed or reinforced in this course; teaching and learning activities focus on enhancing and strengthening existing knowledge and skills, as well as expanding complexity. Formal assessment through written and/or oral assignments present.
P/E	Practice/enacted: Students explicitly demonstrate graduation level proficiency or mastery of the learning outcome in this course; teaching and learning activities focus on the use of content or skills at multiple levels of complexity.

MA Program Curriculum Map, DLEs, and Methods of Assessment (Includes courses offered in the 2020-2021 academic year)

The courses listed in the table below are core and elective courses currently offered, and most regularly taken by students in the social sciences within KPE at the graduate level. The table below references to the DLEs and means of assessment listed in Table 1.

Course	DLE1	DLE2	DLE3	DLE4	DLE5	DLE6
KIN5507H	FA/DF	IA	P/E	FA/DF	FA/DF	IA

KIN5510H	FA/DF	IA	P/E	FA/DF	FA/DF	IA
KIN5515H	FA/DF	FA/DF	P/E	IA	FA/DF	IA
KIN5518H	FA/DF	FA/DF	P/E	FA/DF	FA/DF	IA
KIN5534H	FA/DF	IA	P/E	FA/DF	FA/DF	IA
KIN5536H	FA/DF	P/E	FA/DF	FA/DF	FA/DF	IA
KIN5537H	FA/DF	FA/DF	P/E	FA/DF	P/E	IA
KIN5540H	FA/DF	P/E	P/E	IA	FA/DF	P/E
KIN5544H	FA/DF	FA/DF	FA/DF	IA	P/E	P/E
EXS 7001H/ EXS 7002H	FA/DF	P/E	P/E	IA	FA/DF	P/E
SRM3335H	IA	IA	IA	IA	IA	IA
MA Independent Thesis	P/E	P/E	P/E	P/E	P/E	P/E

10 Program Description and Calendar Copy

Provide a description of the program (audiences: prospective and current students, staff and employers) that can be used for external and internal posting that includes the following information:

- ▶ Program's purpose (who is it for, what are the outcomes).
- ▶ Nature of learning environment (including mode of delivery).
- ▶ Approaches to teaching/learning/assessment.

Provide, as an appendix, a clear and full calendar copy including:

- ▶ The program description; the program requirements including all required courses and recommended electives and their prerequisites, including for any fields/concentrations.

Provide as an appendix:

- ▶ A full list of the all courses included in the program including course numbers, titles, and descriptions.
 - Please indicate clearly whether they are new/existing. (Please note that all new courses should be proposed and approved independently in line with established academic change procedures. Where possible, append full course proposals as an appendix).

Program Description:

The purpose of the Master of Arts is to provide advanced-level education and research training in social sciences and humanities, within the field of Kinesiology. The MA program is intended to broaden students' understanding of the various aspects of kinesiology from a social sciences and/or humanities disciplinary perspective, as well as to provide them with the necessary scholarly and technical research skills so that they may pursue a high-quality research project. The MA is an in-person thesis-based program.

The MA program can be taken on a full-time or part-time basis.

Please see Appendix B for proposed calendar copy.

Please see Appendix A for a full list of the course numbers and titles, indicating clearly whether they are new/existing.

11 Consultation

Describe the expected impact of what is being proposed on the nature and quality of other programs delivered by the unit/division.

Describe the expected impact of what is being proposed on programs being offered by other units/divisions.

Describe any consultation with the Deans of Faculties/divisions that will be implicated or affected by the creation of the proposed program as per UTQAP 2.4.2: "The Dean ensures that appropriate consultation is conducted with faculty and students, other University divisions and external institutions."

It is not anticipated that this program will affect any other units at U of T as there is no change to the graduate research supported or graduate courses currently delivered. Consultations took place within the Faculty, at a variety of levels, regarding the development of this proposal. Starting in January 2000, the proposal was discussed within the Graduate Studies Committee, general Professoriate meetings, Faculty Council, and the graduate student association in Kinesiology (KPEGS) on multiple occasions over 10 months. Through our consultations, the current KPE graduate students and faculty members expressed unanimous support for the proposal, whilst providing key feedback which has been incorporated into this final proposal document. Beyond the Faculty, this proposal was shared with the Council of Health Sciences in June 2021. The feedback was unanimously supportive.

12 Resources

12.1 Faculty

Complete Table 3 below.

Brief commentary to provide:

- ▶ Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program.
- ▶ Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program.
- ▶ That faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.
- ▶ Evidence of how supervisory loads will be distributed, and the qualifications and appointment status of faculty who will provide instruction and supervision.
- ▶ Planned/anticipated class sizes (connect this to delivery method, Section 8 and assessment methods, Section 9).
- ▶ If relevant, plans and commitment to provide additional faculty resources to support the program.
- ▶ The role of any adjunct or contractual (e.g., stipendiary) faculty.

Provide the CVs of all faculty who appear in Table 3, as evidence substantiating the above. The appendix should form a separate document with a table of contents and all CVs in alphabetical order. CVs should be submitted in a consistent format.

Offering a Master of Arts will provide a new degree title for Master's-level students currently studying in the areas of social sciences and humanities under a Master of Science degree in the Department of Kinesiology. There are no new faculty or resources required to support this program. Faculty supervisors, courses, and student support services (e.g., funding, spaces, advising), are already in place. There are no challenges with respect to complement that are created as a result of adding a Master of Arts graduate program.

Table 3: Faculty Complement (please list alphabetically)

The full list of KPE faculty members with SGS membership who contribute to course instruction and graduate supervision in the KPE Graduate Department, is provided below. The MA is rooted in the research interests of a core group of faculty within the Faculty and faculty members who will contribute specifically to the instruction of Category A/B courses and/or thesis supervision

of MA students, are highlighted below in green. The MSc will continue to engage faculty whose research interests align most closely with the science- focus of that program. With the strong overarching complement, the Faculty is confident that the two degrees will build off a strong foundation.

Name	Unit of Primary Budgetary Appointment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g., Associate/Full Privileges)	Commitment to Other Programs (please list other programs in which the person routinely teaches/supervises)	Nature of Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
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Tenure Stream: Professor					
Atkinson	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5540H, SRM3335H, KIN7001/2]
Goodman	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN7001/2]
Jacobs	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN7001/2]
Kerr	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN1150H, KIN7001/2]
Sabiston	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5545H, KIN7001/2]
Thomas	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5503H, KIN7001/2]

Welsh	KPE (100%)	N/A	Full Membership	N/A	CI [KIN5515H]
Tenure Stream: Associate Professor					
Arbour- Nicitopoulos	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5513H, KIN7001/2]
Darnell	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5534H, KIN7001/2]
Fusco	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5507H, KIN7001/2]
Hutchison	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5542H, KIN7001/2]
Locke	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5509H, KIN7001/2]
MacNeill	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5537H, KIN7001/2]
Mainwaring	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN1152H, KIN7001/2]
Moore	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5531H, KIN7001/2]
Santa Mina	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN7001/2]
Tamminen	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5533H, KIN5536H, KIN7001/2]
Tremblay	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN5505H; KIN7001/2]

Tenure Stream: Assistant Professor					
Bentley	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN5546H, KIN7001/2]
Burkhart	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN7001/2]
Chen	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN5539H, KIN7001/2]
Gillen	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN5541H, KIN7001/2]
Joseph	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN5544H, KIN7001/2]
Kirkham	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN5543H, KIN7001/2]
Trinh	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN5538H, KIN7001/2]
Teaching Stream: Associate Professor, Teaching Stream					
Amara	KPE (100%)	N/A	Full Membership	N/A	CI, TS [KIN7001/2]
Stirling	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN1150H, KIN7001/2]
Taha	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN7001/2]

Richards	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN7001/2]
Teaching Stream: Assistant Professor, Teaching Stream					
Frost	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN7001/2]
Non-Tenure Stream (i.e., CLTA)					
Ali	KPE (100%)	N/A	Associate Membership	N/A	CI, TS [KIN7001/2]

In addition to the current faculty complement, the program will be enriched by the continued engagement of strong emeritus faculty who are actively engaged in research and graduate student supervisory committee membership, including:

Donnelly, Peter [Emeritus]

Kidd, Bruce [Emeritus]

12.2 Learning Resources

Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including library support.

Describe any resources that enhance the learning and teaching environment, including resources to promote student well-being and resiliency in the learning and teaching environment. *Note: Standard appendices on the library and student support are always included in the proposal. You may also wish to highlight specific aspects of the following resources and supports as appropriate for the proposed program:*

- ▶ Library
- ▶ Co-operative Education
- ▶ Academic Advising (including international student advising)
- ▶ Teaching and Learning Office
- ▶ Technology Support for Teaching and Learning
- ▶ Distance/Online Learning
- ▶ Peer Learning Support
- ▶ Disabilities/Accessibility Services
- ▶ Student Academic Support Services
- ▶ Academic Computing Services
- ▶ Other unit- or program-specific supports/services

The [University of Toronto Libraries](#) and library system is an unparalleled resource in the city of Toronto. It is the largest academic library in Canada and ranked the 6th largest research library in North America.

Please see the following appendices:

Appendix C: Library statement confirming the adequacy of library holdings and support for student learning.

Appendix D: Standard statement concerning student support services.

12.3 Financial Support for Graduate Students

Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students.

The Graduate Department of Kinesiology at the University of Toronto provides domestic and international doctoral stream Master's-level graduate students with a base funding package equivalent to \$8,500 plus tuition and incidental fees for 2 years of the full-time MSc program.

The funding package may include funds from a variety of sources, including University of Toronto Fellowship (UTF) Stipend Award, Teaching Assistantship Hours, Research Assistant positions, Internal and External Awards. MA students will receive the same funding package as MSc students in the Department of Kinesiology. Students will also be eligible to apply for the usual Tri-Council (SSHRC, CIHR) funding awards.

Each MA/MSc student in the funded cohort is also eligible for an annual \$250 conference travel reimbursement to encourage student presentation at local, national and/or international conferences. Through the Faculty's Experiential Learning Funds, as well as the [SGS Conference Grant](#), graduate students are eligible for additional funds for travel for research internships/conference presentation, particularly for international travel.

12.4 Space/Infrastructure

Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information technology support and laboratory access; address any unique requirements including renovations to existing space, new space, equipment, etc.

Note: The requirements for physical facilities should be identified by providing information on the change in the number of people to be accommodated by type (i.e., faculty, students, administrative staff, etc.) as well as information on changes in equipment and activities requiring accommodation. The division/Faculty should state whether it plans to bring forward proposals for additional space; the renovation of existing space; or whether the current space allocation to the academic program will accommodate the new initiative.

There are no new space requirements as a result of the new MA program. The MA will support KPE in meeting its existing enrolment targets. There is no planned increase in the total number of graduate students in the Faculty as a result of the MA program. Graduate student classes are taught in two primary buildings on campus (Warren Stevens Building, and the Benson Building). MA students would be housed in the current Sussex building (approximately 200 metres from the main teaching buildings). Graduate students are typically assigned their own office work spaces in this building, and have a dedicated graduate lounge/kitchen in the space.

12.5 Other Resource Implications

For example,

- ▶ Is a new graduate unit contemplated that would require a separate graduate chair appointed under the PAAA?
- ▶ Are there interdivisional teaching implications?

- ▶ Will the new program affect any existing agreements with other institutions, or require the creation of a new agreement to facilitate the new program (e.g., Memorandum of Understanding, Memorandum of Agreement, etc.). (Existing joint programs are offered with Centennial, Sheridan and Michener.)
- ▶ If this is a new joint program, please indicate how future reviews of the program will be conducted in accordance with UTQAP 2.1: “Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and University of Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected. Program proposals specify how future reviews will be conducted.”

Please consult with the Provost’s Office (vp.academicprograms@utoronto.ca) early regarding any resource implications described in this section.

There are no other resources implications. The current Director of Graduate Studies will oversee all doctoral-stream graduate programs in the Department of Kinesiology, including the MA, MSc and PhD.

13 Quality and Other Indicators

Please describe the appropriateness of the faculty’s collective expertise and how it contributes substantively to the proposed program. Define and use indicators to provide evidence of the quality of the faculty (e.g., qualifications, research, innovation and scholarly record).

Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience.

Please describe any elements that enhance the program’s diversity.

The multidisciplinary focus of the Faculty and delivery of course offerings and supervision of graduate theses in the social sciences and humanities is longstanding in the Faculty. This proposal to create a MA graduate degree in Kinesiology, in addition to the existing MSc graduate degree, makes sense at this time in recognition of the growth and quality of the faculty members and research already conducted in this area.

The Department of Kinesiology faculty pool includes researchers with disciplinary expertise in sociology, cultural and gender studies, critical health, psychology, philosophy, ethics and political economy who already teach a suite of courses at the graduate level and supervise a diverse pool of students related to the field. This core faculty group is internationally lauded

for their work, and have successfully attracted students from countries all over the world for over twenty years. This stream of teaching and research at the graduate level is also consistent with the Faculty's Academic Plan which includes a commitment to multi- and interdisciplinary approaches.

Members of the faculty group have been at the national and international forefront of several core research streams such as: sport policy, social development through sport, critical race studies and anti-racism in sport and health worlds, social justice, ethics, equity in sport and exercise, and qualitative methodologies in sport, exercise and health studies.

Some quality indicators, include:

Historical record of 100% of doctoral-stream graduate courses taught by KPE faculty members

Faculty member publication rates in high-impact journals, international service, honours, and awards (See CVs)

Consistent success of MSc/PhD students in receiving SSHRC fellowships

Sustained success in SSHRC grant funding (Insight and Connection grants)

KPE EDU:D in Sport Policy Studies

Appendix A: Courses

Graduate Department of Kinesiology Courses

<p>Category A:</p> <p>KIN1150H Safeguarding Youth in Sport KIN5507H Power, Pleasure/s and the Body: Issues for Physical Cultural Studies KIN5518H Physical Cultural Studies and Social Theory KIN5534H Sport, Politics and Social Development KIN5537H Health, Media & Social Change KIN5544H Decolonizing Sport Studies KIN7001H Directed Reading in Kinesiology KIN7002H Directed Research Project in Kinesiology</p>	<p>Category C:</p> <p>KIN1150H Safeguarding Youth in Sport KIN1152H Psychological Issues in Sport-Related Concussion KIN5503H Adaptations to Habitual Activity KIN5505H Neuromotor Behaviour KIN5509H Applied Muscle Physiology and Biochemistry KIN5513H Current Issues in Exercise Psychology KIN5514H Sensory-Motor Neurophysiology KIN5525H Qualitative Motion Analysis KIN5531H Skeletal Muscle Plasticity KIN5533H Sport Psychology KIN5535H Neurorehabilitation and Exercise KIN5538H Special Topics in Oncology KIN5539H Advanced Disordered Movement and Neurorehabilitation KIN5541H Advanced Exercise Metabolism KIN5542H Special Topics in Sport Related Concussion KIN5543H Lifestyle Toxicity and Chronic Disease KIN5545H Developing and Reviewing Research Protocols KIN5546H Oxygen Delivery and Exercise Performance KIN7001H Directed Reading in Kinesiology KIN7002H Directed Research Project in Kinesiology</p>
<p>Category B (Methods/Methodology):</p> <p>KIN5510H Qualitative Inquiry and Physical Cultural Studies KIN5515H Quantitative Research Methods in Kinesiology KIN5536H Qualitative Inquiry in Sport and Physical Activity KIN5540H Narrative Methods in Health Research</p>	

MA Program — Category A & B Course Descriptions

KIN1150H: Safeguarding Youth in Sport *[Existing course]*

While the vast majority of young people experience positive benefits from their sport participation, some however, experience harmful behaviours in the sport context. In order to optimize the sport experiences of young athletes, it is paramount that adults in positions of responsibility over young people in sport are aware of the potential for these negative experiences and are educated about specific strategies for prevention and intervention. As issues of athlete maltreatment continue to emerge through research and media outlets, the need for athlete protection and positive athlete development models increases. In this course students will be introduced to concepts, theories and ideologies of maltreatment and protection as they apply to sport. Students will have the opportunity to critically discuss current dilemmas within the field of athlete welfare and will be challenged to critique present research as well as educational, advocacy, and policy initiatives intended to safeguard young people in sport.

KIN5507: Power, Pleasure/s and the Body: Issues for Physical Cultural Studies *[Existing course]*

The myriad of practices, politics and epistemological concerns that surround and shape (post)modern conceptions and experiences of power, pleasures, bodies and spaces have garnered much attention in critical physical cultural studies. The relationships between power, pleasure and embodiment and the conditions under which peoples' lives are governed, subjected to practices of normativity, (dis)placement, inclusion/exclusion, othering, differentiation and/or agency and freedom are important to examine. This course will interrogate a range of theoretical frameworks in order to enhance examinations of bodies, pleasure and power relations. The course will be more than descriptive. It will explore the effects and widespread implications — philosophical, social and political — of the production of power and pleasure with respect to bodies. It will also examine theoretical critiques and applied questions of freedom, resistance and agency.

KIN5510H: Qualitative Inquiry and Physical Cultural Studies *[Existing course]*

This course is intended to familiarize students with qualitative research approaches and methodologies used in sport, physical activity and health-related research, and to offer an opportunity to learn and practice skills for developing, implementing, analyzing and articulating/disseminating research projects based on qualitative data. By reading, discussion and practice, you will gain an awareness of the appropriate qualitative procedures associated with

particular research questions, how to interpret and represent qualitative data in various ways, how to critically assess and employ qualitative data and how to articulate (in a preliminary way) a theoretical point of view through oral/written reports.

KIN5515H: Quantitative Research Methods in Kinesiology [Existing course]

The objective of the course is for students to develop an understanding of common research approaches and procedures, and the application of statistical techniques in current use in the study of physical activity and health. Topics include: research design, descriptive and inferential statistics, non-parametric, univariate and multivariate analysis of variance, correlation, and regression.

KIN5518H: Physical Cultural Studies and Social Theory [Existing course]

This course is intended to provide students with a graduate level (re)introduction to the development and current status of physical cultural studies (PCS) theory. In this course, we approach the physical cultural studies oeuvre as an inter- and trans-disciplinary approach to the analysis of human movement, embodiment and corporeal representation within and across social institutions and cultural groups. In the process of dissecting the theoretical bases of PCS, we will be visiting and revisiting classic and core theoretical statements in sociology, philosophy and the humanities on the nature of the society, and the self and culture.

KIN5534H: Sport, Politics and Social Development [Existing course]

Sport has long been understood to have significant social and political implications, both positive and negative. The significance of these implications has only been bolstered by the recent institutionalization of sport in the service of international development and peace building. For example, in announcing the new Sustainable Development Goals, the United Nations referred to sport as an “important enabler of sustainable development.” With this context in mind, this course is designed to stimulate and propel scholarly discussion and analysis of the relationship between sport and social development. The course materials and discussion will approach this relationship from a variety of viewpoints, including but not limited to: history, politics, policy studies, social theory and political economy. The goal is that students will draw on the materials, discussions and activities in the course in order to conceptualize, contextualize and eventually conduct their own research and theorizing on the topic of sport and social development.

KIN5536H: Qualitative Inquiry in Sport and Physical Activity [Existing course]

Qualitative inquiry represents a diverse range of approaches to studying the experiences of individuals participating in sport and physical activity. This course seeks to examine qualitative research methods and methodologies in sport and physical activity settings. This course will

examine foundational issues of epistemology, ontology and paradigms, methods of data collection, analysis and forms of representing qualitative research findings.

KIN5537H: Health, Media & Social Change [Existing course]

An interdisciplinary graduate course that combines cultural studies of media and health, physical cultural studies of sport and fitness, and critical approaches to social change. Topics to be addressed include foundations for social change, communicating the social determinants of health, media advocacy for policy and program change, activism in sport and physical cultures and the merits and limitations of various media platforms.

KIN5540H: Narrative Methods in Health Research [Existing course]

Narrative methodologies and their associated techniques of research practice have ascended to popularity in health-related research across the social sciences, humanities and medical sciences. In this course, we examine the rise of narrative methods in the pursuit of phenomenological and existential accounts of pain, illness, disease and more patient-oriented health care. Specific attention is given to the ontological and epistemological underpinnings of narrative methods, and several narrative-producing and representational methodologies such as interviewing, life history analysis, discourse analysis, arts-based techniques, visual and documentary approaches, and narrative ethnography. Emphasis is also given to the complex and evolving relationship between narrative methods, the field of narrative ethics and the practice of narrative medicine by healthcare practitioners. The use of case studies, first-hand assignments conducted by students and patient accounts of pain, illness and suffering will highlight the personal significance and translational impact of narrative methods within healthcare.

KIN5544H Decolonizing Sport Studies [Existing course]

This course begins with a recognition that Indigenous and racialized communities are simultaneously hyper-surveilled and invisibilized by the state and by academia. In sport studies the experiences of, and oppressions faced by, various groups are inadequately accounted for due to the Eurocentric and colonial approach to scholarship and education. This course will introduce students to theories and practices of decolonization to comprehend how structures of power and domination are interconnected and co-constitutive. Decolonization rejects generalized narratives and masterful figurations of universal subjects and Eurocentric epistemologies, which occlude histories of violent and racialised exclusion; explores the linkages among colonialism, capitalism, sexism, ableism, racism and other forms of dehumanization; and involves artistic, political and intellectual movements to return land, form feminisms of color, and challenge settler dominance. This course will shift our understanding of ourselves as pedagogues and

writers, change our relationships to land and transform our research populations, partners and questions.

KIN7001H Directed Reading in Kinesiology *[Existing course]*

KIN7002H Directed Research Project in Kinesiology *[Existing course]*

These directed readings courses are designed to allow students to pursue specialized substantive, theoretical, or methodology-based knowledge under the supervision of a Department of Kinesiology Faculty member. Typically, these courses are catered toward helping a student develop knowledge and expertise relevant to their graduate thesis work, or to deepen their knowledge of a primary area of academic interest. Emphasis in these courses is given to subjects/theories/methodologies not presently covered through existing courses taught in the Faculty.

SRM3335H: Graduate Seminar Series in Kinesiology *[Existing course]*

The KIN Department offers monthly graduate seminars featuring speakers from across U of T and Canada. They present a broad variety of topics. Graduate students are expected to attend all of the graduate seminars. This is a credit/no credit course.

Appendix B: Graduate Calendar Copy

Kinesiology: Introduction

Faculty Affiliation

Kinesiology and Physical Education

Degree Programs

Kinesiology

MA, MSc and PhD

Professional Kinesiology

MPK

Collaborative Specializations

The following collaborative specializations are available to students in participating degree programs as listed below:

Cardiovascular Sciences

- ▶ Kinesiology, MA, MSc, PhD

Health Services and Policy Research

- ▶ Kinesiology, MA, MSc, PhD

Musculoskeletal Sciences

- ▶ Kinesiology, MA, MSc, PhD

Public Health Policy

- ▶ Kinesiology, MA, MSc, PhD

Sexual Diversity Studies

- ▶ Kinesiology, MA, MSc, PhD

Women and Gender Studies

- ▶ Kinesiology, MA, MSc, PhD

Women's Health

- ▶ Kinesiology, MA, MSc, PhD

Overview

The field of Kinesiology is interdisciplinary. All degree programs are for students interested in research, academic, and professional careers relating to:

Applied/exercise/environmental physiology
Biomechanics and ergonomics
Health-care provision as a kinesiologist
Metabolic and endocrinological aspects of physical activity
Motor control and motor learning
Muscle physiology
Physical cultural aspects of sport and physical activity
Physical fitness and athletic strength and conditioning
Psychological aspects of sport and physical activity
Psychophysiological aspects of exercise and stress
Women's health and physical activity.

Contact and Address

Web: kpe.utoronto.ca

Email: grad.kpe@utoronto.ca

Telephone: (416) 978-6087

Fax: (416) 971-2118

Graduate Department of Kinesiology
Faculty of Kinesiology and Physical Education
University of Toronto
55 Harbord Street
Toronto, Ontario M5S 2W6
Canada

Kinesiology: Kinesiology MA

Master of Arts

Program Description

The purpose of the Master of Arts is to provide advanced-level education and research training in social sciences and humanities within the field of kinesiology. The MA program is intended to broaden students' understanding of the various aspects of kinesiology from a social sciences and/or humanities disciplinary perspective, as well as to provide them with the necessary

scholarly and technical research skills so that they may pursue a high-quality research project. The MA is an in-person thesis-based program. Applicants interested in the MSc in Kinesiology should refer to the MSc program section.

The MA program can be taken on a full-time or part-time basis.

Minimum Admission Requirements

Applicants are admitted under the General Regulations of the School of Graduate Studies. Applicants must also satisfy the Graduate Department of Kinesiology's additional admission requirements stated below.

An appropriate bachelor's degree, or its equivalent from the University of Toronto or from another recognized university.

A background in kinesiology or a discipline compatible with the research interests and interdisciplinary nature of the Faculty of Kinesiology and Physical Education is preferred.

An academic standing equivalent to a University of Toronto B+ (76% to 79%) in the last five full-course equivalents of relevant, senior-level courses.

Proficiency in the English language must be demonstrated by all applicants educated outside Canada whose primary language is not English and who graduated from a university where the language of instruction and examination was not English. The Faculty prefers the Test of English as a Foreign Language (TOEFL) with the following minimum scores:

- ▶ Internet-based test: 100/120 overall and 22/30 on the writing and speaking sections
- ▶ paper-based test: 600 with 5 on the Test of Written English (TWE) and 50 on the Test of Spoken English (TSE).

Prospective students apply online with two letters of reference, a Statement of Interest, a current curriculum vitae (CV), two samples of scholarly writing.

Program Requirements

Coursework. Students must successfully complete a total of **2.5 full-course equivalents (FCEs)** as follows. All courses must be approved in advance by the student's supervisor and the Graduate Department of Kinesiology.

- ▶ 0.5 FCE in Methods/Methodology
- ▶ 1.0 FCE in Kinesiology Category A
- ▶ 1.0 FCE other courses
- ▶ SRM3335H⁺ graduate seminar in Kinesiology (0.0 FCE).

A **thesis proposal** written under the supervision of a thesis committee and its oral defence before an examination committee.

A **thesis** written under the supervision of a thesis committee and its **oral defence** before an examination committee.

The student's annual program plan must be approved by the supervisor.

Program Length

6 sessions full-time (typical registration sequence: F/W/S/F/W/S);

12 sessions part-time

Time Limit

3 years full-time;

6 years part-time

** Extended course. For academic reasons, coursework is extended into session following academic session in which course is offered*

Appendix C: Library Statement

University of Toronto Libraries Report for the Master of Arts in Kinesiology, Faculty of Kinesiology and Physical Education, May 2021

Context: The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked fourth among academic research libraries in North America.³ The UTL has an annual acquisition budget of \$41 million. Its research and special collections comprise over 12.4 million print volumes, 5.6 million microforms, over 10,000 print journal subscriptions and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 2.6 million electronic books, 150,000 electronic journals and rich primary source materials.⁴ Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional programs at the University, and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

Major North American Research Libraries					
	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
ARL Rank	University	University	University	University	University
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Columbia	Michigan	Michigan	Toronto (3rd)	Columbia
4	Toronto (4th)	Columbia	Columbia	Columbia	Toronto (4th)
5	Michigan	New York	New York	Michigan	Michigan
6		Toronto (6th)	Toronto (6th)		

³ As per Association of Research Libraries Statistics.

⁴ Figures as of January 2020.

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries				
2014-2015	2015-2016	2016-2017	2017- 2018	2018- 2019
Rank/University	Rank/University	Rank/University	Rank/University	Rank/University
4/Toronto	6/Toronto	6/Toronto	3/Toronto	4/Toronto
27/Alberta	31/Alberta	29/Alberta	29/Alberta	30/Alberta
31/British Columbia	35/British Columbia	37/British Columbia	33/British Columbia	40/British Columbia
43/McGill	42/McGill	40/McGill	38/McGill	47/McGill
49/Calgary	63/Calgary	75/Calgary	69/Manitoba	62/Ottawa

Space and Access Services: The UTL's 42 libraries are divided into four administrative groups: Central, Departmental/local, Campus (UTM and UTSC) and Federated and Affiliated College Libraries. The UTL provides a variety of individual and group study spaces for students. Study space and computer facilities are available twenty four hours, five days per week at one location, Robarts Library, with additional extended hours during study and exam periods at both UTSC and UTM. Web-based services and electronic materials are accessible at all times from campus or remote locations.

Teaching, Learning & Research Support: Libraries play an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist in meeting Master of Arts in Kinesiology degree level expectations in the ability to gather, evaluate and interpret information. Librarians collaborate with instructors on assignment design, provide student research consultations, and offer just-in-time student research help in person, by phone, or through online chat. Librarians are also available to support curriculum mapping initiatives. Special initiatives, such as the Libraries Undergraduate Research Prize, and an annual forum for student journal editors, extend information literacy beyond the classroom. These services align with the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*.⁵

Program Specific Instructional Support: Instruction occurs at a variety of levels for Kinesiology students and is provided by the faculty liaison librarian for the Faculty of Kinesiology and Physical Education. The Gerstein Science Information Centre facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments,

⁵ Association of College & Research Libraries. Framework for Information Literacy for Higher Education. ACRL, 2016. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf

including being embedded in the PHT1102, KPE162, MPK4008 and KPE428 courses. The Library, through its liaison librarians, customizes feeds of library resources which appear prominently in Portal/Blackboard course pages. The liaison librarian has created research guides on [Rehabilitation Resources](#), on [Comprehensive Searching in the Health Sciences](#), as well as course-specific guides, such as the [KPE100: Physical Cultural Studies Guide](#) and the [KPE162: Personal Health Guide](#). In addition to being embedded within a number of courses within the Faculty of Kinesiology and Physical Education, the liaison librarian also regularly attends the faculty committee meetings, in order to stay up to date on any changes and developments within the faculty, and relay pertinent information regarding library resources, collections and services.

Collections: Many college and campus libraries collect materials in support of the Faculty of Kinesiology and Physical Education; the largest collection of materials is centrally located in the Gerstein Science Information Centre. Collections are purchased in all formats to meet the variety of preferences and styles of our current students and faculty. The University of Toronto Library is committed to collecting both print and electronic materials in support of the MA in Kinesiology at the University of Toronto.

Journals: The Library subscribes electronically to 24 of the top 25 journals listed in Journal Citation Reports (JCR)⁶ in the subject area Sport Sciences, and subscribed to 24 of the top 25 journals in the subject area Rehabilitation. Of these titles, 46 are available electronically to staff and students of the University. We prioritize acquisition of online journals where possible.

Monographs: The UTL maintains comprehensive book approval plans with 51 book vendors worldwide. These plans ensure that the Library receives academic monographs from publishers all over the world in an efficient manner. In support of the Faculty of Kinesiology and Rehabilitation monographs are purchased in electronic form where possible, and the Library currently receives all current e-books directly from the following publishers: Springer, Elsevier, Taylor & Francis, Routledge, Wiley, SAGE and Wolters Kluwer.

Preservation, Digitization and Open Access: The UTL supports open access to scholarly communication and research information through its institutional research repository (known as T-Space), its Downsview print repository, its open journal services, subscriptions to open access publications and support for preservation of research materials in all formats. In addition to acquiring materials in support of the Faculty of Kinesiology and Physical Education, the

⁶2019 Journal Citation Reports® (Clarivate, 2019)

Library has digitized its monograph holdings published before 1923. These books are available without charge to any Internet user.

Key Databases: Key databases include, but are not limited to, Ovid MEDLINE and EMBASE, SPORTDiscus, CINAHL, Physical Education Index, Scopus and Web of Science.

Prepared by: Julia Martyniuk, Liaison and Education Librarian, Gerstein Information Science Centre, University of Toronto, May 31, 2021

Submitted by: Larry Alford, Chief Librarian, University of Toronto Libraries, May 31, 2021.

Appendix D: Student Support Services

All University of Toronto undergraduate and graduate students have access to student services on all three campuses, Mississauga, St. George (downtown Toronto) and Scarborough, regardless of their “home campus.” The services and co-curricular educational opportunities provide a complement to the formal curriculum by engaging and challenging students to reach their full potential as learners, leaders and citizens. At the University of Toronto (St. George Campus) these services are organized by Student Life Programs and Services, the academic division registrar and local student life offices and the School of Graduate Studies. All these services combine to support the success of our students from the time they are admitted through degree completion and beyond.

Students have access to comprehensive **physical and mental health care** on campus, including a medical clinic, travel medicine services, immunization, contraception and sexual health education. Counselling and treatment options for psychological and emotional concerns include psychotherapy, group therapy and pharmacotherapy, as well as specialized assault counselling services provided both by the health and wellness centre and the Sexual Violence Prevention and Support Centre. In addition, a large number of wellness programs are provided, such as mindful meditation, workshops on coping skills and stress management. All students on all campuses have access to UofT MySPP, a multilingual immediate and/or ongoing confidential, 24-hour counselling support for any school, health, or general life concern at no cost to students. **Housing** needs, including residence application assistance, off-campus housing listings and resources for students on the rental housing search, tenant rights and responsibilities, are met through the Housing Services. Coaching and education in the development of key **learning skills** — from time management to reducing exam anxiety — is provided through **Academic Success**. Academic Success also partners with faculty to integrate success strategies and support into the curriculum. Students’ career exploration and employment services are provided through **Career Exploration & Education** offering resume and interview coaching, workshops, career resources, on and off-campus employment and volunteer listings, job shadowing and career advising. **International learning opportunities** (study, research and professional experiences) for all students on all campuses enable the development of global fluency in academic, personal and career spheres. Opportunities are catalogues at learningabroad.utoronto.ca. Student **Safety Abroad** support is provided to all students on university activity abroad.

Specialized services are provided for **international students** (pre-arrival, transition to Toronto, study and work permit advising, health insurance for international residents of Ontario, impact

of culture on teaching and learning expectations), students whose health or disability impacts their functioning (academic accommodations, systems navigation, referrals, resources, skill development, peer programming and support) students with **children or other family responsibilities** (advising, resources, subsidized child care), **Indigenous students** (culturally relevant academic support, financial counselling) and **lesbian, gay, bisexual and transgender** students (counselling, referrals, equity outreach and engagement).

Participation in **campus life** and **experiential learning** are facilitated through Hart House (clubs, committees, events), the Centre for Community Partnerships (community engaged learning and volunteer opportunities in community settings), the Multifaith Centre (interfaith dialogue, events) and Clubs and Leadership Development (leadership development, equity education, recognition and support for student groups, activities, office, meeting and activity space for clubs). **Sport and recreational facilities and programs** are provided to all students through both Hart House and the Faculty of Kinesiology and Physical Education. **Campus involvement** is supported actively through Orientation, Transition and Engagement (co-curricular record).

Support for the transition into life as a student are facilitated through Orientation, Transition and Engagement (transition programs, orientation coordination and support, outreach, parent and supporter resources) as well as Mentorship and Peer Programs (events for equity-seeking communities, 1:1 peer support, workshops).

Gradlife is a comprehensive suite of programs, services and initiatives offered across the Division of Student Life that are developed with a graduate student audience in mind. Gradlife includes skills development, social, academic and community building activities to support a holistic graduate student experience.

The Faculty of Kinesiology and Physical Education offers further embedded services and supports specifically for KPE students including the [Health Sciences Writing Centre](#), Academic Success, Career planning, Accessibility services and Health & Wellness Counselling. This is in addition to day-to-day support provided by the graduate program coordinators in the [KPE Registrar's Office](#).

In KPE, each full-time doctoral stream graduate student in the funded cohort is assigned a desk space, as requested, in either: the Benson building/Warren-Stevens (the Athletic Centre), the Goldring Centre for High Performance Sport or 40 Sussex. Each graduate student also has their own space on the secure University of Toronto server, accessible from any University of Toronto computer. Library services can be accessed remotely with student identification.

Graduate student community is also supported in the Faculty through the KINections program. [KINections](#) is an initiative of the Registrar's office. Working collaboratively with KPE student groups (e.g., [KPEGS](#)) and campus partners such as the [School of Graduate Studies \(SGS\)](#), [U of T Student Life](#) and [Sport & Recreation](#), KINections activities are organized around five themes: mentorship, health and wellness, community engagement, global citizenship and career development. An intentional focus on equity, diversity and inclusion is woven into all the themes, and will also be the main topic for some events.

Appendix E: Comparator Programs

Please list U of T and external comparators; provide a short summary of the programs and highlight any differences between the degree programs and what is proposed.

National Comparator Institutions

Canadian University	Degrees Offered
Brock University , Department of Kinesiology	MA Applied Health Sciences MSc Applied Health Sciences Master of Professional Kinesiology PhD Applied Health Sciences
Concordia University , Department of Health, Kinesiology and Applied Physiology	MSc Health and Exercise Science PhD Health and Exercise Science
Dalhousie University , School of Health and Human Performance	MA Health Promotion MA Leisure Studies MSc in Kinesiology
McGill University , Kinesiology and Physical Education	MA Kinesiology MSc in Kinesiology PhD in Kinesiology Sciences
McMaster University , Department of Kinesiology	MSc Kinesiology PhD Kinesiology
Memorial University of Newfoundland , School of Human Kinetics and Recreation	MA Physical Education (MPE) MSc Kinesiology
Queen's University , School of Kinesiology and Health Sciences	MA Kinesiology and Health MSc Kinesiology and Health PhD Kinesiology and Health
Simon Fraser University	MSc Biomedical Physiology and Kinesiology PhD Biomedical Physiology and Kinesiology
Western University , School of Kinesiology	MA Kinesiology MSc Kinesiology PhD kinesiology
York University , Kinesiology and Health Science	MA Kinesiology and Health MSc Kinesiology and Health MFSc Fitness Science PhD Kinesiology and Health
University of Alberta , Faculty of Kinesiology, Sport, and Recreation	MA in KS&R MSc in KS&R MCoach PhD in SK&R

University of British Columbia , School of Kinesiology	MA Kinesiology MSc Kinesiology MKin Kinesiology (course/lab-based) MHPCTL High Performance Coaching and Technical Leadership PhD Kinesiology
University of Calgary , Faculty of Kinesiology	MKin (course-based) MSc Kinesiology PhD Kinesiology
University of Manitoba , Faculty of Kinesiology and Recreation Management	MA Kinesiology MSc Kinesiology
University of Ottawa , School of Human Kinetics	MSc Human Kinetics MA Human Kinetics MHK Sport Management and Intervention PhD Human Kinetics
University of Regina , Kinesiology and Health Studies	MSc Kinesiology and Health MKin Kinesiology (course-based) PhD Kinesiology and Health
University of Victoria , Exercise Science, Physical and Health Education	MA Kinesiology MSc Kinesiology PhD Kinesiology
University of Toronto , Department of Exercise Sciences*	MSc Exercise Sciences MPK Master of Professional Kinesiology PhD Exercise Sciences
University of Waterloo , Department of Kinesiology	MSc Kinesiology (thesis) MSc Kinesiology (course-based) PhD Kinesiology Collaborative PhD (Ageing, Health and Well-being) Collaborative PhD (Work and Health)

International Comparator Institutions

[Purposively sampled from top 25 universities ranked either by QS or Shanghai global rankings 2019 — not an exhaustive list, but a representative look of what other institutions are doing internationally.]

International University	Degrees Offered
Deakin University , Exercise and Sport Science	Master of Applied Sport Science Master of Clinical Exercise Physiology

KU Leuven , Department of Movement Science	MSc Sport Science (1 year) MSc Sport Science (2 year) PhD Sport Science
Loughborough University , Sport, Exercise, and Health Sciences	MSc Exercise as Medicine MSc Exercise Physiology MSc Social Science Research MSc Sport and Exercise Psychology MSc Sport Management, Politics and International Development MSc Sport Management MSc Sport Biomechanics MSc Sport and Exercise Nutrition MSc Physical Education MSc Musculoskeletal Sport Science and Health MSc Strength and Conditioning PhD Sport, Exercise and Health
Liverpool John Moores University , School of Sport and Exercise Science	MSc Clinical Exercise Physiology MSc Exercise Physiology MSc Sport and Clinical Biomechanics MSc Sport Coaching MSc Sport Nutrition MSc Sport Psychology MSc Strength and Conditioning PhD Sport and Exercise Science DSportExPsy Professional Doctorate in Sport and Exercise Psychology
The Ohio State , Department of Human Sciences (Kinesiology)	MSc Sport Management MSc Coaching MSc Physical Education MSc Health and Exercise Science PhD Health and Exercise Science PhD Sport Management PhD Physical Education
Penn State , College of Health and Human Development (Kinesiology)	MSc Kinesiology PhD Kinesiology PhD Kinesiology and Bioethics PhD Kinesiology in Clinical and Translational Studies
University of Birmingham , School of Sport, Exercise, and Rehabilitation Studies	MRES Clinical Health Research MRES Exercise and Sport Sciences MRES Spinal Pain MSc Exercise and Sports Medicine MSc Physical Education and Well-being

	MSc Physiotherapy MSc Sport Coaching PhD Sport, Exercise and Rehab Sciences
University of Copenhagen , Department of Nutrition, Exercise and Sport Science	MSc Nutrition MSc Food Innovation and Health MSc Human Physiology MSc Humanities and Social Sport Sciences PhD in NESS
University of Florida , College of Health and Human Performance	MSc Applied Physiology and Kinesiology MSc Health Education and Behavior MSc Sport Management MSc Tourism and Rec Management PhD Health and Human Performance
University of Illinois Urbana-Champaign , Department of Kinesiology and Community Health	MSc Kinesiology PhD Kinesiology
University of Michigan , School of Kinesiology	MSc Movement Science MSc Sport Management PhD Movement Science PhD Sport Management
University of Otago , School of Physical Education, Sport and Exercise Sciences	MSc Sport, Exercise and Health MSPDM Sport Development and Management PhD Sport, Exercise and Health
University of Queensland , School of Human Movement and Nutrition Sciences	Master of Dietetics (course-based) Master of Clinical Exercise Physiology (course-based) Master of Sports Coaching (course-based) Master of Sports Medicine (course-based) Master of (Sport) Psychology (course-based) MPhil Human Movement and Nutrition PhD Human Movement and Nutrition
University of Sao Paulo , School of Physical Education and Sport	MSc Sociocultural and Behavioural Studies MSc Biodynamics of Human Movement PhD Physical Education
University of Sydney , Exercise and Sport Science	MSc Exercise and Sport Science