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:	Same as above
CONTACT INFO:	
DATE:	April 30, 2024 for May 8, 2024
AGENDA ITEM:	9

ITEM IDENTIFICATION:

New Graduate Program Proposal: Master of Sport Sciences (MSS), 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] (May 8, 2024)**
2. Academic Board [For Approval] (May 23, 2024)
3. Executive Committee [For Confirmation] (June 18, 2024)

PREVIOUS ACTION TAKEN:

The proposal for the Master of Sport Sciences received approval from the Faculty of Kinesiology and Physical Education on April 5, 2024.

HIGHLIGHTS:

This is a proposal for a professional master's degree called Master of Sport Sciences to be offered by the Graduate Department of Kinesiology at the Faculty of Kinesiology and Physical Education. The program is a three session full-time degree program with the registration sequence of Fall/Winter/Summer. The

degree program may also be taken through part-time registration. Students will complete 5.0 full-course equivalents (FCEs): 1.0 FCE of required courses; 2.0 FCEs of MSS designated courses; 1.0 FCE of either placement or capstone activity and 1.0 FCE in elective courses. Students may also choose to complete an optional concentration as part of the 5.0 FCEs. The concentrations are: Sport Coaching and Performance; Sport Integrity; Sport Analytics.

This MSS graduate program is designed to prepare graduates to work as a member of a sport sciences team in a variety of roles related to sport coaching and performance, sport integrity, and sport analytics. The MSS program focuses on sport professionals who work as members of the sport sciences team and support safe and inclusive training, recovery, and programming for the development of sport performance and expertise, also referred to as Integrated Support Teams. Applicants must have a four-year bachelor's degree in kinesiology, physical education, human kinetics, or a complementary degree in arts and science, business, engineering, or education. In order to be eligible for admission with a complementary degree, practical experience in the area of sport sciences is required. Graduating students will be prepared to work as a member of a sport sciences team as a coach, athletic director or administrator, athletic trainer, sport/exercise physiologist, safe sport officer, sport science expert, athlete and sport product tester, and sports data analyst.

The MSS program aligns with all pillars of the KPE Academic Plan, including fostering innovation, discovery and achievement; activating partnerships and collaborations; elevating health and well-being; and igniting transformative inclusivity.

This program will be delivered in person and at steady state enrolment is expected to be about 20 full-time students and six part-time students.

Consultation outside KPE occurred with the Council of Health Sciences.

The program was subject to an external review on February 26-27, 2024 by: Professor Maria Gallo, Professor of Teaching, School of Kinesiology, University of British Columbia and Professor Leapetswe Malete, Associate Professor, Department of Kinesiology, Michigan State University. The reviewers made several recommendations for the program, which were adopted as described in the Dean’s administrative response to the review 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 Sport Sciences as described in the proposal from the Faculty of Kinesiology and Physical Education dated March 14, 2024 be approved effective September 1, 2025.

DOCUMENTATION PROVIDED:

- New Graduate Program Proposal: Master of Sport Science

UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

New Graduate Program Proposal: Master of Sport Sciences

External Review Report

UTQAP Template
New Program Review Report

Framework for UTQAP Reviews

University of Toronto Quality Assurance (UTQAP) processes support a structured approach for creating, reflecting on, assessing and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its Statement of Institutional Purpose (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus “quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:

> The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life —academic and administrative complement, research and scholarly activity, infrastructure, governance, etc.—bear on the quality of academic programs and the broad educational experience of students. (*Policy for Approval and Review of Academic Programs and Units* (2010))

The University’s approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations.

These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

Program(s) under review:	Master of Sport Sciences	
Commissioning officer:	Gretchen Kerr	
Date of scheduled review:	February 26-27, 2024	
Reviewers' names and affiliations:	**Dr. Maria Gallo** Professor of Teaching School of Kinesiology University of British Columbia	**Dr. Leapetswe Malete** Associate Professor Department of Kinesiology Michigan State University

New Program Review Report

Please provide a joint Report evaluating the standards and quality of the proposed program.

- Respect the confidentiality required for all aspects of the review process.
- *Append the site visit schedule to the report.*

Note: Issues that are addressed through existing, specific University procedures are considered **out of scope** for UTQAP reviews (e.g., individual Human Resources issues, specific health and safety concerns). **Any such issues raised at any point during a review process** (site visit, review report) **must immediately be brought to the attention of the commissioning officer and routed through appropriate University channels for resolution**.

A. Summary

Reviewers are asked to:

- Address the substance of the New Program Proposal.
- Comment on the adequacy of existing physical, human and financial resources, based in part on the external reviewers' assessment of the faculty members' education, background, competence and expertise as evidenced in their CVs.
- Acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it.

- *The proposed Master of Sport Sciences (MSS) in the Graduate Department of Kinesiology of the Faculty of Kinesiology and Physical Education (KPE) will develop sport professionals who lead teams and support individuals with care, expertise, and a strong ethical core. The MSS is consistent with the Faculty of Kinesiology and Physical Education's mission and academic plans. It is consistent with the KPE's Academic Plan for 2022-2027, Transformation in Motion. This program aligns with its 4 pillars: including fostering innovation, discovery and achievement; activating partnerships and collaborations; elevating health and well-being; and igniting transformative inclusivity.*

Additionally, it aligns with the U of T's statement of Purpose and its Strategic Mandate Agreement outlining prioritization for advancing graduate education.

- *The MSS is a unique program integrating research, education, and practice. The integration of the sport and recreation department/facilities will offer a tremendous benefit to both units: new innovative practices could be tested in this research-informed and highly experiential, work-integrated learning-based environment. With 150 active partnership agreements with organizations for undergraduate and graduate field placements, KPE has a tremendous network in industry and the community more broadly: thus, guaranteeing a deep experiential component to their training but more importantly having a positive impact on their community through engagement. The timing of this proposal is ideal as sport sciences is a new and emerging field of study in graduate education.*
- *As relatively few students and no faculty or staff will be added with the introduction of this program, it is not anticipated that any added or changed space/infrastructure will be required. Existing facilities and resources will be shifted from the MPK program to the MSS, and thus, are sufficient.*
- *Faculty members are well-funded, very productive within their scholarly activities and very well respected as top scholars nationally and internationally. As a top ranked university, U of T is leading the way.*
- *MSS students will have access to the Tanenbaum Institute for Science in Sport, the Iovate/Muscletech Metabolism and Sports Science Lab, the Training and Enhancing Motor Performance Outcomes Lab, and much more.*
- *The Office of the Registrar and Student Services includes an experienced team of staff that ensures student success and positive student experiences. They have an array of support including academic advising, peer learning supports, embedded counsellors (health and wellness, career, accessibility, learning strategist), experiential education, equity engagement and registration and award supports. The Health Sciences Writing Centre is also a valuable resource to support graduate student writing. The Information and Instructional Technologies department includes Instructional Design staff who work with our faculty developing teaching strategies, assignments, activities and experiences, both for the classroom and online. Students will be well supported.*

B. Recommendations

Please endeavour to distinguish between observations or suggestions (which can be included in "Findings") and formal recommendations (which should be included here). **The Dean and unit/program will be required to provide a public response to every recommendation listed in this section.**

- *We did not get to meet a course-based graduate student and it would have been beneficial to have a discussion with them. The graduate students we did meet seemed isolated (three areas of studies), stressed and not very well supported. They all said their lives "are a grind". We recommend you evaluate the current student experience and make efforts to support their health and wellbeing. However, students seemed excited about the MSS program (potential for more student interaction if changes are made) and having greater course selection.*
- *Try to get the NCCP onboard and have the Advance Coaching Diploma (ACD) as a potential dual accreditation (or partial) after completion of the MSS: do a mapping of their module learning objectives to yours and see if transfer of credits is possible (mostly now since the ACD is a one year program now). This could be included a few years down the line when program enrollments and throughput are clearer.*
- *Faculty seem excited about the MSS. Be as transparent as you can be with your faculty regarding budget of the MSS and resourcing (IT, technologies, etc). Also support their professional development when possible, as they will have different graduate students in their classrooms (MA, MSc, PhD and course based students).* Let faculty take the lead in deciding the kind of professional development they need to succeed.
- *In the capstone course (KIN8540Y) – may want to add as a learning outcome/product, the creation of an academic poster which they may want to disseminate at annual sport conferences across Canada such as SPort INnovation (SPIN) Summit or Petro CAN Sport Leadership conference – this will add visibility to the program and also help in knowledge translation.*
- *Consider title changes to KIN8330H Program Evaluation and Evidence Supported Practice in Sport Sciences (KIN8201H) to emphasize these are research methods type courses.*Under unique curriculum and program innovations, consider saying something about how the MSS's innovative curriculum is uniquely qualified to advance EDI efforts, well-being, and community connections not just at U of T but also in Canada and across the globe.

C. Program Evaluation Criteria

Please provide commentary on the following evaluation criteria. In some cases, it may be preferable to address multiple criteria holistically. In such cases, please clarify which criteria are relevant to the comments.

1 Academic rationale and program objectives

a) Clarity of the program's objectives.
b) Appropriateness of degree or diploma nomenclature given the program's objectives.
c) Consistency of the program's objectives with the institution's mission and the University of Toronto's/the division's/unit's academic plans, priorities and commitments, including consistency with any implementation plans developed following a previous review.
d) Evidence that the following have been substantially considered in the development of the program and its associated resources:
    1. Universal design principles and/or the potential need to provide mental or physical disability-related accommodations, reflecting the University's Statement of Commitment Regarding Persons with Disabilities
    2. Support for student well-being and sense of community in the learning and teaching environment, reflecting the work of the Expert Panel on Undergraduate Student Educational Experience and the commitment to establishing a Culture of Caring and Excellence as recommended by the Presidential and Provostial Task Force on Student Mental Health
    3. Opportunities for removing barriers to access and increasing retention rates for Indigenous students; for integrating Indigenous content into the curriculum in consultation with Indigenous curriculum developers; and for addressing any discipline-specific calls to action, reflecting the commitments made in Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada (PDF)
    4. Opportunities for removing barriers to access and increasing retention rates for Black students; for promoting intersectional Black flourishing, fostering inclusive excellence and enabling mutuality in teaching and learning, reflecting the commitments made in the Scarborough Charter and consistent with the recommendations of the Anti-Black Racism Task Force Final Report

5. Opportunities for fostering an equitable, diverse and inclusive teaching and learning environment, reflecting the values articulated in existing institutional documents such as the Statement on Equity, Diversity, and Excellence, the Antisemitism Working Group Final Report, the aforementioned reports, and future institutional reports related to equity, diversity and inclusion.

e) Unique curriculum or program innovations, creative components, significant high-impact practices, where appropriate.

- *The programs objectives are clear and will be met with this curriculum design.*
- *The MSS has appropriate degree nomenclature. Sport Sciences is a recognized area of study in Canada and internationally.*
- *The proposed MSS includes curriculum with clear program requirements and learning outcomes that align with University of Toronto's graduate degree expectations. It is a highly research-informed curriculum and its focus on training sport sciences professionals to engage in evidence-based practice in order to advance the healthy, safe and inclusive development of sport performance and expertise is evident.*
- *Advancement efforts in under-represented groups in Admission are made (outreach and recruitment efforts are strong).*
- *Student wellbeing is considered across course design and delivery. KINections, an initiative offers events and activities around many themes which will ensure a positive graduate experience: such as mentorship, health and wellness, community engagement, global citizenship, career development, equity and inclusion, and research exploration. An intentional focus on equity, diversity, and inclusion is woven throughout everything they do.*
- *The MSS program has excellent alignment with their academic plan to deliberately integrate research, education, and practice. The Faculty of PKE is very well integrated with the sport and recreation for the University and the community more broadly.*
- *Advancement efforts in under-represented groups in Admission are made (outreach and recruitment efforts are strong). The current faculty have a level of diversity in terms of gender and visible minorities. The last 8 hires in the past five years reflect their commitment to EDI. Student body also seemed diverse. EDI efforts should always be considered as work in progress where more still needs to be done not only to increase numbers of under-represented groups, but ensuring that they feel welcome, and that the efforts cut across academic programs, processes, and have tangible impacts.*

2 Program Requirements

f) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate).

g) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's applicable undergraduate or graduate Degree Level Expectations.

h) Appropriateness of the proposed mode(s) of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, flexible-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery) to facilitate students' successful completion of the program-level learning outcomes.

i) Ways in which the curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.

- *This program addresses the current shortage of trained sport scientists in Canada. There is growing opportunity expressed by external partners for advanced-level graduate placements in community and high-performance sport organizations.*
- *KPE has a tremendous network in industry and the community more broadly; thus, guaranteeing a deep experiential component to their training but more importantly having a positive impact on their community through engagement. The timing of this proposal is ideal as sport sciences is a new and emerging field of study in graduate education.*
- *It is a one year (three sessions) in length, and includes a mixture of classroom and experiential education. This is consistent with other course-based masters across Canada.*
- *This is an in-person program, with the majority of courses running as in-person courses and appropriate courses offered in a hybrid or online mode (less than 1/3). The in-person delivery makes sense given the type of program; it is very practical and hands-on. Students will have access to research lab spaces and equipment as part of their training. If successful, the faculty may consider making the theory heavy courses online so professionals already in the field may be able to do at least one semester remotely. This will attract a mature learner.*

- *The proposed MSS program is designed to offer a less rigid but still cohesive and supported structure (compared to the MPK), which is accessible to a range of learners from recent graduates to current professionals.*

3 Program Requirements for Graduate Programs Only

j) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time.

k) Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses.

l) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

- *This program is one year in length and is consistent with other course-based masters across Canada. Course offerings and internships are adequate to ensure degree completion.*
- *This program is distinguished from research-based master and doctoral degrees and is focused on professional and career preparation for jobs within the field of sport sciences and the application of research to inform practice within the professional field of sport.*
- *Year 1 Fall: 4 courses (2.0 FCE), Winter: 4 courses (2.0 FCE), and Summer: Placements or Capstone (1.0 FCE)*
- *It offers optional concentration: 1.5 FCE courses from within the designated concentration options and details are offered in the proposal.*
- *The University of Toronto requires graduate students to complete all of their course requirements from among graduate-level courses.*

4 Admission Requirements

m) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes.

n) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios and how the program recognizes prior work or learning experience.

- *The admission requirements are in line with those used for other Master programs across Canada.*
- *Applicants that do not have a 4 year Bachelor's in kinesiology, physical education, or human kinetics but do have a degree in arts and science, business, engineering, or education require practical experience in the area of sport sciences. This experience needs to include at least three years of work experience in the area of sport sciences, and evidence of professional training or certification in this area (for example, strength and conditioning certification, coaching certification); this alternate requirement is appropriate.*

5 Assessment of Teaching and Learning

o) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.

p) Appropriateness of the plans to monitor and assess:

1. The overall quality of the program
2. Whether the program is achieving in practice its proposed objectives
3. Whether its students are achieving the program-level learning outcomes
4. How the resulting information will be documented and subsequently used to inform continuous program improvement.

- *A mixture of lectures, problem- and case-based learning sessions and assignments will be used to aid in the development of knowledge and skills. Learning outcomes will be achieved through a combination of lectures, critical discussion, group work and applied assignments.*
- *Student performance will be assessed in the same manner as other KPE programs. Course grades will be based on student achievement in course assignments — written, oral, teamwork, examinations, etc. I appreciated the various styles of assessment. The assessments employed also mirror ways in which the learning outcomes are applied in the practice of sport sciences with emphasis on written and oral demonstration of knowledge and observation of performance in practice and through case-studies, with less emphasis placed on examination-based assessments. Placements will also be evaluated so students are properly trained and ensuring they are able to meet their desired competencies.*
- *These assessments are appropriate as they provide opportunity for multi-modal formative and summative assessment of students' learnings. There is also intentionally a*

wide range of assessment measures employed to support student motivation for success in the program through varied assessments of learning.

6 Resources

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

q) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment.

r) If applicable, discussion/explanation of the role and approximate percentage of adjunct and sessional faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience (see QAF Guidance).

s) If required, provision of supervision of experiential learning opportunities

t) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University.

u) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support and laboratory access.

v) If necessary, additional institutional or divisional resource commitments to support the program in step with its ongoing implementation.

- *As relatively few students and no faculty or staff will be added with the introduction of this program, it is not anticipated that any added or changed space/infrastructure will be required. Their existing facilities and resources will be shifted from the MPK program to the MSS, and thus, are sufficient.*
- *As a non-thesis-based program, there is no direct thesis supervision by a faculty member. MSS graduate students will engage with faculty members in graduate courses only.*
- *The Office of the Registrar and Student Services includes an experienced team of staff that ensures student success and positive student experiences. They have an array of support including academic advising, peer learning supports, embedded counsellors (health and wellness, career, accessibility, learning strategist), experiential education,*

equity engagement and registration and award supports. The Health Sciences Writing Centre is also a valuable resource to support graduate student writing. Their Information and Instructional Technologies department includes Instructional Design staff who work with our faculty developing teaching strategies, assignments, activities and experiences, both for the classroom and online. Students will be well supported.

- *Experiential learning/placement is well laid out and monitored: orientations are done very early in the program, group advising is offered on career goals, professional development, EDI, interview preparation, internship expectations, early identification of sites based on student interest, check ins with mentors, industry scan and student needs (40 placements), site visits, mentor evaluation and competency based, post survey for evaluation is performed. Overall, there's good alignment and relationship building: positive matches (similar to MPK).*

7 Resources for Graduate Programs Only

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

w) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate.

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

y) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.

- *The faculty has unique research strengths in the field of sport sciences. They also teach courses across a broad range of disciplines within the field of Kinesiology. This broad scope will inform the curriculum of the MSS program by providing students with a range of courses in sport sciences, providing them with a breadth of knowledge to inform their learning.*
- *The faculty consists of 32 members. It is anticipated that 19 will contribute to the MSS program directly through their teaching. The faculty compliment is well placed to handle anticipated class sizes and cohorts. They have the expertise and flexibility within the workload allocations of the remaining faculty members to accommodate changes to teaching loads due to annual leaves, etc.*
- *Tuition and student fees are reasonable. However, the city of Toronto is very expensive; housing and food insecurities are rampant. It will be good to develop some additional awards for marginalized groups, minorities, and international students to increase*

access to these groups and to make higher education a reality. However, students will be eligible to apply to the Ontario Graduate Scholarship pool.

- *Students will also have the opportunity to apply for casual and research assistant positions within these labs. Students will also have to opportunity to apply for teaching assistant positions.*

8 Quality and Other Indicators

a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)

1. The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching.

z) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.

aa) Any additional indicators of quality identified by the division or academic unit.

bb) How the proposed program compares to the best in its field among international peer institutions.

- *There is a breadth of research expertise across KPE faculty members with scholars from a range of areas including physiology, biomechanics, psychology, data sciences, sociology/physical cultural studies, etc. Faculty members are well-funded, very productive within their scholarly activities and very well respected as top scholars nationally and internationally. This program should reflect the diverse, inclusive world of international sport. As a top ranked university, U of T is leading the way.*
- *The faculty has one Canadian Research Chair in Mental Health & Physical Activity, several EDUs including the Centre for Motor Control, Centre for Sport Policy Studies, Mental Health & Physical Activity Research Centre, and the Centre for Sport Related Concussion. They recently hired Dr. Joseph Baker as a new professor (he will be teaching two courses in the MSS) and is the inaugural Chair in Sport Science. Professor Baker is an international leader and world-class scholar in the areas of talent development and forecasting, and athlete development and tracking from a multi-disciplinary perspective. The Sport Integrity concentration has a promise to be distinctive in the Canadian landscape in human rights and safeguarding in sport. Other examples of how they are*

leading the way include: the Universal Code of Conduct to Prevent and Address Maltreatment in Sport (UCCMS) (Prof. Gretchen Kerr), the national safeguarding education (e.g., Safe Sport Training of the Coaching Association of Canada) (Prof. Ashley Stirling), Change the Game with the Maple Leaf Sports & Entertainment Foundation (Prof. Darnell), the Ontario University Athletics Anti-Racism Report (Prof. Joseph) and lastly their world renowned work in concussion prevention, management and treatment (Prof. Hutchison, Prof Mainwaring, Prof. Richards, Prof. Hutchison).

9 Commissioning Officer Acceptance

After receiving the report from the reviewers, the commissioning officer formally accepts the final report and fills in the table below.

As Commissioning Officer, I confirm that:	
✓ The New Program Proposal and all relevant faculty CVs were provided to the reviewers to support their assessment of the new program. ✓ The Report addresses the program evaluation criteria, as required by the UTQAP. ✓ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these. ✓ I have brought to the attention of the reviewers any omitted UTQAP requirements. ✓ I have attached the site visit schedule to the report.	
Commissioning Officer*: Gretchen Kerr, PhD *Gretchen Kerr*	Report Accepted as Final on March 18th, 2024

Last updated February 22, 2024

UTQAP
New Program Appraisal: Appraisal Schedule

University of Toronto

Faculty of Kinesiology & Physical Education (KPE)

Master of Sport Sciences (MSS)

Monday, February 26 to Tuesday, February 27, 2024

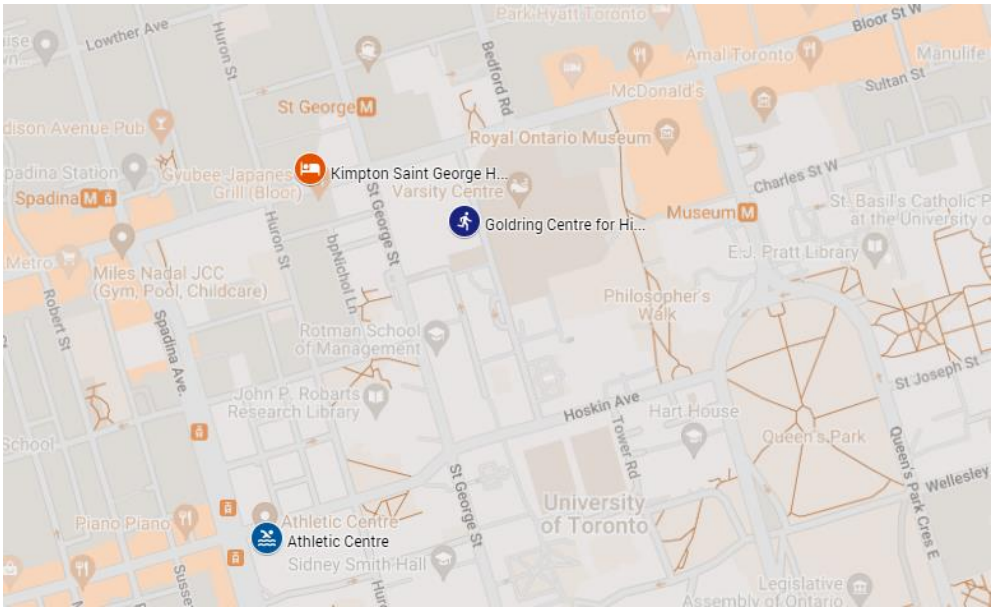
External reviewers:

Dr. Maria Gallo Professor of Teaching School of Kinesiology University of British Columbia 604-822-5084 maria.gallo@ubc.ca	**Dr. Leapetswe Malete** Associate Professor Department of Kinesiology Michigan State University Tel: (517) 432-5385 maletele@msu.edu

The Faculty of Kinesiology & Physical Education (KPE) is located at:
55 Harbord Street, Toronto, ON M5S 2W6

Meetings will take place in the Warren Stevens Building, Room 2007, 55 Harbord Street and the Kylemore Communities Conference Room, 2nd floor, 100 Devonshire Place, in the Goldring Centre for High Performance Sport unless otherwise noted.

Your hotel is the Kimpton Saint George, 280 Bloor Street W, Toronto, ON (North side of Bloor Street between St. George St. and Huron St.).



Monday, February 26, 2024
DAY 1

Main Location: Room 2007, Warren Stevens Building, (Athletic Centre)
55 Harbord Street, Toronto, ON (~ 12 minute walk from hotel)

8:45am		Meet in the Lobby of the the Athletic Centre, 55 Harbord Street Greeted by Meredith Strong, Executive Director, Strategic Initiatives
9:00–9:30 am	WS2007	Welcome meeting with: Gretchen Kerr, Dean
9:30-10:15am	WS2007	Overview of Graduate Programs at KPE and the proposed MSS Ashley Stirling, Vice-Dean, Programs Katherine Tamminen, Associate Dean, Graduate Education
10:15-10:45am		Break (light refreshments available)
10:45-11:45pm (+15 min buffer)	WS 2007	Group meeting with KPE faculty members Kelly Arbour-Nicitopoulos Joseph Baker Simon Darnell Kristine Drakich Michael Hutchison Madeleine Orr Luc Tremblay
Noon-1:00pm	WS 2007	Lunch with graduate students (catered) Mat Blundell Rowena Cai Fiona Magill J'mi Worthen
1:00-1:30pm		Break
1:30 – 2:00pm		Tour of the Athletic Centre with Doriano D'Angelo, Director, Facilities
2:00-2:15pm	Meet in WS2007	Travel to the School of Graduate Studies, 65 St. George Street (accompanied by Katherine Tamminen)
2:15-2:45pm	SGS	Meeting: Vina Goghari, Vice-Dean, Research and Program Innovation, School of Graduate Studies
2:45-3:00pm		Travel to Varsity Centre (accompanied by Katherine Tamminen)
3:00-3:30pm	Varsity Centre	Tour of Varsity Centre with Doriano D'Angelo, Director, Facilities
3:30-4:00pm	Goldring	Tour of Goldring Centre for High Performance Sport with Doriano D'Angelo, Director, Facilities
4:00-4:45pm	Kylemore	Tour of Labs and meeting with Daniel Moore, Acting Associate Dean, Research (Light snack to be provided)
4:45-5:15pm	Kylemore	Meeting with Ashley Stirling and/or the Meredith Strong (as needed)

DAY 2

Tuesday, February 27, 2024

Main Location: Kylemore Communities Conference Room, 2nd floor, 100 Devonshire Place, Toronto

(5 min walk from hotel)

9:00am	Room will be open and available. Light refreshments will be available.
9:30-10:00am	Meeting regarding Faculty's EDIB initiatives Cathy Amara, Associate Dean, Undergraduate Education Terry Gardiner, Director, Equity, Diversity and Inclusion
10:00-10:30am	Meeting with the Office of the Registrar and Student Services Wendy Pais, Registrar and Director of Student Services Allison Scully, Manager Student Experiential & Academic Advising Markus Peterson, Assistant Registrar, Graduate Programs Kay Dawkins, Coordinator, KINections
10:30-10:45 am	Break
10:45-11:15pm	Meeting with the Experiential Learning Team Wendy Pais, Registrar and Director of Student Services Allison Scully, Manager Student Experiential & Academic Advising Margo Chen, Experiential Learning Officer
11:15-noon	Meeting with Vice-Dean Programs
Noon - 12:30pm	Wrap-up meeting with the Dean
12:30pm	Working Lunch (Room will be available till the end of the day)

If you need assistance or further information, please contact:

Meredith Strong: 647-204-3556

Carole Orane: 647-567-5983

Dean's Administrative Response

UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

Office of the Dean

March 26, 2024

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 review of the proposed Master of Sport Sciences (MSS) program in the Faculty of Kinesiology and Physical Education (KPE).

From February 26-27, 2024, two reviewers visited the University of Toronto and KPE to meet with faculty, staff, and students and to experience firsthand the integration of academics, research, and co-curricular activity.

The reviewers were:
Dr. Maria Gallo, Professor of Teaching, School of Kinesiology, University of British Columbia
Dr. Leapetswe Malete, Associate Professor, Department of Kinesiology, Michigan State University

The reviewers hold senior academic appointments with universities in Canada and the United States and have a deep understanding of the field of kinesiology both locally and internationally.

As part of the assessment of new programs, the external reviewers met with the Dean; Vice-Dean Programs; Associate Dean, Graduate Education; Associate Dean, Research; faculty members; graduate students; the Associate Dean, Undergraduate Education; and Director, Equity Diversity, and Inclusion at KPE. They also met with the Vice-Dean, Research and Program Innovation at the School of Graduate Studies.

The Faculty is grateful for the engagement of the reviewers in the review process and their comprehensive and constructive report.

In their report, the reviewers acknowledged the consistency with the Faculty's Academic Plan for 2022-2027. We are pleased that they noted the alignment with the Plan's four pillars: fostering innovation, discovery, and achievement; activating partnerships and collaborations; elevation health and well-being; and igniting transformative inclusivity. We also appreciate their statements indicating the "MSS is a unique program integrating research, education, and practice", the timing of the proposal is ideal for this emerging field and that "... U of T is leading the way."

Overall, the reviewers conveyed their enthusiastic support for the Master of Sport Sciences program, noting that the timing for such a program is ideal, and acknowledged the strengths of the Faculty to successfully deliver the program. These strengths include the breadth of knowledge of the faculty, the expertise of the staff and the existing human and physical resources available.

Response to the Reviewers' Recommendations

Reviewers made a number of helpful suggestions related to curricular changes. They recommended changing the title of required courses KIN8330H and KIN8201H to emphasize these are research methods type courses and adding an academic poster as an outcome to the capstone course (KIN8540Y).

In response to these recommendations the course title of KIN8330 has been changed from *Program Evaluation* to *Program Evaluation and Applied Research for Professionals* in the following sections*:* Master of Sport Sciences Calendar Copy, Completion Requirements; Awareness of Limits of Knowledge Outcomes; Table 3: Master's DLEs, Program Learning Outcomes and Requirements, Table 5, Faculty Complement and All New Programs; Appendix A: MSS Required Courses, and Table 6 Courses offered in the Graduate Department of Kinesiology as of 2025 (see pages 27, 33, 36, 38, 39, 42, 56, 62, 69 and 82). The proposal discussion on the Awareness of the Limits of Knowledge program learning outcome and KIN8330 course description were also updated to emphasize the various paradigms, methods, and knowledge that may be used to evaluate programs in the following sections: Awareness of Limits of Knowledge Outcomes, and Appendix A: MSS Required Courses (see page 33 and 69).

Regarding KIN8201, *Evidence Supported Practice in Sport Sciences*, we felt that the title was appropriate; however, the proposal has been updated to reflect the curriculum will include a range of research design approaches and methodologies, and the appraisal of different types of evidence in the Rationale for Program Structure section*,* Awareness of Limits of Knowledge Outcomes; and Appendix A: MSS Required Courses (pages 33, 68 and 69).

We appreciate the reviewers' suggestion of the opportunity to promote knowledge transfer and dissemination among the students in the MSS program with the addition of an academic poster option for KIN8540. While presenting at an external conference is not a requirement of the program due to logistical and financial implications, students will be informed of these opportunities and will be encouraged to present their capstone course presentation at external conferences if they so choose. Students will be informed about these conferences as extra-curricular opportunities for knowledge dissemination.

Additionally, the reviewers, while recognizing the MSS will be delivered in person, suggested considering delivering theory courses online. In the future, we will consider the optimal delivery of the introductory courses and whether they may be effectively delivered in an online or hybrid format.

Based on comments received on the Master of Kinesiology proposal, a new program being proposed separately, we also took the opportunity to clarify that the MSS is a terminal degree (Enrolment section, page 23).

Reviewers also commented that the program's innovative curriculum is uniquely qualified to advance Equity, Diversity and Inclusion (EDI) efforts, well-being, and community connections. I thank the reviewers for this comment and the proposal has been updated to emphasize the EDI integration in the program. We have added that the MSS program uniquely leverages the program curriculum to advance EDI efforts by drawing on the expertise of the Faculty, who have a long history and reputation for research and scholarship on issues related to EDI, social justice, advocacy, and inclusive physical activity. (see page 14) Related to EDI considerations, the changes listed below were recommended by the reviewers for the Master of Kinesiology program and apply to both programs. To make clear the Faculty's commitment to EDI throughout both proposals, we are taking the opportunity to update this proposal with the following changes:

- indicating that EDI efforts are always considered a work in progress (Academic Rationale, Student Access section, page 13);
- confirming the Faculty's commitment to supporting an increase in students from under-represented groups, ensuring they feel welcome (Academic Rationale, Student Access section, page 13);
- updating the knowledge outcomes of the Capstone course to reflect the importance of diversity, equity, inclusion and belonging, in professional practice (pages 34, 70).

While the reviewers noted that the tuition and student fees were reasonable, they noted the cost of living in Toronto and suggested developing "additional awards for marginalized groups, minorities, and international students to increase access…." The Faculty continues to look for ways to increase the award opportunities in addition to the variety of funding sources available through the Faculty and University-wide to reduce barriers to access. One such resource is the recently announced Indigenous Tuition Initiative.

The reviewers recommended supporting faculty's professional development, and noted in particular that the Faculty includes both research and professional graduate students who will be together in graduate courses. The Faculty sees the inclusion of graduate students from across both research and course-based streams in elective graduate courses as a benefit to expand and deepen the graduate student community. It is also recognized that professional development for the professors of these courses is important to manage the breadth of students' learning needs. The Faculty is committed to professional development opportunities in this regard.

The reviewers commented that they did not have an opportunity to meet with course-based students but did meet with research stream students. Based on this discussion, reviewers suggested evaluating the current student experience and making efforts to support their health and wellbeing. We thank the reviewers for this comment and note the statements made by the graduate students regarding the stress of graduate studies. The Faculty is committed to continuing to create, identify, and communicate resources in the areas of health and wellbeing and community-building opportunities for graduate students. With respect to the inclusion of current course-based master's students in the external review, these students were included in previous consultation sessions and part of the second external review for the Master of Kinesiology new program proposal.

Additionally, the reviewers suggested partnering with the National Coaching Certification Program – a Canadian program providing "…standardized, inclusive, and safe sport education to coaches and coach developers across 65 sports" on possible accreditation pathways to obtain an Advance Coaching Diploma following graduation. The suggestion is appreciated, and the Faculty will consider this in the future.

Sincerely,

Gretchen Kerr

Gretchen Kerr, PhD
Dean

Vice-Provost, Academic Programs' Administrative Response

March 27, 2024

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

Re: Review Report, Proposed New Master of Sport Sciences

Dear Gretchen,

I am very pleased to receive the review of the proposed Master of Sport Sciences. Your administrative response to the review nicely summarizes the report and highlights the specific suggestions made by the reviewers for consideration.

The reviewers recommended changing the title of required courses KIN8330H and KIN8201H to emphasize these are research methods courses; adding an academic poster as an outcome to the capstone course (KIN8540Y); and delivering theory courses online. In response you changed the course name of KIN8330 and updated the proposal and course descriptions to emphasize the various paradigms, methods, and knowledge that may be used to evaluate programs. You felt the name of KIN8201 was appropriate, and for clarity, the proposal has been updated to reflect the curriculum will include a range of research design approaches and methodologies. You have indicated an academic poster option will not be added to KIN8540 at this time, but students will be encouraged to present their capstone course presentation at external conferences if they so choose. You also note that the program will consider in the future the optimal mode of delivery for the introductory courses.

The reviewers recommended the proposal be altered to indicate the program's innovative curriculum is uniquely qualified to advance Equity, Diversity and Inclusion (EDI) efforts, well-being, and community connections and you have made that change. You have also taken the opportunity to update the proposal to clarify other related to EDI considerations, in line with the outcomes of the separate new program review of the Master of Kinesiology. You have also updated the proposal to clarify that the Master of Sport Sciences is a terminal degree.

In response to the reviewers' suggestions regarding exploring additional awards for marginalized groups, minorities, and international students to increase access, you confirm that the Faculty continues to look for ways to increase the award opportunities.

The reviewers recommended supporting faculty's professional development, in particular around teaching professional and research students in the same courses. You recognize that need and confirm that the Faculty is committed to professional development opportunities for faculty.

In response to the reviewers' suggestion on evaluating student experience and make efforts to support their health and wellbeing you confirm that the Faculty is committed to continue to

create, identify, and communicate resources in the areas of health and wellbeing and community-building opportunities for graduate students. You note that, with respect to the inclusion of current course-based master's students in the external review, the students reviewers met with were included in previous consultation sessions and part of the second external review for the Master of Kinesiology, a separate new program proposal being proposed at the same time as this proposal.

Finally, the reviewers suggested partnering with the National Coaching Certification Program and you note that this will be considered in the future.

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

Sincerely,

Vice-Provost, Academic Programs

cc: Carole Orane, Executive Assistant to the Dean, Faculty of Kinesiology and Physical Education
Ashley Stirling, Vice-Dean, Programs, Faculty of Kinesiology and Physical Education
Katherine Tamminen, Associate Dean, Graduate Education, Faculty of Kinesiology and Physical Education
Meredith Strong, Executive Director, Strategic Initiatives, Faculty of Kinesiology and Physical Education
Lachmi Singh, 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

Proposal for the Master of Sport Sciences

University of Toronto
New Undergraduate and Graduate Program Proposal

Framework for UTQAP New Programs

UTQAP processes support a structured approach for creating, reflecting on, assessing, and developing plans to change and improve academic programs and units in the context of institutional and divisional commitments and priorities.

The University of Toronto (U of T), in its Statement of Institutional Purpose (1992), articulates its mission as a commitment "to being an internationally significant research university, with undergraduate, graduate, and professional programs of excellent quality." Thus “quality assurance through assessment of new program proposals and review of academic programs and units in which they reside is a priority for the University…:

> The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching are the foundations of academic excellence. More generally, all of the factors that contribute to collegial and scholarly life —academic and administrative complement, research and scholarly activity, infrastructure, governance, etc.—bear on the quality of academic programs and the broad educational experience of students. (Policy for Approval and Review of Academic Programs and Units (2010))

The University’s approach to quality assurance is built on two primary indicators of academic excellence: the quality of the scholarship and research of faculty; and the success with which that scholarship and research is brought to bear on the achievement of Degree Level Expectations.

These indicators are assessed by determining how our scholarship, research and programs compare to those of our international peer institutions and how well our programs meet their Degree Level Expectations.

The University of Toronto embraces academic change as a critical part of maintaining and enhancing programs of outstanding quality through a process of continuous improvement. Proposals for graduate programs are vehicles of academic change.

New Graduate Programs

The New Program Approval Protocol sets out the steps to be taken at the University to assemble and provide the information required in support of the development, approval, implementation, and monitoring of new programs. The Protocol is designed to ensure the following:

- Programs are aligned with the objectives of the academic division and of the University, as specified within the Statement of Institutional Purpose and within current priority statements and academic plans, and thereby advance the mission of the University and the academic division.
- The educational experiences offered to students are engaging and rigorous, and that the approved programs through which those experiences are provided are routinely monitored and, if necessary, revised, consistent with Quality Assurance Framework (QAF)[1] objectives
- The procedures followed for the assessment of proposed new academic degree programs are in accordance with the University's Policy for Approval and Review of Academic Programs and Units and the QAF.

The New Program Approval Protocol applies to new undergraduate or graduate degrees, undergraduate specialists and majors within approved degrees, and to graduate degree programs, offered in full or in part by the University of Toronto or by the University of Toronto jointly or conjointly with institutions federated or affiliated with the University. New for-credit graduate diplomas and new standalone degree programs arising from a long-standing field in a master's or doctoral program go through the Expedited Approval Protocol (see UTQAP section 2.8). All proposed new programs except graduate diplomas are subject to external appraisal.

[1] The Quality Assurance Framework (QAF) outlines quality assurance processes for Ontario universities. Each institution has developed its own Institutional Quality Assurance Process based on the QAF. The University of Toronto Quality Assurance Process aligns with the QAF and

This template (last updated by the Office of the Vice-Provost, Academic Programs in November 2023) aligns with UTQAP requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal. Divisions may have additional requirements that should be integrated into the proposal.

Full name of proposed program: (i.e., Specialist in Historical Studies; Master of Arts in History)	Master of Sport Sciences
Degree name and short form: i.e., Honours Bachelor of Science, HBA; Master of Arts, MA;	Master of Sport Sciences, MSS
Program name: i.e., History; Sustainability Management	Sport Sciences
Professional program: yes or no	Yes
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. For graduate, 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 Programs, Faculty of Kinesiology & Physical Education (ashley.stirling@utoronto.ca)
Proponent:	Katherine Tamminen, Associate Dean of Graduate Education, Faculty of Kinesiology & Physical Education (katherine.tamminen@utoronto.ca)
Version date (please change as you edit this proposal):	3/14/24

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	July 13, 2023
Consultation Proponents/Dean's Office/Provost's Office	
Provost's Advisory Group	January 31, 2024
External Appraisal	February 26-27, 2024
Decanal signoff *In signing off I confirm that I have ensured appropriate:* ✓ 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 and Physical Education February 12, 2024
Provostial signoff *In signing off I confirm that the new program proposal:* ✓ Is complete ✓ Includes information on all the evaluation criteria listed in UTQAP section 2.3	Susan McCahan, Vice-Provost, Academic Programs February 13, 2024
Unit-level approval (if required)	N/A
Faculty/divisional governance	[date]
Submission to Provost's Office	
AP&P	[date]
Academic Board	[date]
Executive Committee of Governing Council	[date]
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	[date]
Submitted to the Ministry (in case of new graduate degrees and programs, new diplomas)	[date]

New Program Proposal

Master of Sport Sciences
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.

The proposed Master of Sport Sciences (MSS) in the Graduate Department of Kinesiology of the Faculty of Kinesiology and Physical Education (KPE) will develop sport professionals who lead teams and support individuals with care, expertise, and a strong ethical core. “Sport professionals” refers to individuals employed within the field of sport, ranging from grassroots community sport to high-performance sport. The MSS program focuses on sport professionals who work as members of the sport sciences team who support safe and inclusive training, recovery, and programming for the development of sport performance and expertise, also referred to as Integrated Support Teams (IST).

The program is a professional master’s degree that will be one year (three sessions) in length, and include a mixture of classroom and experiential education. Graduating students will enter the workforce prepared to work as a member of a sport sciences team as a coach, athletic director or administrator, athletic trainer, sport/exercise physiologist, safe sport officer, sport science expert, athlete and sport product tester, sports data analyst, and more. Students have the option to concentrate in one of the following areas: Sport Coaching and Performance, Sport Integrity, or Sport Analytics.

Development of this program is consistent with KPE’s Academic Plan for 2022-2027, Transformation in Motion, the vision statement of which is “Excellence in advancing healthy living through inclusive movement.” The purpose of the Master of Sport Sciences is to be a pillar of the execution of this vision, as we enable and encourage KPE students to become leaders in supporting the healthy, safe and inclusive development of sport performance and expertise. The MSS program aligns with all pillars of the KPE Academic Plan, including fostering innovation, discovery and achievement; activating partnerships and collaborations; elevating health and well-being; and igniting transformative inclusivity.

In addition, this program aligns with the University of Toronto’s Statement of Purpose and the University of Toronto’s Strategic Mandate Agreement outlining prioritization for advancing graduate education.

Annual intake will be 20 full-time students and 2 part-time students. At steady state the enrolment will be 20 full-time students and 6 part-time students; we anticipate reaching steady state by 2028-29. This proposal has been developed through broad consultation with students, staff and faculty within the academic Faculty as well as consultation within the field of sport. In addition, a favourable labour and student market review was conducted by Higher Education Strategy Associates.

2 Effective Date and Date of First Review

Anticipated date students will start the program: September 2025.

First date degree program will undergo a UTQAP review and with which unit[2]: 2026-27 academic year, Faculty of Kinesiology and Physical Education.

3 Academic Rationale and Program Objectives

Please state the program objectives and degree nomenclature and then go on to describe the academic rationale for the new program. Consider the new offering relative to the criteria listed in a) – e) below.

a) the program's objectives.
b) Appropriateness of degree or diploma nomenclature given the program's objectives.
c) Consistency of the program's objectives with the institution's mission and U of T's/the division's/unit's academic plans, priorities and commitments, including consistency with any implementation plans developed following a previous review.
d) Evidence that the following have been substantially considered in the context of developing the changes to the program and its associated resources:
    1. Universal design principles and/or the potential need to provide mental or physical disability-related accommodations, reflecting the University's Statement of Commitment Regarding Persons with Disabilities

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

2. Support for student well-being and sense of community in the learning and teaching environment, reflecting the work of the Expert Panel on Undergraduate Student Educational Experience and the commitment to establishing a Culture of Caring and Excellence as recommended by the Presidential and Provostial Task Force on Student Mental Health
3. Opportunities for removing barriers to access and increasing retention rates for Indigenous students; for integrating Indigenous content into the curriculum in consultation with Indigenous curriculum developers; and for addressing any discipline-specific calls to action, reflecting the commitments made in Answering the Call: Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada
4. Opportunities for removing barriers to access and increasing retention rates for Black students; for promoting intersectional Black flourishing, fostering inclusive excellence and enabling mutuality in teaching and learning, reflecting the commitments made in the Scarborough Charter and consistent with the recommendations of the Anti-Black Racism Task Force Final Report
5. Opportunities for fostering an equitable, diverse, and inclusive teaching and learning environment, reflecting the values articulated in existing institutional documents such as the Statement on Equity, Diversity, and Excellence, the Antisemitism Working Group Final Report, the aforementioned reports, and future institutional reports related to equity, diversity and inclusion.

e) Unique curriculum or program innovations, creative components, significant high impact practices, where appropriate

Program Objectives

1. Understanding the range of knowledges and areas of practice that contribute to a sport sciences team; developing a focused understanding of a particular role within the team.
2. Critical interpretation of research to inform sport sciences practice.
3. Identifying problems and issues in sport and performance teams and environments; applying knowledge to promote positive outcomes in sport across individuals, teams, and environments.
4. The exercise of initiative and of personal responsibility and accountability, including ethical practice and integrity; respect and appreciation of diverse perspectives and forms of knowledge; and making informed decisions.

5. The ability to communicate with a variety of populations including athletes, coaches, parents, media, policy makers, and sport science teams.
6. Understanding boundaries of expertise and the influence of multiple actors in the sport sciences contributing to positive outcomes in sport across individuals, teams, and environments.

Appropriateness of Name and Nomenclature

The Master of Sport Sciences was chosen as the name for the program as “Sport Sciences” is a recognized area of study in Canada and Internationally. The name is also intentionally chosen to attract students to the program who are interested in working as members of Sport Sciences teams and who would benefit from the highly research-informed curriculum and the focus throughout the program on the training of sport sciences professionals to engage in evidence-based practice to advance the healthy, safe and inclusive development of sport performance and expertise.

Academic Rationale

KPE has just completed the first year of our five-year strategic academic plan, Transformation in Motion. Our vision is, “Excellence in advancing healthy living through inclusive movement.” The purpose of the Master of Sport Sciences is to be a pillar of the execution of this vision, as we enable and encourage KPE students to become leaders in supporting the safe and inclusive development of sport performance and expertise. The MSS program aligns with all pillars of the KPE Academic Plan, including fostering innovation, discovery and achievement; activating partnerships and collaborations; elevating health and well-being; and igniting transformative inclusivity.

The proposal also aligns with the University of Toronto Statement of Institutional Purpose which states, “The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality." The Statement also affirms the University's commitment to: "Ensuring the provision of a broad range of graduate programs."

The MSS program will intentionally and deliberately integrate advanced-level education for the provision of professional and career-related development. This graduate program, with embedded graduate-level placements and opportunities for experiential education, aligns directly with the Priorities of the President of the University of Toronto, including leveraging

our urban location more fully for the mutual benefit of the University and the City of Toronto. The Faculty of Kinesiology and Physical Education currently has 150 active partnership agreements in place with organizations for the provision of undergraduate and graduate student field placements. There is growing opportunity expressed by external partners for advanced-level graduate placements in community and high-performance sport organizations. The MSS professional graduate program offering, with embedded graduate-level placement opportunities, provides mutual benefit to graduate student education and opportunity to advance the practice of sport sciences. Importantly, this graduate-level model of experiential education advances the value for the role of sport sciences in sport, demand for sport sciences professionals, and in turn, further job creation and career advancement across various sport settings.

This MSS graduate program is designed to prepare graduates to work as a member of a sport sciences team in a variety of roles related to sport coaching and performance, sport integrity, and sport analytics. The Faculty has unique research strengths in the field of sport sciences as reflected in the recent launch of the Tenenbaum Institute for Science in Sport, which is a global centre of excellence for high performance sport science and sport medicine, and we are committed to the knowledge translation of our research through evidence-based education on sport sciences. In addition to the provision of education on training, recovery and competition programming to advancing personal and performance development in sport, there is also a strong need to address the known barriers that marginalized individuals such as racialized (Cunningham, 2020) and 2SLGBTQ+ people (Melton & Cunningham, 2014), people with disabilities (Douglas, Falcao & Bloom, 2018, Lepage, Bloom & Falcao, 2020), and women (Kerr & Marshall 2007, Fink 2016), face in sport and in sport-related careers more specifically. A focus of this program is to include a diverse student population as a goal to advance quality in perspectives shared throughout the program and to advance the representation of under-represented groups in the profession of sport sciences. In turn, when these individuals become coaches, trainers, analysts and more, young people will see them and know that these careers are open to them, and that *sports* are open to them.

As a graduate-level professional master's program this program provides advanced level education focused on professional career preparation in the field of sport sciences where we are increasingly seeing the demand for graduate level credentials, training and experience. The Master of Sport Sciences program builds on the Bachelor of Kinesiology (BKin) degree in the Faculty of Kinesiology and Physical Education (KPE) which provides introductory and advanced courses on sport sciences, and includes an option for students to complete an undergraduate

Certificate in Sport Sciences. The MSS Program builds on the undergraduate level education with more focused and advanced level education and practice opportunities of direct relevance to work in Sport Sciences. The experiential education opportunities in the MSS are also more advanced and build upon the more generalized undergraduate education, with the MSS distinguished by the novel advanced-level opportunities for experience and associated learning outcomes, with greater focus on leadership and the provision of programming with more specialized populations at the graduate level, as opposed to experiences that include job shadowing, assisting and guided programming, which are more common at the undergraduate level.

The MSS Program will be a professional master's that will complement the scholarly work conducted by graduate students in the Master of Arts (MA), Master of Science (MSc) and Doctor of Philosophy (PhD) programs. This professional master's degree is also distinguished from research-based master and doctoral degrees given its focus on professional and career preparation for jobs within the field of sport sciences and the application of research to inform practice within the professional field of sport.

Our current professional graduate program, the Master of Professional Kinesiology (MPK), was developed to meet the specific need of the newly regulated health science professional designation of Registered Kinesiologist (RKin), regulated by the College of Kinesiologists of Ontario and regulated by the Kinesiology Act, 2007 and the Regulated Health Professions Act, 1991. Since the initiation of the MPK program, the RKin profession has not evolved as anticipated and other institutions have launched comparator programs to the proposed Master of Kinesiology (MKin) (proposed separately) that are broader in focus and with more flexible degree pathways attracting interest beyond RKin career applications. There has also been a growing recognized need to broaden the focus of our professional graduate programming with more flexible learning pathways attractive to the diversity of learners to which these programs are applicable. This was a recommendation provided by the external reviewers in our most-recent quality assurance review process.

Accordingly, we plan to sunset the MPK program and replace it with the MSS and another professional master's program (Master of Kinesiology [MKin], proposed separately). Pending the successful approval of these new graduate programs, the plan is to launch the MSS program in September 2025 and begin recruitment to the MSS program in Fall 2024. The MPK cohort beginning Fall 2024 will be the last cohort admitted to the MPK program (MPK admissions to be

suspended effective August 2024). It is anticipated that all MPK students will complete their degree requirements by December 2025, so the MPK will run concurrently with the MSS and MKin professional graduate degrees for one Fall term (as currently occurs with the overlap of MPK cohorts). Consultation has occurred with MPK students and full consideration has been made to support the transitioning of the MPK to the new graduate program offerings, including considerations for public relations and the impact on former, current and incoming MPK students. A separate closure proposal will outline these details. For applicants who would currently apply for the MPK, when the new programs are launched, such applicants will be steered towards either the MSS or MKin as the professional degree programs for these students.

Delivery and the Use of Universal Design Principles

The degree program will be in person, which is defined at the University of Toronto as a program with less than one-third of its requirements online. KPE has undergone a period of intense change as a result of the COVID-19 pandemic. We now understand the value of varied modes of delivery for student accessibility, as well as the need for flexibility, particularly for our graduate students. We plan to offer an in-person program, with the majority of courses running as in-person courses and appropriate courses offered in a hybrid or online mode. All courses are developed using Universal Design Principles with flexible curricular materials and activities for students with differing abilities built into the instructional design of courses and experiences.

Coursework is complemented by the opportunity to take a for-credit placement and/or capstone project. As described above, the Faculty of Kinesiology and Physical Education currently has 150 active partnership agreements in place with organizations for the provision of undergraduate and graduate student field placements. This includes mentors and placement sites across a wide variety of hospitals, clinics, sport, community and school settings. The majority of placements will occur in-person with some placements occurring as hybrid or online as we recognize that some work of the field of sport sciences is accomplished remotely, such as remote sport analytic work.

Student Access

As stated in the KPE Academic Plan, we are fully and deeply committed to helping every member of the University community flourish, with a keen eye to equal opportunity, diversity

and justice, and to producing graduates who will do the same for the broader community. Importantly, in comparison to the highly structured MPK program, the proposed MSS program is designed to offer a less rigid but still cohesive and supported structure, which is accessible to a range of learners from recent graduates to current professionals. As well, as we move towards a broader set of potential career paths for MSS graduate students, we can attract a more diverse group of learners to the KPE community and in turn advance the diversity of professionals with careers in the field of sport sciences.

While EDI efforts are always considered as works in progress, the Faculty is committed to the use of anti-oppressive and inclusive curricular approaches to support student inclusion and belonging in the MSS program. We currently have an active working group of faculty, staff and students in the Faculty who regularly update a shared repository of resources and provide ongoing professional development for course instructors to continue to advance the inclusion of all students and all ways of knowing across our courses. This work in the classroom is complemented by the extensive student services offered by the KPE Office of the Registrar and Student Services in attracting and supporting students from a diverse range of backgrounds, including services for equity engagement. As a faculty we are committed to supporting an increase in under-represented groups of students, and ensuring that they feel welcome within the program and in the Faculty, and that the EDI efforts have tangible impacts within and beyond the academic program.

Student Wellbeing and Community

At KPE, student wellbeing and community are paramount. Student wellbeing is considered across course design and delivery, including considerations for connection, care and compassion in the delivery of course content and learning assessments. Community is further considered through facilitated class activities such as group discussion and assignments. Beyond the classroom, KINections, an initiative of our Office of the Registrar and Student Services, offers events and activities around seven themes: mentorship, health and wellness, community engagement, global citizenship, career development, equity and inclusion, and research exploration. An intentional focus on equity, diversity, and inclusion is woven into all the themes, and is also the main topic for some events.

Unique Curriculum and Program Innovations

This proposal for the MSS program is a unique, distinguishing opportunity aligned with our academic plan to deliberately integrate research, education, and practice with consideration of

the provision of opportunity within our own Faculty. The Faculty of Kinesiology and Physical Education is a unique single-department Faculty with oversight of academic programs as well as sport and recreation for the University and the community more broadly. This integrated mandate under one common mission creates the platform for research-informed and highly experiential, work-integrated learning-based education with the potential to test new innovative practices within our own Faculty and in partnership with external organizations for the mutual benefit of the KPE students and the broader community population.

The MSS program will integrate with current KPE research and practice in a number of areas, including the youth, community, Varsity and high-performance sport programming, as well as the MacIntosh Sport Medicine Clinic within the Faculty. Our research programs in Sport Concussion, Science in Sport, Strength and Conditioning, Sport Psychology and Motor Control and Biomechanics further create an environment rich with experiential learning opportunities. Collectively this integration of education programming with our research and practice aligns with our mission of knowledge translation of research to practice, a commitment to public impact, and the provision of education and qualifications for leaders in the field of sport sciences.

Significant to the proposal of the MSS, sport sciences is a new and emerging field of study in graduate education. This is a moment of innovation for the University. We anticipate that applicants will be individuals already possessing an undergraduate degree and looking to build their knowledge and skills in one of the concentration areas, as well as those who are current professionals and want to advance their education and practice.

The MSS program uniquely leverages the program curriculum to advance EDI efforts by drawing on the expertise of the faculty, who have a long history and reputation for research and scholarship on issues related to EDI, social justice, advocacy, and inclusive sport. In addition, our vision for this program aligns with both the University's priorities and our own KPE strategic plan. The University's Statement of Purpose charges our academic community with protecting individual human rights, and the MSS program, especially the focus on sport integrity, is fully dedicated to the safety and well-being of individuals, teams, and environments. The MSS is also a natural fit for mutual benefit with the City of Toronto, as outlined below. We do anticipate international graduate students in the MSS program, and our graduates are likely to work and develop networks across the world, bringing those connections to the University and the City of Toronto. This further aligns with the U of T mission statement: "The University of Toronto is

committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality. "

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Melton, E. N., & Cunningham, G. B. (2014). Examining the Workplace Experiences of Sport Employees Who Are LGBT: A Social Categorization Theory Perspective, *Journal of Sport Management*, *28*(1), 21-33.

4 Need and Demand

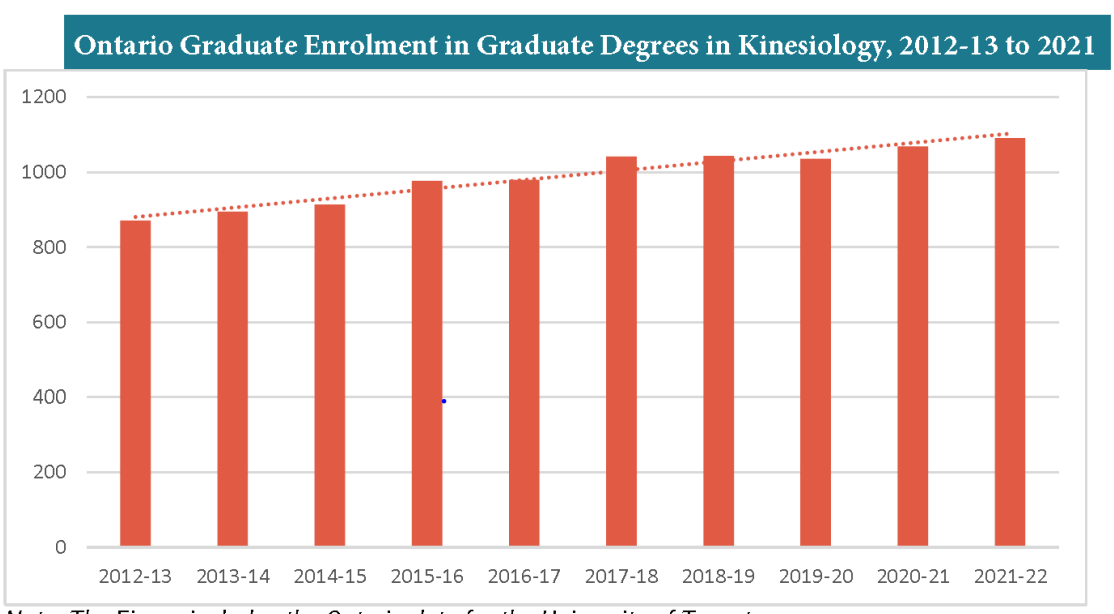
a) Provide a brief description of the need and demand for the proposed program, including information on student demand and internal cognate and external comparator programs. Please fill out and refer to the table in Appendix E listing the comparator programs.

We foresee domestic and international students from a variety of academic and working backgrounds pursuing their interest in sport-related careers choosing this program for its access

to our world-class faculty, program flexibility and proximity to opportunity — professional and school sports teams, top sporting institutes and much more.

While there are a few analogous programs in Canada and internationally (see Appendix E), we foresee strong application and enrolment numbers. In the scan by Higher Education Strategy Associates (HESA), several programs of different lengths and with different concentrations were found, but none in a major urban centre (the closest perhaps being UBC and Ottawa), and none encompassing the breadth of sport sciences we propose. Elements that make the MSS program distinct from others in Canada and internationally include more flexibility and optional course choices compared to other programs. This will allow students the opportunity to specialize in an area of concentration if they desire, which will enable them to demonstrate their depth of training in particular areas for future employers. Several comparator programs focus specifically on one particular program/area (e.g., coaching, sport psychology consulting, recreation, sport management). The MSS program will provide students with a base of foundational knowledge in sport sciences, and it will also enable students to specialize in an area of concentration if they choose (sport coaching and performance, sport integrity, sport analytics). The MSS program also offers students the opportunity to complete a placement and/or capstone course, which will provide students with hands-on, practical experience in a professional setting related to their field of study, and to enhance their skills and develop a deeper understanding of their chosen field of work. Few comparator programs have a capstone/placement course opportunity for students, and this will serve to make the MSS program distinct from others in Canada and internationally.

To inform the MSS proposal, KPE sought an academic review of student demands and labour market trends in the area of sport sciences to inform our planning. The report of the review completed by HESA shows the overall number of kinesiology graduate students in Ontario is growing, suggesting demand for a new graduate program in the Department of Kinesiology. This report also supports the creation of this specific degree, noting a diverse array of approaches to the multidisciplinary field of sport sciences.



Note: The Figure includes the Ontario data for the University of Toronto.

The societal need for individuals with education in sport sciences is clear, as an emphasis on sport, movement, and physical activity for all continues to grow. An MSS graduate will have instilled within them the KPE guiding principles of equity, diversity, inclusion and belonging, as well as integrity in all decisions and actions. Recent events have shown that these principles have not been emphasized enough in sport, and we intend to contribute to a better world for those participating.

The MSS is distinct from other programs at the University due to its subject matter; no other graduate program focuses on sport (though there are others that touch on coaching, which is one of the concentrations; this focus within other programs is usually in a business context which is a distinct field from sport coaching and performance). The MSS program has the potential to create opportunities for collaboration with other undergraduate and graduate programs. The MSS program could be an additional graduate pathway for students in complementary fields of undergraduate study (e.g., Data Science, Bioethics, Psychology, Global Environmental Change/Health Sciences, etc.). As well, the MSS courses could augment the graduate course offerings available for students in other faculties/divisions who may be interested in completing graduate courses in sport sciences (e.g., Applied Engineering, Arts and Science, Management, Public Health).

a) In 500 words or less, discuss the labour market demand for the program, including three occupations that graduates from the proposed program may be employed in, the demonstrated demand for employment the professions and employment prospects.

There is a growing demand in the labour market for graduates from the MSS program. Graduates from the MSS program may pursue careers including coaching, athletic director or administrator, athletic trainer, sport/exercise physiologist, safe sport officer, sport sciences expert, athlete and sport product tester, sports data analyst, and more. Demand for coaches, scouts, and a range of related roles is on the rise, and the MSS program will provide students with the skills and competencies required for these positions. Below we have provided a summary of information related to three occupations that graduates from the MSS program may be employed in. The information in the table is compiled from the Government of Canada Labour Market Information Job Profiles (https://www.jobbank.gc.ca/trend-analysis/search-occupations), the US Bureau of Labor Statistics Occupational Outlook Handbook (https://www.bls.gov/ooh/) and through searches of recent job postings for careers in the relevant areas. Occupations in areas such as high-performance strength and conditioning, high performance coaching or sport performance data analysis are becoming increasingly popular and represent growing areas of in-demand jobs that typically require a Master's degree.

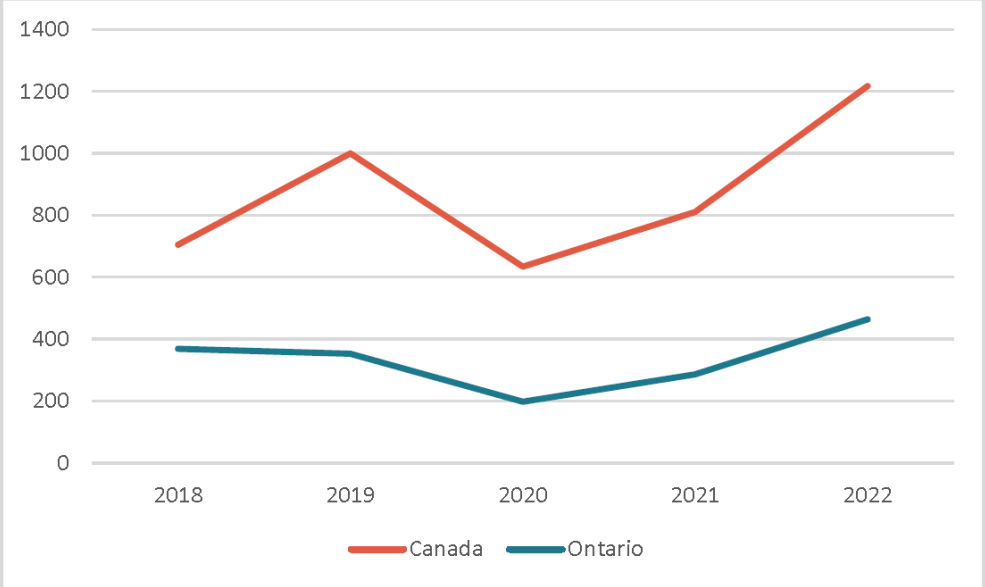
Table 1: Labour Market Information

Job	Credential Required	Job Prospects	Skills and Competencies Required
Sport Scientist/ Sport Performance Analyst	Postsecondary degree in Sports Science, Sport Studies, Coaching or Performance Analysis. Master's degree in relevant field is preferred Sport statistical analyst typically requires a graduate degree in relevant field Master's degree is noted as the typical entry-level education (US Bureau of Labor Statistics Occupational Outlook)	**Moderate to Good** (Government of Canada Job Profile) **Job outlook 2022-2032:** 30% (much faster than average) (US Bureau of Labor Statistics Occupational Outlook)	Communication Organization Performance analysis software Planning Integrity and Professionalism Safeguarding in sport Data management Monitoring and evaluating performance data Communication Knowledge synthesis Critical appraisal and communication of information Athlete performance monitoring
Coach	Postsecondary degree in physical education or sport sciences High performance coaching positions indicate Master's degree is preferred in kinesiology, physical education, sport administration, or related field	**Moderate** (Government of Canada Job Profile) **Job outlook 2022-2032:** 9% (faster than average) (US Bureau of Labor Statistics Occupational Outlook)	Instructing Time management Management of personnel resources Evaluation Persuading Learning and teaching strategies Systems analysis Coordinating Monitoring

			Management of material resources Safeguarding in sport
Strength and Conditioning Coach/ High Performance Training	Postsecondary degree in Sport Performance or Kinesiology; Masters degree or PhD is preferred in Sport Science or Sport Performance Master's degree is noted as the typical entry-level education (US Bureau of Labor Statistics Occupational Outlook)	**Moderate to Good** (Government of Canada Job Profile) **Job outlook 2022-2032:** 14% (much faster than average) (US Bureau of Labor Statistics Occupational Outlook)	Strength and conditioning program planning and delivery Communication Interpersonal skills Planning and organization Working in team environment Working in complex environments Instructing Evaluation Systems analysis Coordinating Monitoring Safeguarding in sport

In the report sought by KPE from Higher Education Strategy Associates (HESA), the results also indicated that projected growth for jobs such as athletic trainers, coaches and scouts, and exercise physiologists is projected to grow much faster than average, by 11% by 2031 (HESA, 2023). The MSS will provide the training needed to position graduates for these careers.

Job Posts, Coaches, 2018-2022



LMIC, Canadian Job Trends Dashboard

Summary of Relevant O*Net Categories for Kinesiology

Category	Annual Median Wage (National)	Projected Growth, 2021-2031	Percent of Respondents w Graduate Degree	Top Associated Industries
Athletic Trainer	$53,840	Much faster than average (11%)	54%	Health Care and Social Assistance Educational Services
Coaches and Scouts	$44,890	Much faster than average (11%)	19%	Educational Services Arts, Entertainment and Recreation

The MSS provides a direct pathway of graduate education for those who want to enter the field of sport sciences. It serves everyone from undergraduates looking for experiential opportunities to professionals already working in these fields (full- and part-time), wishing to learn the theory and science to pair with their practice.

5 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.

Table 2: Graduate Enrolment Projections*

Year of Study	2025-26	2026-27	2027-28	*2028-29	2029-30	2030-31	2031-32
Year 1	FT: 20 PT: 0	FT: 20 PT: 2	FT: 20 PT: 2	FT: 20 PT: 2	FT: 20 PT: 2	FT: 20 PT: 2	FT: 20 PT: 2
Year 2	-	-	PT: 2	PT: 2	PT: 2	PT: 2	PT: 2
Year 3	-	-	-	PT: 2	PT: 2	PT: 2	PT: 2
Total Enrolment	FT: 20	FT: 20 PT: 2	FT: 20 PT: 4	FT: 20 PT: 6	FT: 20 PT: 6	FT: 20 PT: 6	FT: 20 PT: 6

*Steady state.

The MSS (together with the MKin, proposed separately) will support KPE in increasing its graduate student complement. Annual intake will be 20 full-time students (16 domestic and 4 international) and 2 part-time students. At steady state, the enrolment will be about 20 full-time students and 6 part-time students; we anticipate reaching steady state by 2028-29.

The specific enrolment projections in the table above are divided into full-time (FT) and part-time (PT) enrolment numbers. We anticipate adding international students within the complement of full-time students with 16 full-time domestic and 4 full-time international students in the program's first year and at steady state.

Given the professional and terminal nature of the MSS degree, we do not expect that students completing this program will continue into the doctoral program. Professional doctoral programs are not currently common in the field of sport sciences and we do not currently offer

a professional doctorate program in kinesiology and/or sport sciences at the University of Toronto. The MSS is considered a terminal degree intended for professionals; however, should an MSS student be interested in pursuing a research-based PhD degree, they would be eligible to apply for the direct entry PhD pathway alongside other students applying without a thesis-based master's degree.

6 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 key features of the program:

- Program's purpose (who is it for, what are the outcomes).
- Nature of learning environment (including mode of delivery).
- Approaches to teaching/learning/assessment.
- Basic information (e.g., FCE count, program length, etc.).

Provide in the calendar copy:

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

Provide as an appendix:

- A full list of all the 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.)

Master of Sport Sciences Calendar Copy

Faculty Affiliation

Kinesiology and Physical Education

Degree Programs

Kinesiology

MA, MSc, and PhD

Professional Kinesiology

MPK, MKin

MSS

- Concentrations:
  - Sport Coaching and Performance
  - Sport Integrity
  - Sport Analytics

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
- Sport sciences
- 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

Master of Sport Sciences

Program Description

The **Master of Sport Sciences (MSS) program** develops graduates who are leaders in advancing safe and inclusive training, recovery, and programming for the development of sport

performance and expertise. The MSS prepares students to understand, at an advanced level, the range of knowledges and areas of practice that contribute to a sport sciences team; developing a focused understanding of a particular role within the team, including sport coaching and performance, sport integrity, and sport analytics. In this program, students learn to critically interpret research to inform sport sciences practice, identifying problems and issues in sport and performance and applying knowledge to promote positive outcomes in sport across individuals, teams, and environments. Graduates of this program will exercise initiative and personal responsibility for upholding ethical practice and integrity in professional work and will demonstrate an appreciation of diverse perspectives and forms of knowledge, including understanding boundaries of expertise and the influence of multiple actors contributing to the development of sport performance and expertise as part of the sport sciences team. This in-person, course-based program offers a mix of classroom and experiential education, with flexibility for course selection. Graduates will acquire research-informed and multidisciplinary expertise in:

- The role of evidence-based practice and program evaluation in the field of sport sciences.
- Working with the members of a sport sciences team to support positive sport outcomes.
- Identifying opportunities for actualization of human performance potential, sport-related achievement, and improvement.
- Advocacy for sport and/or people within sport, and themselves in their roles in their fields/professions.

The MSS provides unparalleled learning environments for hands-on practice working alongside leading practitioners. The program may be completed with a concentration or without a concentration.

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.
- Applicants must have a four-year bachelor's degree in kinesiology, physical education, human kinetics, or a complementary degree in arts and science, business, engineering, or education. In order to be eligible for admission with a complementary degree, practical experience in the area of sport sciences is required.
- Applicants may also be considered for admission with a four-year bachelor’s degree in an area not described above, with at least three years of work experience in the area of

sport sciences, and evidence of professional training or certification in this area (for example, strength and conditioning certification, coaching certification).

- Regardless of the admission pathway, all applicants must have a minimum mid-B average (73% to 76%) in the final year.
- Resumé.
- Two letters of reference. At least one letter must be from an academic referee.
- Letter of intent which identifies the area of interest and reasons for pursuing the program.
- 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:
  - Paper-based test: 600 with 5 on the Test of Written English (TWE) and 50 on the Test of Spoken English (TSE);
  - Internet-based test: 100/120 overall and 22/30 on the writing and speaking sections.

Completion Requirements

- **Coursework.** Students must successfully complete a total of **5.0 full-course equivalents (FCEs)** as follows:
  - KIN8201H *Evidence Supported Practice in Sport Sciences* (0.5 FCE).
  - KIN8330H *Program Evaluation and Applied Research for Professionals* (0.5 FCE).
  - At least 2.0 FCEs in MSS designated courses.
  - KIN8530Y *Placement* and/or KIN8540Y: *Capstone* (1.0 FCE).
  - The remainder of courses may be drawn from any available graduate courses In the Graduate Department of Kinesiology and/or at the University of Toronto, in consultation with the Office of the Registrar and Student Services

Concentration Requirements (optional)

- Students must follow departmental application procedures and can apply to only one MSS concentration.
- Students must successfully complete a total of **1.5 full-course equivalents (FCEs)** in courses designated for the area of concentration; these count toward the 2.0 FCEs in MSS designated courses as listed in the completion requirements.

Program Length

Three sessions full-time (registration sequence: F/W/S); Nine sessions part-time

Time Limit

2 years full time; 5 years part time

7 Rationale for Program as Designed

7.1 Rationale for Admission Requirements

a) Discuss the appropriateness of the program's admission requirements as they are articulated in section 6 above, given the program's objectives and program-level learning outcomes.
b) Provide a sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.

The Faculty of Kinesiology and Physical Education is committed to educating and graduating a diverse student body who become productive contributors and leaders in their fields. The MSS options for admission requirements aligns directly with the Faculty's commitment to thoughtful and deliberate recruitment to attract and retain students from diverse and underrepresented backgrounds and communities. The admission requirements have been established to ensure MSS students have the necessary background to be successful in the program while also building in the dual admissions pathways of education and work experience to support access and reduce barriers for potential applicants.

All MSS graduate students are accepted under the General Regulations of the School of Graduate Studies (SGS) at the University of Toronto. To ensure students are prepared to succeed in the MSS program and achieve the learning outcomes of this professional graduate program, including understanding, at an advanced level, the range of knowledges and areas of practice that contribute to a sport sciences team and developing a focused understanding of a particular role within the team, including sport coaching and performance, sport integrity, and

sport analytics, a proposed dual admissions pathway of education and work experience is proposed.

This proposed dual admissions pathway of education and work experience is established based on graduate programming experience with our current MPK program and an understanding of what is required for successful degree completion. It also broadens our pool of prospective applicants and supports our efforts to attract and graduate a more diverse graduate student body. Not only do we feel that this admission requirement is justifiable in considering the preparation of prospective students to succeed in the MSS program, but by attracting and enrolling a more diverse cohort, it will further strengthen the diversity of perspectives in class-based discussions and peer interactions, which are a critical quality component of the MSS program.

Since launching in 2016, the existing MPK program has attracted both students coming directly out of an undergraduate Kinesiology degree as well as mature students who come to the program with professional experience and who had completed their undergraduate degree more than a decade previously, when courses and course content were quite different. Students who have come to the program with job experience in the field of kinesiology and dated undergraduate Kinesiology degrees have thrived in the program, highlighting the benefit of their practical experience in their preparation to succeed in this practice-based professional program. Each year we receive inquiries from prospective applicants with strong practical experience in the field of kinesiology and sport sciences (e.g., certifications, volunteer or job experience), but have completed their undergraduate degree in a complementary area other than kinesiology. These prospective applicants would benefit from the MSS program.

In sport-related professions, while this is evolving, many practitioners have historically been hired into their roles based on previous experience as opposed to formal education or registration credentials. These areas include, but are not limited to, sport coaching, strength and conditioning, athlete testing and training, administration, sport analytics, and more.

Complementary degrees that would be considered as eligible for standard admission to the MSS, include a degree in arts and science, business, engineering, or education. In order to be eligible for admission with a complementary degree, practical experience in the area of sport sciences is required.

Applicants may also be considered for standard admission based on significant experience. Specifically, a minimum of 5+ years of work experience in the area of sport sciences is required and must be complemented with evidence of professional training/certification in sport. This admission pathway recognizes the varied educational options for non-University education and credentials that exist and are common in sport-related careers, which prepare applicants with the pre-requisite knowledge and experience to succeed in the MSS program.

The application process requires prospective students to submit a resume, two letters of reference (at least one from an academic referee), a statement of intent and proof of proficiency in the English language from all applicants educated outside of Canada whose primary language is not English and who graduated from a university where the language of instruction and examination was not English. All materials are submitted through the SGS online application website. These requirements are consistent with the application procedures of exciting graduate programs in the Faculty.

7.2 Rationale for Program Structure

For all new programs

a) Discuss the appropriateness of the program's structure and requirements (as stated in Section 6) to meet its objectives and program-level learning outcomes, including the structure and requirements of any identified streams (undergraduate), fields or concentrations (graduate). Please include a discussion of the program's planned/anticipated class sizes.

b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's applicable undergraduate or graduate Degree Level Expectations

c) State the proposed mode(s) of delivery of the program. Discuss the appropriateness of the mode(s) of delivery (i.e., means or medium used in delivering a program; e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, flex-time, multi-campus, inter-institutional collaboration or other non-standard forms of delivery) to facilitate students' successful completion of the program-level learning outcomes.

d) Discuss the ways in which the curriculum addresses the current state of the discipline or area of study and is appropriate for the level of the program.

e) Please provide details on any experiential learning that is part of the program, including confirmed and interested partners, duration of experiential learning component in a program, and anticipated number of placements.

For graduate programs only

a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time.
b) Evidence that each graduate student in the program is required to take all of the course requirements from among graduate-level courses.
c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.

The proposed Master of Sport Sciences (MSS) degree involves coursework and practical experience to prepare students for a variety of professional careers. Designed as a course-based master's program with a required capstone project and/or placement, this program will produce graduates with a breadth of knowledge of the sport sciences, and depth of knowledge in chosen areas of interest within the sport sciences field.

Achievement of Program Learning Outcomes

Demonstrating the alignment between the program structure and the program learning outcomes, the table below includes a detailed breakdown of Master's DLEs, Program Learning Outcomes and Requirements.

The MSS program learning outcomes have been developed with the intention of developing graduates who are leaders in the profession of sport sciences and who are prepared to succeed in advancing the healthy, safe and inclusive development of sport performance and expertise. Aligned with this purpose, this graduate program is designed to prepare its students to understand, at an advanced level, the range of knowledges and areas of practice that contribute to a sport sciences team, developing a focused understanding of a particular role within the team, including sport coaching and performance, sport integrity and sport analytics.

Depth and Breadth of Knowledge Outcomes

Students will be able to:

- PLO1: Understand the profession of sport sciences as a whole, and the role of evidence-based practice and program evaluation in the field of sport sciences.
- PLO2: Recognize and critically appraise processes to advance positive sport outcomes.
- PLO3: Recognize and value the partnerships between the various roles on the sport sciences team.

Research and Scholarship Outcomes

Students will be able to:

- PLO4: Critically evaluate research and literature in order to inform sport sciences practice.

Application of Knowledge Outcomes

Students will be able to:

- PLO5: Identify opportunities for the healthy, safe and inclusive development of sport-related achievement and improvement.
- PLO6: Work with the members of a sport sciences team to support positive outcomes in sport across individuals, teams, and environments.
- PLO7: Act as an advocate for sport and/or people within sport, and themselves in their roles in their fields/professions.
- PLO8: Apply models of program evaluation to improve the quality and efficacy of sport-related program delivery.

Professional Capacity/Autonomy Outcomes

Students will be able to:

- PLO9: Exhibit ethical practice and integrity; respect and appreciation of diverse perspectives and forms of knowledge in making informed decisions.

Communications Skills Outcomes

Students will be able to:

- PLO10: Synthesize, translate, and evaluate knowledge.
- PLO11: Articulate the value of their disciplinary expertise to a variety of audiences within and beyond sport contexts.

Awareness of Limits of Knowledge Outcomes

Students will be able to:

- PLO12: Understand the boundaries of disciplinary expertise of the professional practice of sport sciences.

The MSS program is designed so that program learning outcomes are achieved through the MSS course lectures, activities, readings and assignments of the required courses of the MSS program including KIN8201H: Evidence Supported Practice in Sport Sciences and KIN8330H: Program Evaluation and Applied Research for Professionals, the required completion of KIN8530Y: Placement and/or KIN8540Y: Capstone, and through completion of elective courses offered within the MSS program and drawn from available graduate courses in the Graduate Department of Kinesiology and/or at the University of Toronto in consultation with the Office of the Registrar and Student Services.

The required course on Evidence Supported Practice in Sport Sciences (KIN8201H) focuses on the integration of available scientific evidence into decision-making processes that guide the practice of a sport sciences team. Critical appraisal of research methodology and interpretation is an essential skill that ensures current best-practice approaches are maintained. In this course, students will enhance their understanding of a range of research design approaches and methodologies, practice guidelines and knowledge translation strategies to clients and colleagues. Emphasized in this course are the development of advanced skills in primary research retrieval and evaluation, appraisal of different types of evidence, synthesis of research findings across studies towards evidence-based decision making, and strategies for application of research findings in practice. Students will have opportunities to practice discussing research and knowledge with various audiences (researchers, practitioners, athletes and the public) and through various media. Concepts and frameworks from implementation science and knowledge translation will be used. A mixture of lectures, problem- and case-based learning sessions and assignments will be used to aid in the development of knowledge and skills.

In the required Program Evaluation and Applied Research for Professionals course (KIN8330H), the emphasis of this course is on understanding the various paradigms, methods, and knowledge that may be used to evaluate programs. Topics will include distinguishing research, assessment and evaluation, the evaluation process, developing an evaluation question, paradigms and models of program evaluation, quality criteria, and ethical considerations in program evaluation. Learning outcomes will be achieved through a combination of lectures, critical discussion, group work and applied assignments.

For the requirement of completing either the Placement (KIN8530Y) or Capstone (KIN8540Y) both will run as for-credit graduate courses. The Placement course (KIN8530Y) entails a field placement experience designed to provide students with hands-on, practical experience in a professional setting related to their field of study, and to enhance their skills and develop a deeper understanding of their chosen field of work. Students will be placed in organizations where they are expected to complete 300 placement hours under the supervision of experienced professionals, gaining valuable insights into the day-to-day operations of the industry. Students are expected to actively engage in the placement experience, seek guidance from mentors, and reflect on their personal and professional development throughout the course, culminating in the completion of a final reflection report on the placement and integrating their practical experience with previous theoretical learning in the graduate program. Possible settings include sport and exercise organizations, community centres, educational organizations, professional organizations, and training centres.

In the Capstone course (KIN8540Y), students complete an independent capstone project drawing upon a mixture of course and practical experience to develop a comprehensive plan to improve a specific area of practice. This may take the form of a plan for a new or improved program in the field or improved implementation of known best practices. Students will develop and demonstrate their ability to support, foster, and promote equity, diversity, inclusion, and belonging in professional practice. Students will be guided to use knowledge and skills acquired throughout the program to develop their ideas and students will have an opportunity to share their final projects in a conference-style atmosphere.

Course descriptions for elective MSS course offerings are included in Appendix A.

Table 3: Master's DLEs[3], Program Learning Outcomes and Requirements

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Master's Program Learning 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 Sport Science is awarded to students who have demonstrated:		
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.	Depth and Breadth of Knowledge is defined in the MSS as understanding the range of knowledges and areas of practice that contribute to a sport sciences team; developing a focused understanding of a particular role within the team. This is reflected in students who are able to: • Understand the profession of sport sciences as a whole, and the role of evidence-based practice and program evaluation in the field of sport sciences. [PLO1]	The program design and requirements that ensure these student outcomes for depth and breadth of knowledge are: • The components of sport sciences and an overview of the profession of sport sciences as a whole will be covered across course lectures, and class discussion the required Evidence Support Practice in Sport Sciences course. It will also be a major requirement of the final paper for the required Placement and/or Capstone course. [PLO1]

[3] 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).

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Master's Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
	• Recognize and critically appraise processes to advance positive sport outcomes. [PLO2] • Recognize and value the partnerships between the various roles on the sport science teams. [PLO3]	• Student written assignments and oral exchanges with peers during class discussions in required and elective courses, course assignments which require engagement in student groups (in Program Evaluation and Applied Research for Professionals) and with community partners in elective community-engaged MSS courses, and during communication with clients in field placements and/or final conference-style presentation of capstone projects. [PLO2] • Through class lectures, discussions and guest speakers, students will learn about the various roles of the sport sciences team in the required course on Evidence Support Practice in Sport Sciences. [PLO3]

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	**Master's Program Learning Outcomes**	**How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes**
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; • 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:	Research and Scholarship is defined in the MSS as critical interpretation of research to inform sport sciences practice. This is reflected in students who are able to: • Critically evaluate research and literature in order to inform sport sciences practice. [PLO4]	The program design and requirements that ensure these student outcomes for research and scholarship are: • Every course will have research-based readings that will also inform the course assignments. In addition, Evidence Supported Practice in Sport Sciences, the Capstone, and Placements will provide opportunities for application based on synthesis of research evidence. The Placement and/or Capstone will also require students to provide a synthesis of research evidence and interpret current sport sciences practice to make recommendations in light of current research evidence. [PLO4]

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	**Master's Program Learning Outcomes**	**How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes**
• The development and support of a sustained argument in written form; or • Originality in the application of knowledge.		
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.	Application of Knowledge is defined in the MSS as identifying problems and issues in sport and performance teams and environments; applying knowledge to promote positive outcomes in sport across individuals, teams, and environments. This is reflected in students who are able to: • Conduct needs assessments to identify opportunities for the healthy safe and inclusive development of sport-related achievement and improvement. [PLO5] • Work with the members of a sport sciences team to support positive outcomes in sport	The program design and requirements that ensure these student outcomes for application of knowledge are: • In the required course on Program Evaluation and Applied Research for Professionals, through course lectures, class activities and assignments, students develop skills in conducting individual and population needs assessments. This required course is augmented by elective MSS courses with specific considerations and measures for needs assessment across

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Master's Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
	across individuals, teams, and environments. [PLO6] • Act as an advocate for sport, and/or people within sport, and themselves in their roles in their fields/professions. [PLO7] • Apply models of program evaluation to improve the quality and efficacy of sport-related program delivery. [PLO8]	diverse settings and populations. [PLO5/PLO6] • In the required Placement and/or Capstone course students will advance their skills in advocating for sport and the value of the various members of the sport sciences team through engagement with sport sciences professionals in real-world sport settings. Both the required Placement and/or Capstone will comprise a combination of design, delivery and evaluation of sport sciences practice. [PLO7] • Applying models of program evaluation to improve the quality and efficacy of sport sciences and related program delivery is the primary purpose of the required Program Evaluation and Applied Research for Professionals

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Master's Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
		course. This learning outcome will be achieved in this course through a combination of lectures, critical discussion, group work and applied assignments. [PLO8]
Professional Capacity/ Autonomy • The qualities and transferable skills necessary for employment requiring • The exercise of initiative and of personal responsibility and accountability; and • Decision-making in complex situations • The intellectual independence required for continuing professional development;	Professional Capacity/Autonomy is defined in the MSS as the exercise of initiative and of personal responsibility and accountability. This is reflected in students who are able to: • Exhibit ethical practice and integrity; respect and appreciation of diverse perspectives and forms of knowledge in making informed decisions. [PLO9]	The program design and requirements that ensure these student outcomes for professional capacity/autonomy are: • Students' sensitive and professional behaviour will be developed in the required Evidence Support Practice in Sport Sciences course though group activities and class discussions. It will also be a focus of lectures, readings and case-based activities on discussing research and knowledge with various audiences. [PLO9]

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	**Master's Program Learning Outcomes**	**How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes**
• 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.		• Students will work in groups in Evidence Support Practice in Sport Sciences to apply research to make principled decisions about sport sciences practice. Individually this learning outcome will be a strong emphasis in daily placement activities and the rationale presented in the Capstone project. [PLO9]
Communications Skills The ability to communicate ideas, issues and conclusions clearly.	Communication skills is defined in the MSS as the ability to communicate with a variety of populations including athletes, coaches, parents, media, policy makers, and sport science teams. This is reflected in students who are able to: • Synthesize, translate, and evaluate knowledge. [PLO10]	The program design and requirements that ensure these student outcomes for communication skills are: • Communication will be practiced and refined in a combination of written and oral assignments across the required and elective courses in the MSS program. [PLO10] • In addition, opportunities for the development of communication with various populations will occur during

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Master's Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
	• Articulate the value of their disciplinary expertise to a variety of audiences within and beyond sport contexts. [PLO11]	the Placement and extended writing during the Capstone. Through course lecture and class activities, the Evidence Support Practice in Sport Sciences course will develop students' skills in communicating knowledge with a variety of audiences and through various media. The Program Evaluation and Applied Research for Professionals course will also touch on communication in context. [PLO11]
Awareness of Limits of Knowledge Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.	Awareness of Limits of Knowledge is defined in the MSS as understanding scope of expertise; acting accordingly within the disciplinary limitations, identify gaps in their own knowledge and when to seek more information, inviting collaboration; and identifing when referrals are warranted. This is reflected in students who are able to:	The program design and requirements that ensure these student outcomes for awareness of limits of knowledge are: • The scope of practice of the various roles of the sport sciences team will be covered in the Evidence Support Practice in Sport Sciences course. The skill of identifying gaps in skills, inviting collaboration and referral options will

Master's DLEs (Based on the Ontario Council of Academic Vice-Presidents [OCAV])	Master's Program Learning Outcomes	How the Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes
	• Understand the boundaries of disciplinary expertise of the professional practice of sport sciences. [PLO12]	be specific topics of focus for the required Placement and/or Capstone. As well, an extracurricular professional development series, including engagement with current professionals and interprofessional education, will develop students learning of disciplinary limits and opportunities for collaboration. [PLO12]

Program Design, Structure, Requirements and Delivery

Students will complete the full-time program in three sessions (Fall/Winter/Summer). This is the ideal program design based on the availability of graduate course offerings in the Fall and Winter term in the Graduate Department of Kinesiology, and the placement opportunities that exist during the months of May – August. The one-year (3 session) program design aligns with feedback received from prospective students regarding preferred program structure. For current professionals, a one-year master's program is ideal because it can be completed full-time with a one-year professional development leave from work, or as a one-year program completed between employment contracts. The part-time option is also appealing for current professionals who are interested in pursuing master's level education while working. For students completing the MKin program immediately following their undergraduate studies, the one-year master's program design is desired by the students to support their timely transition to the workplace. The intentional program design of two sessions of course work followed by the final third session with a placement (placement and/or capstone requirement) is intentional so that students have advanced in their graduate education and can gain the most out of their placement experience, as well as accept potential employment offers that may result from the placement experience.

Year 1 Fall: 4 courses (2.0 FCE)
Year 1 Winter: 4 courses (2.0 FCE)
Year 1 Summer: Placement or Capstone (1.0 FCE)

Optional Concentration: 1.5 FCE courses from within the designated concentration options.

All courses will be available to part-time students; a typical part-time program length would be 3 years with a light course load.

Please see Appendix A for course listing, including concentration designations. The concentration areas are:

- **SPORT COACHING AND PERFORMANCE:** Learn to design, implement and evaluate athlete development and performance programs, considering strength training and conditioning,

nutrition and recovery regimes, sport psychology, and injury prevention, which improve performance and positive outcomes among athletes.

- Courses that can contribute to this concentration include:
  - KIN 8210 Athlete Development and Human Performance
  - KIN 8214 Practical Applications of Coaching People and Teams
  - KIN 8215 Management of High Performance Sport in Canada
  - KIN 8217 High Performance Strength & Conditioning
  - KIN 8218 Sports Nutrition
  - KIN 8219 Injury Risk Reduction in Sport & Exercise
  - KIN 8241 Sport Psychology

- **SPORT INTEGRITY:** Learn to recognize and critically assess sport access, experiences, and environments and to advocate for and implement strategies to achieve positive sport outcomes, considering athletes' rights, athlete welfare and well-being, policy and environmental sustainability.
  - Courses that can contribute to this concentration include:
    - KIN 8231 Sport Ecology
    - KIN 8232 Anti-Racism and Decolonizing Sport and Physical Activity
    - KIN 8233 Sport Policy & Development
    - KIN 8235 Safeguarding in Sport
    - KIN 8236 Sport Related Concussion

- **SPORT ANALYTICS:** Learn to implement and evaluate programs and processes by applying technologies, statistics, and data analysis techniques in predicting and promoting performance and other positive outcomes in sport, with application to diverse questions such as predictive performance of athletes and teams, injury prevention, competition analysis, fan engagement, and data management and reporting in sport organizations.
  - Courses that can contribute to this concentration include:
    - KIN 8240 Emerging Issues in Sport Analytics and Data Modelling
    - KIN 8245 Analytics in Sport Tactics and Strategy
    - KIN 8247 Artificial Intelligence and Machine Learning in Sport Analytics
    - KIN 8248 Technologies for Wellness and Performance

We have purposefully opted to offer concentrations in the above areas to enable students to select courses, and to demonstrate their specialization, in specific areas of focus;

concentrations result in official notations that are reflected on students' transcripts and these support the achievement of the overall program learning outcomes of the degree program through the completion of specified courses. A concentration would allow students to select courses to focus on an area of interest, with concentrations typically consisting of courses that account for a minimum of 30% of the courses within a program.

Given the broad and multidisciplinary nature of the field of sport sciences, it is important for students to have the opportunity to pursue a concentration in the above-listed areas if they choose to do so. Enabling students to pursue a concentration and to have a notation on their transcript to reflect this focus serves as a distinction for students applying for jobs in professional fields to distinguish themselves from others; for example, students graduating with an MSS degree and a concentration in Sport Coaching and Performance may demonstrate to employers that they have focused expertise in designing and implementing strength and conditioning programs in high-performance sport setting with elite athletes; students graduating with a concentration in Sport Analytics can demonstrate to employers in sport settings that they have expertise in measuring and critically analyzing individual, team, and organizational data to improve performance outcomes. While students are not required to select a concentration, offering students the opportunity to do so will enable them to demonstrate an area of focus during their degree that can enhance their employability in the future. Offering students the opportunity to pursue a concentration is also a strategic benefit for student recruitment, particularly for international students who want clear information about what their degree will enable them to do and what areas they can focus on in their coursework in the program.

We have sufficient courses in the program proposal to offer 4 to 5 courses each year in each of the concentration areas, which will enable us to consistently offer sufficient courses for students to meet their chosen concentration requirements (1/3 of their courses in a concentration area). To select a concentration, students will declare their selection prior to graduation and an academic audit will be completed to confirm completion of the required courses for their selected concentration. Students can only select one concentration, and students may complete their degree without selecting a concentration.

Mode of Delivery and Experiential Learning

The MSS program includes a combination of course-based and practical hands-on experiential education. The active nature of the field of sport sciences lends itself to the delivery of highly experiential education, which is why a focus and commitment to experiential education has a

longstanding history in our Faculty across all undergraduate and graduate programs. The strong focus on experience also aligns with employer expectations in the field of sport sciences where previous experience can be valued just as greatly in employment as credentials, sometimes even more so.

As mentioned in sections above, the integrated mandate of our Faculty to serve both the education of students through academic programming as well as the provision of opportunity for sport and recreation for the broader University and public community under one common mission and vision creates the platform for research-informed and highly experiential, work-integrated learning-based education with the potential to test new innovative practices within our own Faculty and in partnership with external organizations for the mutual benefit of the KPE students and the broader community population.

Aligned with the unique, distinguishing opportunity of the Faculty of Kinesiology and Physical Education, as well as the goals outlined in our Academic Plan to deliberately integrate research, education, and practice with consideration of the provision of opportunity, there will be a strong emphasis across the MSS course offerings on research-informed practice and community-partnered graduate level experiential learning. This experiential learning will include a combination of activities within graduate courses such as organization-partnered case studies, hands-on practice in the form of labs and practical sessions, guest speakers from the field, a range of options for community-engaged class activities (e.g., consulting with sport teams), as well as more traditional work-integrated learning in the form of field placements.

Within our own Faculty, the field of practice of the MSS students aligns with our current youth, community, intercollegiate and high-performance sport programming, as well as the MacIntosh Sport Medicine Clinic within the Faculty. Our research programs in Sport Concussion, Science in Sport, Sport Psychology and Motor Control and Biomechanics further create an environment rich with experiential learning opportunities.

Also mentioned previously and further outlined in Appendix E, the Faculty of Kinesiology and Physical Education currently has 150 active partnership agreements in place with organizations for the provision of undergraduate and graduate student field placements. This includes mentors and placement sites across a wide variety of hospitals, clinics, and community and school settings. Looking specifically at the placements currently offered for the Master of Professional Kinesiology students (300 hours), which aligns with the placement course in the

MSS program (see course descriptions below), in the 2023 Spring and Summer terms for a class of 32 students, we offered placements at 39 unique placement sites with multiple student placement positions available at each site. Our list of placement offerings and the demand specifically for graduate-level work-integrated learning placements in relevant workplace organizations currently exceeds the number of graduate students in our more narrowly focused MPK program. Based on consultations in the field and with existing partners, there is a strong demand for graduate student placements specifically in the concentration areas of the new MSS graduate program, and we anticipate ease in confirming the ongoing addition of new placement options for MSS graduate students based on the needs of the community and expressed interest of our longstanding partners. There is also the opportunity to build in placement opportunities within the intercollegiate sport program.

Student placements are secured in highly sought-after organizations often with specialized programs and opportunities where students would not otherwise have access such as unique community sport organizations, high performance sport teams, sport institutes and professional sport organizations. A placement experience will be guaranteed for all MSS students who express interest in completing the placement course, and we anticipate the large majority of MSS students will complete a placement. The students whom we anticipate may opt not to complete a placement may be part-time students who are already working full-time and may find greater benefit in a capstone project. For each placement, learning outcomes are pre-established in alignment with the program learning outcomes of the MSS program and the specific learning outcomes of the placement course. Students in the placement also develop individualized learning plans to direct the nature and assessment of their placement activities in partnership with the placement supervisor. When helpful, individualized accommodation plans are also created to support the transition of students with specific accommodation needs to succeed in the workplace setting. Achievement of learning outcomes in field placements occurs across both formative and summative assessment and using a combination of practical and reflective evaluation criteria integrating students' practical experience and skill with their theoretical classroom learning.

The MSS program course mode of delivery will be in person. Courses will be primarily classroom-based, with a small number of courses offered via hybrid or online delivery as befits the course content. As stated above in the section on Academic Rationale, coursework is complemented by the opportunity for a for-credit placement and/or capstone course; these

will follow their natural form as we recognize that some areas of work in the field of sport sciences are accomplished remotely.

Administration of Curriculum

Our Office of the Registrar and Student Services includes a team of graduate program administrators who support recruitment, admissions, academic advising and student supports. This is augmented by staff who support academic scheduling and course administration, instructor support, embedded student counsellors, a student equity engagement officer and an existing experiential learning team which currently administers placements for graduate students.

Graduate Program Length

The proposed Master of Sport Sciences (MSS) degree (non-thesis) involves coursework and practical experience to prepare students for a variety of professional careers. Designed as a 3-session course-based master's program with a capstone project and/or a placement (students must complete at least one of the two), the program both prepares students for their future careers and provides options to focus their studies within the program.

The program is structured as a 5.0 FCE 3-session program (F/W/S). This program length is set based on the regular manageable workload for graduate courses in the Department of Kinesiology with full-time research-based master's graduate students typically completing 2 courses per session plus lab-based activities and full-time professional graduate students carrying a course load of 4 graduate courses in each of the Fall and Winter sessions.

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 program complies with this requirement.

8 Assessment

a) Articulate and comment on the appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations.

b) Articulate and comment on the appropriateness of the plans to monitor and assess:
   1. The overall quality of the program
   2. Whether the program is achieving in practice its proposed objectives
   3. Whether its students are achieving the program-level learning outcomes
   4. How the resulting information will be documented and subsequently used to inform continuous program improvement.

Documenting and Demonstrating Level of Performance

Student performance will be assessed in the same manner as other KPE programs. Course grades will be based on student achievement in course assignments — written, oral, teamwork, examinations, etc. The following table outlines the assessment of the MSS program learning outcomes. These assessments are appropriate as they provide opportunity for multi-modal formative and summative assessment of students' learning. There is also intentionally a wide range of assessment measures employed to support student motivation for success in the program through varied assessments of learning. The assessments employed also mirror ways in which the learning outcomes are applied in the practice of sport sciences with emphasis on written and oral demonstration of knowledge and observation of performance in practice and through case-studies, with less emphasis placed on examination-based assessments.

Table 4: Assessment of Program Learning Outcomes

		Exams	Written Papers	Oral Presentations	Labs/Case Studies	Practice Observation
Depth & Breadth of Knowledge	PLO1: Understand the profession of sport sciences as a whole, and the role of evidence-based practice and program evaluation in the field of sport sciences.	X	X		X	
	PLO2: Recognize and critically appraise processes to advance positive sport outcomes.		X	X		X
	PLO3: Recognize and value the partnerships between the various roles on the sport sciences team.		X		X	
Research & Scholarship	PLO4: Critically evaluate research and literature in order to inform sport sciences practice.		X	X		
Level of Application of Knowledge	PLO5: Identify opportunities for the healthy safe and inclusive development of sport-related achievement and improvement.		X			X
	PLO6: Work with the members of a sport sciences team to support positive outcomes in sport across individuals, teams, and environments.		X			X
	PLO7: Act as an advocate for sport, and/or people within sport, and		X			X

	themselves in their roles in their fields/professions.					
	PLO8: Apply models of program evaluation to improve the quality and efficacy of sport-related program delivery.		X			
Professional Capacity / Autonomy	PLO9: Exhibit ethical practice and integrity; respect and appreciation of diverse perspectives and forms of knowledge in making informed decisions.		X	X	X	X
Communication Skills	PLO10: Synthesize, translate, and evaluate knowledge.	X		X		X
	PLO11: Articulate the value of their disciplinary expertise to a variety of audiences within and beyond sport contexts.			X	X	
Awareness of Limits of Knowledge	PLO12: Understand the boundaries of disciplinary expertise of the professional practice of sport sciences.				X	X

Plans to Monitor and Assess the Program

The assessment items above will also serve to evaluate the achievement of program learning outcomes and provide a mechanism for the ongoing monitoring of the quality and achievement of PLOs and objectives across the MSS program. We plan to leverage existing mechanisms for monitoring the achievement of graduate program objectives and degree level expectations, via our existing Graduate Committee which meets regularly and includes faculty members, students, recent graduates, and relevant external representatives (invited guests). This Graduate Committee annually reviews all course outlines to ensure ongoing alignment with program learning outcomes, and monitors student achievement and feedback for the purpose of ongoing program improvement. Minutes are recorded for each committee meeting and collated over time to inform the regularly scheduled robust Quality Assurance Review process.

9 Consultation

Describe consultation with internal (faculty, students, cognate units, etc., as appropriate) and external stakeholders (alumni, community or professional organizations, etc., as appropriate).

Summary of Consultation Sessions

Professoriate consultations

- Professoriate Meeting (May; September; November 2023); Professoriate Retreat (May 25, 2023); Graduate committee (Ongoing September 2022 – December 2023)

Department of Kinesiology current student consultations

- Master of Professional Kinesiology students (November 1, 2023)
- Master of Arts, Master of Sciences, Doctor of Philosophy students (November 13, 2023)

Prospective MSS student consultation

- Bachelor of Kinesiology students (November 20, 2023)
- Sport and recreation professionals (November 7, 2023)

Feedback from these groups was overwhelmingly positive. The Professoriate had the opportunity to contribute to the proposals and provided remarkably creative, thoughtful suggested direction and course descriptions, most of which have been incorporated into our proposal. Current students were highly curious about the structure and contents of the new program. Prospective students offered suggestions for how to make the program attractive to varying populations, and saw immediate connections between the MSS and current job market trends.

Impact on Programs in the Department of Kinesiology

The proposed program will change and in fact, enhance the MA, MSc and PhD programs at KPE. More courses (and potentially more instructors) will be available to those students, including new offerings that have the potential to align with the topics being researched by those students. In time this will draw new populations to the research-based programs (deep specialization) as well as the new professional programs (broader, course-based career preparation).

Impact on Programs Offered in Other Units

We are aware that there are coaching programs elsewhere at the University, but none that are sports-related. Consultation was held with the Council of Health Sciences Deans. This Council represents various University divisions including the Dalla Lana School of Public Health, Leslie Dan Faculty of Pharmacy, Lawrence S. Bloomberg Faculty of Nursing, Faculty of Dentistry, Factor-Inwentash Faculty of Social Work, and the Temerty Faculty of Medicine.

There was no impact on programs offered in other units/divisions identified and all divisions consulted were supportive.

KPE would be pleased to consider connections with other campuses and other Faculties in the future, as opportunities for collaboration arise.

10 Resources

10.1 Faculty

Please fill out the table below. In a separate appendix provide all CVs of all faculty in the table.

Table 5: Faculty Complement (please list alphabetically)

The table below lists the faculty members who will contribute to teaching within the MSS program (please see separate document for complete CVs of these faculty members). As a single-department Faculty, professors and instructors typically have their full budgetary appointment within KPE and do not teach within other programs. According to the Faculty of Kinesiology and Physical Education Workload Policy (revised April 2021), teaching and workload is allocated in a manner that is consistent with the type of appointment members hold, the diversity of their research, scholarship, and creative professional achievements, assigned teaching, and service responsibilities and activities. Normal expectations for tenured, tenure-stream, and part-time and contractually-limited term non-tenure stream faculty members are to teach 1.5 full courses (or 3 half-courses) or their equivalent annually. Normal expectations for teaching-stream and part-time and contractually-limited term non-continuing status teaching-stream faculty members are to teach 3.0 full courses (or 6 half-courses) or their equivalent annually. Unit members will experience different demands from year-to-year in the balancing of domains of workload, and so an individual member's workload may vary from

year-to-year and from a colleague's workload within a given year. The number of courses or partial courses assigned to each faculty member per year are subject to the Dean's approval and discretion.

Our faculty consists of 32 members: 25 in the tenure stream (7 full professors, 10 associate professors, and 8 assistant professors), and 7 in the teaching stream (6 associate professors teaching stream and 1 assistant professor teaching stream). All tenure and teaching stream faculty are 100% appointed to KPE. There are also 3 CLTA teaching-stream faculty with 75% appointments, and 6 athletic instructors within the Faculty. Of these faculty members, it is anticipated that 19 will contribute to the MSS program directly through their teaching. Given the additional faculty complement within KPE beyond those listed below, we have the expertise and flexibility within the workload allocations of the remaining faculty members to accommodate changes to teaching loads due to annual leaves, etc.

Name	Unit of Primary Budgetary Appoinment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g. Associate, Full)	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.)
Tenure Stream: Full					
Joseph Baker	Kinesiology and Physical Education 100%	n/a		Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8210 Athlete Development and Human Performance; CI: KIN8240 Emerging Issues in Sport Analytics and Data Modelling
Gretchen Kerr	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8235 Safeguarding in Sport
Luc Tremblay	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8248 Technologies for Wellness and Performance
Tenure Stream: Associate					
Kelly Arbour-Nicitopoulos	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8330 P Program Evaluation and Applied Research for Professionals

Name	Unit of Primary Budgetary Appoinment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g. Associate, Full)	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.)
Simon Darnell	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8233 Sport Policy & Development
Michael Hutchison	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8201 Evidence Supported Practice in Sport Sciences; CI: KIN8236 Sport Related Concussion
Daniel Moore	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8218 Sports Nutrition
Katherine Tamminen	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8421 Sport Psychology
Tenure Stream: Assistant					
Timothy Burkhart	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8219 Injury Risk Reduction in Sport & Exercise
Janelle Joseph	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8232 Anti-Racism and Decolonizing Sport and Physical Activity

Name	Unit of Primary Budgetary Appoinment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g. Associate, Full)	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.)
Madeleine Orr	Kinesiology and Physical Education 100%	n/a		Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8231 Sport Ecology
Teaching Stream: Full					
n/a					
Teaching Stream: Associate					
David Frost	Kinesiology and Physical Education 100%	n/a	Associate	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN 8217 High Performance Strength & Conditioning
Timur Taha	Kinesiology and Physical Education 100%	n/a	Associate	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8245 Analytics in Sport Tactics and Strategy
Teaching Stream: Assistant					
n/a					

Name	Unit of Primary Budgetary Appoinment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g. Associate, Full)	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.)
Non-Tenure Stream (i.e., CLTA)					
n/a					
Others (please specify, i.e., adjunct, status only, clinical faculty, visiting or other as per U of T definitions)					
Barb Brophey (athletic instructor)	Kinesiology and Physical Education 100%	n/a	n/a	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	PS
Kristine Drakich (athletic instructor)	Kinesiology and Physical Education 100%	n/a	n/a	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	PS/CI: KIN8214 Practical Applications of Coaching People and Teams

Name	Unit of Primary Budgetary Appoinment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g. Associate, Full)	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.)
Carl Georgevski (athletic instructor)	Kinesiology and Physical Education 100%	n/a	n/a	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	PS/CI: KIN8215 Management of High Performance Sport in Canada
Linda Kiefer (athletic instructor)	Kinesiology and Physical Education 100%	n/a	n/a	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	PS/CI: KIN8214 Practical Applications of Coaching People and Teams
Byron MacDonald (athletic instructor)	Kinesiology and Physical Education 100%	n/a	n/a	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	PS/CI: KIN8215 Management of High Performance Sport in Canada
Jill Mallon (athletic instructor)	Kinesiology and Physical Education 100%	n/a	n/a	BKin: PhD, MSc, MA program:	PS/CI: KIN8214 Practical Applications of Coaching People and Teams

All New Programs

Given the program's planned/anticipated class sizes (section 5) and cohorts as well as its program level learning outcomes please discuss:

a) Participation of a sufficient number and quality of core (i.e., appointed) faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment

Our faculty consists of 32 members: 25 in the tenure stream (7 full professors, 10 associate, and 8 assistant), and 7 in the teaching stream (6 associate and 1 assistant). All tenure and teaching stream faculty are 100% appointed to KPE. There are also 3 CLTAs with 75% appointments, and 6 athletic instructors within the Faculty. Of these faculty members, 19 will contribute to the MSS program directly through their teaching.

The tenure stream faculty members conduct research and teach courses across a broad range of disciplines within the field of Kinesiology, including biophysical (e.g., physiology, biomechanics, motor control and motor learning), behavioural (e.g., psychology of physical activity, sport, and exercise), and physical cultural areas (e.g., race, class, disability, gender). Tenure stream faculty members within the Faculty are internationally recognized leaders in their fields. This broad scope of research areas will inform the curriculum of the MSS program by providing students with a range of courses in sport sciences, providing them with a breadth of knowledge to inform their learning. For example, students will learn from our faculty in courses on Athlete Development and Human Performance; Sports Nutrition; Sport Ecology; Sport Related Concussion; Safeguarding in Sport; and Technologies for Wellness and Performance, among others. Within the past five years, KPE has hired eight tenure-stream/tenured faculty (Dr. Jenna Gillen, Dr. Janelle Joseph, Dr. Amy Kirkham, Dr. Robert Bentley, Dr. Timothy Burkhart, Dr. Joseph Baker, Dr. Tricia McGuire-Adams, and Dr. Madeleine Orr) many of whom will also contribute to the scholarship of this program in meaningful ways, complementing an already strong professoriate of esteemed internationally-recognized scholars in the field of sport sciences. The faculty members contributing to the program include individuals from a range of social locations and equity-owed groups to support the aim of promoting equity, diversity, and inclusion among the faculty delivering courses within the program.

The teaching stream faculty contributing to the program (Dr. Frost and Dr. Taha) have extensive knowledge of sport coaching, high performance training, and analytics, contributing to core

courses within the MSS program. Dr. Taha currently teaches undergraduate courses in the BKin program on Sport Analytics, Game Theory and Tactics; Speed and Power; and Fitness Principles and Practice. He has served as a sport scientist for the Canadian Sport Institute of Ontario, and he frequently serves as a consultant on athlete training and performance monitoring for high performance sport organizations and in clinical and rehabilitation settings. Dr. Frost currently teaches within the MPK program and has experience designing, implementing, and evaluating fitness and movement programs within sport, community, and professional settings (e.g., firefighters/emergency services personnel, football teams, etc.). As members of the teaching stream within the Faculty, their extensive practical knowledge will contribute to the application of course content to real-world contexts for the students.

Our faculty complement is eager to teach graduate students. Faculty consultation took place in May 2023 where individual faculty members proposed courses for this program, many of which are listed in this document, as well as ideas for learning outcomes, partnerships, and more. Nearly every course has been designated to be taught by a full-time member of our Graduate Faculty. We anticipate elective classroom-based courses to have an enrolment of approximately 10 to 20 students. This will provide opportunities for dialogue and debate, peers for oral presentation feedback, and the opportunity to interact regularly with faculty. Required courses in the MSS program will have a registration aligned with the full size of the MSS cohort (approximately 22 students), with the Program Evaluation and Applied Research for Professionals course being a combined required course for MSS and MKin students (new, proposed separately; 49 students combined).

b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and sessional faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience.

We anticipate one sessional hire for the MSS program, specifically for the course KIN 8247H, Artificial Intelligence and Machine Learning in Sport Analytics. With the swift advances in artificial intelligence taking place across industries, we see this topic as an essential part of a sport analytics concentration and one that would be ideally taught by a current esteemed industry professional.

c) If required, provision of supervision of experiential learning opportunities.

KPE has a robust experiential learning program already in place. Please see Appendix F for a full description and examples of placement opportunities KPE graduate students have completed. Faculty members are not required to supervise these opportunities.

d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the University.

As relatively few students and no faculty or staff will be added with the introduction of this program, we do not anticipate any added or changed space/infrastructure requirements. Our existing facilities and resources will be shifted from the MPK program to the MSS and the MKin (proposed separately). The resources needed to support the single offering of the MPK will now be sufficient to support two offerings (MKin and MSS) as there is only a minimal change in combined class size (MPK enrolment target is 40 full-time students per cohort and MKin + MSS combined is 45 full-time students). The alignment in structure and programming requirements across the MKin and MSS programs in the Graduate Department of Kinesiology will also simplify the administrative support required for these programs.

e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access.

Our Office of the Registrar and Student Services includes a team of staff supporting student success and experience including academic advising, peer learning supports, embedded counsellors (health and wellness, career, accessibility, learning strategist), experiential education, equity engagement and registration and award supports.

The Health Sciences Writing Centre is also a valuable resource to support graduate student writing.

Our Information and Instructional Technologies department includes Instructional Design staff who work with our faculty developing teaching strategies, assignments, activities and experiences, both for the classroom and online.

As relatively few students and no faculty or staff will be added with the introduction of this program, we do not anticipate any added or changed space/infrastructure requirements. Our

existing facilities and resources will be shifted from the MPK program to the MSS and the MKin (proposed separately).

While the MSS is a course-based program, rather than a research-based program, students will have access to ideas and programs from the research units, labs, and centres of KPE, such as the Tanenbaum Institute for Science in Sport, the Iovate/Muscletech Metabolism and Sports Science Lab, the Training and Enhancing Motor Performance Outcomes Lab, and much more. Students will also have the opportunity to apply for casual and research assistant positions within labs.

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.

f) If necessary, additional institutional or divisional resource commitments to support the program in step with its ongoing implementation.

Not applicable.

Resources for Graduate Programs Only

Given the program's planned/anticipated class sizes and cohorts as well as its program level learning outcomes:

a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate
b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students
c) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty

KPE faculty members are recognized leaders in their fields and conduct research and teach courses across a broad range of disciplines within the field of Kinesiology, including biophysical (e.g., physiology, biomechanics, motor control and motor learning), behavioural (e.g., psychology of physical activity, sport, and exercise), and physical cultural areas (e.g., race, class, disability, gender). This broad scope will inform the curriculum of the MSS program by

providing students with a range of courses in sport sciences, providing them with a breadth of knowledge to inform their learning.

Further demonstrating the expertise of the faculty, the most recent KPE Research Report 2021-2022 outlines that across our faculty members, 1.7M was received in new research grants, including over $900,000 in tri-agency funding and over $700,000 in not-for-profit funding. Annual research output included 2 books, 18 book chapters and 162 peer-reviewed publications. The University of Toronto is currently ranked #5 in QS World Rankings, the only ranking system that specifies rankings to the level of kinesiology and sport sciences. Furthermore, recognizing the large number of ongoing hires in our Faculty, including 8 tenured or tenure-stream hires in the last 5 years, demonstrates the long-term stability of our faculty complement and sustainable support for graduate teaching.

As a non-thesis-based program, there is no direct thesis supervision by a faculty member. MSS graduate students will engage with faculty members in graduate courses.

Considering financial resources specifically for graduate students in this professional program, it is KPE's intention that MSS students will be eligible to apply to the Ontario Graduate Scholarship pool. Student bursaries are a component of the Faculty's Advancement plans for the next two years and we plan on providing support to 3-4 students on the basis of combined need and merit.

11 Quality and Other Indicators

a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring)
    1. The quality of the scholarship of the faculty, and the degree to which that scholarship is brought to bear in teaching
b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.
c) Any additional indicators of quality identified by the division or academic unit
d) How the proposed program compares to the best in its field among international peer institutions

In the 2021-22 academic year, our faculty published two books, 18 book chapters, and 162 peer-reviewed articles in top journals across a range of disciplines within the field of Kinesiology and Physical Education including *Frontiers in Physiology; Orthopaedic Journal of Sports Medicine; Clinical Cardiology; Applied Physiology, Nutrition, and Metabolism; Journal of Physical Activity and Health; Adapted Physical Activity Quarterly; Psychology of Sport and Exercise; Psycho-Oncology;* and *Sociology of Sport Journal*, among others. KPE held over $1.7 million in research funding across 36 research grants and contracts. For the fourth year in a row in 2023, the QS World University Rankings placed the U of T programs in kinesiology, physical education, and sport and exercise sciences fifth in the world.

In KPE, we currently have one Canadian Research Chair in Mental Health & Physical Activity, several EDUs including the Centre for Motor Control, Centre for Sport Policy Studies, Mental Health & Physical Activity Research Centre, and the Centre for Sport Related Concussion. There is a breadth of research expertise across KPE faculty members with scholars from a range of areas including physiology, biomechanics, psychology, data sciences, sociology/physical cultural studies, etc. We intend for this program to reflect the diverse, inclusive world of international sport.

Of direct relevance to the Master of Sport Sciences, KPE recently hired an endowed new Full Professor and inaugural chair in sport science, data modelling and sport analytics (Prof Joseph Baker). Professor Baker is an international leader and world-class scholar in the areas of talent development and forecasting, and athlete development and tracking from a multi-disciplinary perspective. He brings to the Faculty a sustained record of research excellence, demonstrated record of successfully training and mentoring students, an ability to lead large research teams and develop strategic networks of collaborators in Canada and internationally, as well as a vision for future research in sport science and data analytics. Prof. Baker will be teaching two graduate classes in the new MSS program as an international leader in both coaching and performance, as well as sport analytics.

In addition, we anticipate that the Sport Integrity concentration will be, in particular, a draw for individuals with an interest in equity, diversity, and inclusion. The MSS concentration in Sport Integrity has particular promise to be distinctive in the Canadian landscape and directly aligns with both the labour market demands and longstanding scholarship in KPE. KPE has a very strong critical mass of faculty in the area of sport integrity with an esteemed international reputation for our scholars in human rights and safeguarding in sport, including a prolific body of scholarship and knowledge mobilization leading to the development of the Universal Code of

Conduct to Prevent and Address Maltreatment in Sport (UCCMS) (Prof. Gretchen Kerr) which is the core document that sets harmonized rules to be adopted by sport organizations that receive funding from the Government of Canada, national safeguarding education (e.g., Safe Sport Training of the Coaching Association of Canada) (Prof Ashley Stirling), and the recent Ontario University Athletics Anti-Racism Report (Prof. Joseph). In 2022 Dr. Joseph was inducted into the Royal Society of Canada College of New Scholars, Artists, and Scientists, in recognition of her early career influence. In partnership with the Maple Leaf Sports & Entertainment Foundation, Prof Darnell authored the recent Change the Game research report, the largest youth sports study of its kind in Canada, citing gender, racial and household disparities as factors contributing to a lack of access to sports. KPE was one of the first – initiated in 1999 - comprehensive programs in the country dedicated to concussions among student athletes and our professors are known nationally and internationally for their scholarship in concussion prevention, management and treatment (Prof. Hutchison, Prof Mainwaring, Prof. Richards) leading to rule changes in the National Hockey League (NHL) to better safeguard players (Prof. Hutchison). Recent hire Prof. Orr also brings critical and novel scholarship on sport integrity from the perspective of driving climate change in the sport sector and her work has been recognized by the Forbes 30 Under 30 list in 2021, Corporate Knights Magazine 30 Under 30, and the North American Association for Environmental Education (NAAEE) 30 Under 30.

These are just a few examples of research and creative professional outputs of faculty members in KPE.

Appendix A: Courses

There will be a significant revision of graduate course offerings in the Graduate Department of Kinesiology overall. Most courses will be available to all graduate students in the Graduate Department of Kinesiology regardless of program, though a few will be geared specifically to specific professional- or research-based program students. We will be following all academic change procedures including modifications to the MA, MSc and PhD programs, as well as new course proposals. Course changes will take effect Fall 2025 aligned with the launch of the MSS and MKin programs (proposed separately).

Many of the new courses listed below are modifications of existing MPK or MA/MSc/PhD courses that have been modified in consultation with faculty member who teach the course with a new title and course code, and adapted to support the learning outcomes of the MSS program. MA/MSc/PhD courses in the Graduate Department of Kinesiology have been historically very low (<5) and this revision of course offerings making most graduate courses accessible to all students in the Graduate Department of Kinesiology regardless of program, will improve the course offerings and experience for students across all graduate programs as well as achieve a critical mass of students in each course to support course resourcing and offering.

Some of the new courses will fully replace existing courses, whether or not they are analogous; the total number of courses will increase only slightly. For many of the brand-new graduate courses, new faculty members have already been hired within the last 6 months which is why they are net new courses added to the suite of graduate courses in the Department of Kinesiology (e.g., Dr. Joseph Baker, Dr. Tricia McGuire-Adams, Dr. Madeleine Orr). Nearly all graduate courses will be taught by existing faculty and there is no change in the full-course equivalent (FCE) teaching workload assignments within the Faculty.

MSS Required Courses

KIN 8201 (existing — new course code): Evidence Supported Practice in Sport Sciences
Evidence-supported practice refers to the integration of available scientific evidence into decision-making processes that guide the practice of a sport sciences team. Critical appraisal of research methodology and interpretation is an essential skill that ensures current best-practice approaches are maintained. In this course, students will enhance their understanding of a range of research design approaches and methodologies, practice guidelines and knowledge

translation strategies to clients and colleagues. Emphasized in this course are the development of advanced skills in primary research retrieval and evaluation, appraisal of different types of evidence, synthesis of research findings across studies towards evidence-based decision making, and strategies for application of research findings in practice. Students will have opportunities to practice discussing research and knowledge with various audiences (researchers, practitioners, athletes and the public) through various media. Concepts and frameworks from implementation science and knowledge translation will be used. A mixture of lectures, problem- and case-based learning sessions and assignments will be used to aid in the development of knowledge and skills.

KIN 8330 (existing — new course code and title): Program Evaluation and Applied Research for Professionals
The emphasis of this course is on understanding the various paradigms, methods, and knowledge that may be used to evaluate programs. Topics will include distinguishing research, assessment and evaluation, the evaluation process, developing an evaluation question, paradigms and models of program evaluation, quality criteria, and ethical considerations in program evaluation. Learning outcomes will be achieved through a combination of lectures, critical discussion, group work and applied assignments.

KIN 8530 (existing — new course code): Placement
The field placement experience is designed to provide students with hands-on, practical experience in a professional setting related to their field of study, and to enhance their skills and develop a deeper understanding of their chosen field of work. Students will be placed in organizations where they are expected to complete 300 placement hours under the supervision of experienced professionals, gaining valuable insights into the day-to-day operations of the industry. Students are expected to actively engage in the placement experience, seek guidance from mentors, and reflect on their personal and professional development throughout the course, culminating in the completion of a final reflection report on the placement and integrating their practical experience with previous theoretical learning in the graduate program. Possible settings include hospitals, clinics, sport and exercise organizations, and community centres. This is a credit/no-credit course.

KIN 8540 (existing — new course code): Capstone
In this capstone project, students will draw upon a mixture of course and practical experience to develop a comprehensive plan to improve a specific area of practice. This may take the form of a plan for a new or improved program in the field or improved implementation of known

best practices. Students will develop and demonstrate their ability to support, foster, and promote equity, diversity, inclusion, and belonging in professional practice. Students will be guided to use knowledge and skills acquired throughout the program to develop their ideas. Students will have an opportunity to share their final projects in a conference-style atmosphere. This is a credit/no-credit course.

MSS Program Designated Courses (Electives)

Concentration courses designated by codes SC for Sport Coaching & Performance, SI for Sport Integrity, SA for Sport Analytics

KIN 8210 (existing — new course code): Athlete Development and Human Performance (SC)
This course focuses on the design and application of research on athlete development, skill acquisition and expert performance in sport and related domains. Potential topics include long-term athlete development, motivation, practice, self-regulation, attention, athlete identification/selection, player forecasting, and performance analytics. In addition, the course will emphasize the application of these skills in applied sport settings and explore the appropriateness of interventions to improve varying elements of skill and performance across development. Importance is placed on developing a multi-disciplinary understanding of the constraints on human performance and development.

KIN 8214 (new): Practical Applications of Coaching People and Teams (SC)
This course will introduce students to and deepen their understanding of, a variety of coaching styles, strategies and theories. Throughout the course students will be engaged in the analysis and deconstruction of successful coaching programs, in both individual and team sports. In determining the criteria of what constitutes successful coaching, the course will examine coaching at all levels and consider the obstacles and challenges in building successful coaching programs in today's society.

KIN8215 (new): Management of High Performance Sport in Canada (SC)
The Management of High Performance Sport in Canada course provides students with an in-depth understanding of the unique challenges and opportunities associated with managing high-performance sports programs within the Canadian context. This course explores the multifaceted aspects of sports management, including the administration of programs, clubs and teams, funding models, governance structures, sponsor relationships, and ethical considerations. Through a combination of theoretical frameworks, case studies, guest lectures,

and practical applications, students will gain insights into the management strategies, policies, and best practices that drive high-performance sports in Canada.

KIN 8217 (new): High Performance Strength & Conditioning (SC)
This course is designed to provide students with a comprehensive understanding of the principles, methods, and practices related to optimizing athletic performance through strength and conditioning training. Topics covered in this course include the biomechanical principles underlying strength and conditioning training, needs analysis and assessment techniques for athletes, development of individualized training programs and advanced training techniques, and recovery strategies. Through practical demonstrations, class discussions and active participation in training sessions, students will develop the knowledge and practical skills necessary to design effective strength and conditioning programs and enhance athletic performance in various sports.

KIN 8218 (new): Sports Nutrition (SC)
In this course students will develop an understanding of the role of nutrition in sports enabling them to apply these principles across various athletic settings. Course topics covered include specific nutritional needs of athletes in enhancing athletic performance and recovery, energy production pathways in the body and the role of carbohydrates, fats, and proteins in energy metabolism during exercise, hydration and electrolyte balance, and supplements and ergogenic aids. This course employs a combination of lectures, case studies, group discussions, and practical assignments.

KIN 8219 (new): Injury Risk Reduction in Sport & Exercise (SC)
This course delves into the biomechanical principles underlying sport and exercise-related injuries and focuses on preventive strategies. Students will explore the mechanical aspects of human movement, understanding how different sport and exercise movements can lead to injuries. Through a combination of theoretical knowledge and practical applications, students will learn to analyze movements, identify potential injury risks, and design targeted interventions to minimize the risk of injuries in sports and exercise activities. Emphasis will be placed on evidence-based practices and real-world applications in sports and exercise injury prevention.

KIN 8231 (new): Sport Ecology (SI)
This course provides an in-depth review of the multidirectional relationship between sports and the natural environment, including the shifting seasonality of the sports calendar, the impacts

of climate change on sport organizations and participants, and sustainable practices in the sports industry. Students will engage with both Western and Indigenous theories of environmental management and will be invited to consider dominant assumptions which govern many sport practices, from the sporting calendar to training regimens, from nutrition plans to recovery protocols. Students will gain practical skills in sport ecology through climate risk assessments, examinations of the ecological footprint of sports events, facilities, and activities, and sustainable practices in sport. Through case studies, practical examples, and hands-on projects, students will develop a comprehensive understanding of sport ecology and the role of sports professionals in promoting environmental sustainability.

KIN 8232 (existing — new course code): Anti-Racism and Decolonizing Sport and Physical Activity (SI)
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 decoloniality to comprehend how structures of power and domination are interconnected and co-constitutive. Decolonization rejects generalised narratives, masterful figurations of universal subjects and Eurocentric epistemologies, which occlude histories of violent and racialized exclusion. This course will clarify linkages among colonialism, capitalism, sexism, ablism, racism, and other forms of dehumanization and resistance in sport. The course will share how sport researchers can engage 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.

KIN 8233 (existing — new course code and title): Sport Policy & Development (SI)
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. Students will draw on the materials, discussions and activities in the course to gain insights into the formulation, implementation, and evaluation of sports policies, as well as their role in fostering sustainable sports development and societal well-being.

KIN 8235 (existing — new course code and title): Safeguarding in Sport (SI)
This course will address the protection of human rights of young people in sport. In this course, we will adopt a psychosocial perspective to advance our understanding of current issues in sport, including problems of early specialization, inequitable access to sport opportunities, and experiences of maltreatment. Students will be introduced to research on children's rights, child and adolescent development, violation of human rights in sport, and safeguarding initiatives. Students will have the opportunity to critically discuss research within the field of athlete welfare and will be challenged to critique educational, advocacy, and policy initiatives intended to safeguard young people in sport.

KIN 8236 (existing — new course code): Sport Related Concussion (SI)
This course focuses on sport-related concussion and emerging evidence related to its diagnosis, assessment, intervention, and potential long-term consequences. In the first part of the course, we will review the conceptualization of the pathophysiology of sport-related concussion, and explore recent advances to our understanding in humans. The main component of the course will explore predominant clinical presentations with concussion and discuss prevalence of these issues, current best practices with respect to assessment and interventions, as well as highlight emerging approaches. Through a combination of theoretical knowledge and case studies students will learn to recognize, assess, and manage concussions in athletes, while also exploring strategies for preventing and raising awareness about these traumatic brain injuries in sport.

KIN 8240 (new): Advanced Statistics and Data Modelling for Sport Performance (SA)
This course will build on students' knowledge of sport statistics and analytics by introducing more advanced approaches to analysis and data modelling. The course will cover core and emerging topics, as well as challenges and issues in the analysis of both large and small datasets related to sport science, athlete training and athlete development. Emphasis will be placed on practical application of course concepts to sport performance contexts.

KIN 8245 (new): Analytics in Sport Tactics and Strategy (SA)

Analytics and data analysis can be used to make better decisions in sport. At the strategic level, better choices in player acquisitions and organizational goals can be guided by the informed use of analytics. Through analytics, tactics can be refined and optimized to maximize performance outcomes. Students will learn a variety of techniques using game theory to increase the utility of analytics in sports at multiple levels from grassroots play to professional sport.

KIN 8247 (new): Artificial Intelligence and Machine Learning in Sport Analytics (SA)
This is an introductory course to the use of artificial intelligence (AI) and machine learning (ML) approaches in assessing sport performance data. This course will introduce students to the fields of artificial intelligence and machine learning by exploring key topics and concepts underlying these approaches. The course emphasizes the development of practical skills regarding the use of AI and ML in sport analytics contexts.

KIN 8248 (new): Technologies for Wellness and Performance (SA)
This course delves into the dynamic intersection of technology, wellness, and human performance. In this course students will explore how cutting-edge technologies shape modern approaches to kinesiology and sport sciences. This course will first provide a survey of tools and systems including wearable devices, mobile applications and data analytics tools that can gather human motor and physiological functions or use real-time or delayed analytics output to alter human motor and physiological functions. Through lectures, critical discussions and hands-on experience with one self-selected tool or system, this course prepares students to critically evaluate, implement, and innovate with the latest technologies in kinesiology and sport sciences in leveraging technology to enhance wellness and optimize human performance.

KIN 8421 (existing – new course code): Sport Psychology (SC)
This course focuses on the psychological aspects of sport participation, competition, and performance. Main outcomes include: a) developing an awareness of the foundational areas of sport psychology research, theory, and practice; b) critically examining the theory and methods used in sport psychology research; c) understanding the theoretical bases of sport psychology intervention/applications; d) developing skills related to academic writing, presentation, and critical thinking; and e) developing competencies in application of psychological skills to enhance performance and well-being in sport. The course will consist of faculty-led and student-led sessions, with an emphasis on student participation and discussion of assigned readings. Students will develop skills through case-based learning; presentations; psychological skill program planning, implementation, and evaluation; and reflective learning to develop their

understanding of theory-based application of strategies to improve psychological aspects of sport participation, competition, and performance.

Other Elective Courses MSS Students will have access to in the Department of Kinesiology

KIN 8115 (new): Movement and Healthy Living
It is known that physical activity not only adds years to your life, but also life to your years. Every hour per week of walking over a lifetime can add almost a year to your lifespan. On the other side of the coin, each hour of prolonged sitting, knocks almost 20 minutes off your expected lifespan. In this course students will gain a comprehensive understanding of the relationship between physical activity, health, and overall wellness. Students will explore the principles of exercise and movement science, and how other factors of daily living contribute to movement and to a healthy lifestyle. Through a combination of theoretical knowledge and practical applications, students will develop the skills necessary to promote physical activity and maintain holistic health and well-being throughout life.

KIN 8117 (existing course — new course code and title): Exercise Program Design
This course provides students with the knowledge and skills necessary to design comprehensive exercise programs for fitness, health and wellness tailored to individual needs and goals. In this course students are introduced to an integrated approach to human movement in the context of kinesiology. The central tenet of this integrated approach is that every individual, regardless of age, experience, fitness or job status, needs the capacity to meet the demands of their life. This model provides a common foundation to establish recommendations to enhance movement, advance health, prevent injury, manage chronic disease and increase performance. Students will improve their ability to meet clients' specific needs by developing an appreciation for exercise program design – having the knowledge and skills to assess, design, implement and evaluate will distinguish exceptional professionals who change lives from those who design "hard" workouts. Using a combination of teaching styles (e.g., lecture, reflection, discussion, observation and demonstration), small and large group activities, case studies, and hands-on experiences, students will be provided with the knowledge and tools to make exercise matter for any client.

KIN 8124 (new): Exercise and Cardiovascular Health
This course provides students with an opportunity to explore the physiology of cardiovascular health with respect to exercise performance alongside the pathophysiology of cardiovascular

disease and the role of physical activity. Students will deconstruct the oxygen delivery pathway from the lung to the active skeletal muscle in health and disease while applying transferable physiological models to develop the ability to discuss physiological limitations in common cardiovascular disease states including heart failure, pulmonary/systemic hypertension and thrombosis. This course will develop students' capacity to critically assess the literature and present evidence to support their scientific interpretation while contextualizing the role of exercise and physical activity. This integrative physiology course will provide students with the foundational knowledge required to excel in research and professional practice in health-related fields.

KIN 8125 (existing — new course code and title): Assessment of Movement Capacity
Clinical practice refers to the delivery of health services based on interactions between practitioners and individual clients rather than population-based theory or basic science alone. In a clinical paradigm, kinesiologists may assess an individual's general state of health, movement capacity and habit, and their health or movement goals, in order to formulate plans to help those clients achieve their health or movement goals. In this course, students will explore the nature of the clinical paradigm and clinical reasoning about likely causes of observed phenomena, and develop skills related to the assessment of individual movement capacity and habit, and possible underlying health disorders of the locomotor system. A mixture of lectures and practical laboratories will be used to aid in the development of knowledge and skills related to clinical assessment.

KIN 8126 (existing — new course code and title): Exercise Interventions with Clinical Populations
This course focuses on the application of exercise science principles to design and implement safe and effective exercise interventions for individuals with various clinical conditions. Students will explore the physiological and psychological effects of exercise on different diseases and conditions. Emphasis will be placed on understanding the unique needs of clinical populations, developing evidence-based exercise prescriptions, and adapting interventions to accommodate diverse health challenges. Through case studies, practical demonstrations, and review of research, students will gain the knowledge and skills necessary to work with clinical populations in diverse healthcare settings.

KIN 8128 (existing — new course code and title): Exercise and Cancer Survivorship
This course is designed to provide an overview of the role of physical activity in cancer control. Evidence for the effectiveness of physical activity in coping with treatments, recovery after

treatments, and survivorship will be examined. The objectives of the course are to: (1) obtain a basic understanding of cancer including its epidemiology, treatments, and side effects, (2) gain a comprehensive understanding about the role of exercise for cancer survivors during and after treatment, and (3) identify the key outcomes and determinants of physical activity. A multidisciplinary perspective will be taken drawing from kinesiology, oncology, epidemiology, psychology, rehabilitation medicine, and health promotion. Each lecture will present an overview of a selected topic within the field of exercise oncology. Course emphasis will be placed on reading, student participation, critiques, and presentations.

KIN 8133 (new): Indigenous Communities, Health and Physical Activity
This course offers a comprehensive exploration of the intersection between Indigenous communities, health, and physical activity. It examines traditional Indigenous perspectives on wellness, integrating them with contemporary health theories and physical activity practices. Students will engage in critical discussions about historical and cultural factors influencing Indigenous health and physical activity, focusing on community-based approaches, cultural competency, and the promotion of holistic well-being. This course aims to prepare students to work effectively with Indigenous communities, respecting their cultural values and traditions while promoting health and physical activity initiatives that align with their unique perspectives on wellness. Graduates will be equipped with the knowledge and skills to contribute meaningfully to Indigenous health promotion efforts and engage in culturally respectful practices in their professional careers.

KIN 8136 (new): Physical Activity for Persons with Disabilities
This course is designed to provide students with a comprehensive understanding of the importance of physical activity for individuals with disabilities. This course explores various disabilities and their impact on motor, sensory, and cognitive functioning and overall wellbeing. Students will learn strategies to support the physical activity of persons with disabilities in a variety of physical activity settings, inclusive teaching and assessment methods, and how to design individualized exercise programs to enhance the well-being of persons with disabilities. Through a combination of lectures and practical activities, emphasis will be placed on promoting inclusivity, accessibility, and empowerment through physical activity.

KIN 8410 (existing — new course code): Social Justice in Health and Physical Activity
This course is intended to provide students with a graduate level introduction to physical cultural studies (PCS) and some of its underlying theories. In this course, we approach the physical cultural studies as an inter- and trans-disciplinary approach to the analysis of human

movement, embodiment, and corporeal representation within and across social and cultural institutions. In the process of unpacking some of the theoretical bases of PCS, we will pay attention to some key thinkers who have contributed to the study of PCS. We will also introduce a range of scholars whose theoretical and analytical paradigms continue to offer PCS alternative and radical visions for social justice. The relationships between culture, power, embodiment, the production of knowledge and the conditions under which lives are governed, and subjected to practices of normativity, discipline, scientization, (dis)placement, othering, vulnerability, and violence will be examined. We will explore how the future of PCS might benefit from philosophical, social, and political paradigms of resistance, abolition, livingness, responsibility and reciprocity and from new ways of ordering earthly life.

KIN 8420 (existing — new course code and title): Exercise Psychology & Mental Health
Motivating and supporting exercise behaviours towards improved health are central to the role of kinesiologists in delivering client care. This course takes a psychosocial approach to understanding health behaviour and draws from research and practice in exercise psychology, health psychology and behavioural medicine. A variety of topics will be presented and discussed, including but not limited to: physical activity theories, measurement of behaviour, social relationships and support, quality of life and behavioural interventions. The course content will be applied to understanding the complex interaction of clients' perceptions, goals, experiences, objectives, barriers and facilitators around exercise and health behaviours and healthy lifestyle planning with a focus on mental health outcomes. Skill development will focus on individualized interviewing and counselling techniques, strategies to accommodate varying degrees of health literacy and dynamic approaches to establishing and monitoring health behaviour change. Students will engage in case-based learning, partner/small-group role-playing and lectures to develop a rich understanding of behaviour change theory and its application.

KIN8430 (new): Exercise Physiology
Exercise Physiology is an advanced comprehensive course that explores the physiological responses and adaptations of the human body to exercise and physical activity. This course integrates principles from biology, chemistry, and anatomy to provide students with an in-depth understanding of how the body functions during exercise. Through class seminars and the critical analysis of research findings in the field of exercise physiology, students will gain an understanding of the fundamental physiological systems involved in exercise, including energy metabolism, cardiovascular and respiratory responses, muscular adaptations, and the impact of exercise on health and performance. Students will also learn to analyze the acute and chronic

responses of the human body to various types of exercise, including aerobic and anaerobic activities. This course equips students with a strong foundation in understanding the physiological mechanisms underlying exercise and physical performance.

KIN 8440 (existing — new course code and title): Motor Behaviour and Neuro Rehabilitation
This course explores the principles of motor control and learning, focusing on sensorimotor and perceptual-motor behaviour and their applications in neurorehabilitation settings. Students will study the neurological basis of movement disorders, motor skill acquisition, and strategies to enhance motor recovery. The course emphasizes evidence-based practices, combining theoretical knowledge with practical approaches to optimize motor function and improve the quality of life for individuals with motor dysfunction. The course is divided into three sections. First, we will review foundational principles of the motor system that include neuromotor control, neuroplasticity and motor learning. Second, we will discuss normal and abnormal movement in the context of posture, mobility, and reaching and grasping. We will also examine how changes in movements are measured, using clinical, kinematic and brain-based tools. Third, we will discuss therapeutic approaches that aim to rehabilitate motor dysfunction. The theoretical context will be discussed in relationship with fundamental neuroscience, while considering applications in physical activity, rehabilitation, sport, music, cognitive psychology and human-machine interfaces.

Table 6: Courses offered in the Graduate Department of Kinesiology as of 2025

KIN Course Information			Instructor	Courses Offerings per Graduate Program (R = Required; PD = Program Designated; E = Elective courses of relevance)								
Course Code	Alternating Course	Course Title	Faculty member	MKin: HW	MKin: EM	MKin: IPA	MSS: SCP	MSS: SI	MSS: SA	MA	MSc	PhD
KIN8101		Evidence Supported Practice in Kinesiology	Santa Mina	R	R	R	N/A	N/A	N/A	N/A	N/A	N/A
KIN8115		Movement for Health & Wellness	Richards	PD	E	E				E	E	E
KIN8117		Exercise Program Design	Frost	PD	E	PD					E	E
KIN8124		Exercise and Cardiovascular Health	Bentley	E	PD	E					E	E
KIN8125		Assessment of Movement Capacity	Richards	PD	PD						E	E
KIN8126		Exercise Interventions with Clinical Populations	Kirkham	E	PD	E					E	E
KIN8128		Exercise and Cancer Survivorship	Trinh	E	PD	E					E	E
KIN8133		Indigenous Communities, Health and Physical Activity	McGuire-Adams	E	E	PD				E	E	E

KIN Course Information			**Instructor**	**Courses Offerings per Graduate Program (R = Required; PD = Program Designated; E = Elective courses of relevance)**								
KIN8136		Physical Activity for Persons with Disabilities	Arbour Nicitopoulos	E	E	PD				E	E	E
KIN8201		Evidence Supported Practice in Sport Sciences	Hutchison	N/A	N/A	N/A	R	R	R	N/A	N/A	N/A
KIN8210		Athlete Development and Human Performance	Baker				PD	E	E	E	E	E
KIN8214	KIN8215	Practical Applications of Coaching People and Teams	Keifer/Drakich/ Mallon				PD			N/A	N/A	N/A
KIN8215	KIN8214	Management of High Performance Sport in Canada	MacDonald/ Georgevski				PD			N/A	N/A	N/A
KIN8217		High Performance Strength & Conditioning	Frost				PD		E		E	E
KIN8218		Sports Nutrition	Moore				PD		E	E	E	E
KIN8219		Injury Risk Reduction in Sport & Exercise	Burkhart	PD	E		PD		E		E	E
KIN8231	KIN8233	Sport Ecology	Orr				E	PD	E	E		E
KIN8232		Anti-Racism and Decolonizing Sport and Physical Activity	Joseph	E	E	PD	E	PD	E	E		E
KIN8233	KIN8231	Sport Policy & Development	Darnell			E	E	PD	E	E	E	E
KIN8235		Safeguarding in Sport	Kerr			E	E	PD	E	E	E	E
KIN8236		Sport Related Concussion	Hutchison				E	PD	E		E	E

KIN Course Information			**Instructor**	**Courses Offerings per Graduate Program (R = Required; PD = Program Designated; E = Elective courses of relevance)**								
KIN8240		Emerging Issues in Sport Analytics and Data Modelling	Baker				E	E	PD		E	E
KIN8245		Analytics in Sport Tactics and Strategy	Taha				E	E	PD		E	E
KIN8247		Artificial Intelligence and Machine Learning in Sport Analytics	TBD				E	E	PD		E	E
KIN8248		Technologies for Wellness and Performance	Tremblay	PD			E	E	PD		E	E
KIN8310		Qualitative Research Methods	Tamminen	N/A	N/A	N/A	N/A	N/A	N/A	PD	PD	PD
KIN8311		Indigenous Methodologies & Methods	McGuire-Adams	N/A	N/A	N/A	N/A	N/A	N/A	PD	PD	PD
KIN8320		Quantitative Research Methods	Sailofsky	N/A	N/A	N/A	N/A	N/A	N/A	PD	PD	PD
KIN8330		Program Evaluation and Applied Research for Professionals	Arbour Nicitopoulos	R	R	R	R	R	R	E	E	E
KIN8401		Foundations of Knowledge in Kinesiology	Atkinson	N/A	N/A	N/A	N/A	N/A	N/A	E	E	E
KIN8410		Social Justice in Health and Physical Activity	Fusco	E	E	PD				E		E

KIN Course Information			**Instructor**	**Courses Offerings per Graduate Program (R = Required; PD = Program Designated; E = Elective courses of relevance)**								
KIN8420		Exercise Psychology & Mental Health	Sabiston	PD	PD	E					E	E
KIN8421		Sport Psychology	Tamminen				PD	E	E	E	E	E
KIN8430		Exercise Physiology	Gillen	PD	PD	E					E	E
KIN8440		Motor Behaviour and Neuro Rehabilitation	Chen	E	PD	E					E	E
KIN8510		Directed Reading	Various	N/A	N/A	N/A	N/A	N/A	N/A	E	E	E
KIN8520		Directed Research	Various	N/A	N/A	N/A	N/A	N/A	N/A	E	E	E
KIN8530		Placement	Various	R	R	R	R	R	R	N/A	N/A	N/A
KIN8540		Capstone	Various	R	R	R	R	R	R	N/A	N/A	N/A
KIN8550		Thesis	Various	N/A	N/A	N/A	N/A	N/A	N/A	R	R	R

Appendix B: Library Statement

University of Toronto Libraries Report for
Master of Sport Sciences (MSS), September 1, 2023

Context: The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked third among academic research libraries in North America.[4] The UTL has an annual acquisition budget of $36.2 million. Its research and special collections comprise over 12.5 million print volumes, 5.6 million microforms, over 5,200 print journal subscriptions, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 3.2 million electronic books, 199,400 electronic journals, and rich primary source materials.[5] 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					
	2016-2017	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
ARL RANK	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**	**UNIVERSITY**
1	Harvard	Harvard	Harvard	Harvard	Harvard
2	Yale	Yale	Yale	Yale	Yale
3	Michigan	**Toronto (3rd)**	Columbia	**Toronto (3rd)**	**Toronto (3rd)**
4	Columbia	Columbia	**Toronto (4th)**	Columbia	Michigan
5	New York	Michigan	Michigan	Michigan	Columbia
6	**Toronto (6th)**				

[4] As per Association of Research Libraries Statistics.

[5] Figures as of January 2022

Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries				
2016-2017	**2017- 2018**	**2018- 2019**	**2019-2020**	**2020-2021**
RANK/UNIVERSITY	**RANK/UNIVERSITY**	**RANK/UNIVERSITY**	**RANK/UNIVERSITY**	**RANK/UNIVERSITY**
6/Toronto	**3/Toronto**	**4/Toronto**	**3/Toronto**	**3/Toronto**
29/Alberta	29/Alberta	30/Alberta	39/Alberta	29/British Columbia
37/British Columbia	33/British Columbia	40/British Columbia	40/British Columbia	39/Alberta
40/McGill	38/McGill	47/McGill	51/McGill	42/MCGILL
75/Calgary	69/Manitoba	62/Ottawa	75/Calgary	70/CALGARY

Space and Access Services: The UTL's 40 libraries are divided into four administrative groups: Central, Departmental/local, Campus (UTM & 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 normally 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.

Equity, Diversity and Inclusion (EDI): EDI is a high priority at UTL. UTL has developed an EDI Statement, an Anti-Racism Statement and a Collections Diversity Plan. These statements are supported by a concrete action plan, which UTL is committed to achieving. UTL is prioritizing staff diversity, staff cultural competencies and awareness of systemic biases, building and improving relationships with Indigenous and other underrepresented communities, incorporating the principles of the Accessibility for Ontarians with Disabilities Act in its services, and working with the University's Equity Offices to remove barriers in support of our community members who seek to fulfill their academic, research, and employment goals. There are workshops and events students can attend to learn more about accessibility in sport including, "How we move: accessibility in sport" panel, and other labs like, ADAPT Lab that focus on accessibility in sports.

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 would be offered to assist in meeting Master of Sport Sciences (MSS) 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 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*.[6]

[6] 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

Program Specific Instructional Support: Instruction occurs at a variety of levels for students and would be provided by the faculty liaison librarian for Master of Sport Sciences (MSS). The Gerstein Library facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments. Courses would be offered in support of MSS; these would be comparable to library integrated sessions other KPE graduate classes have experienced such as the Master of Professional Kinesiology (MPK). The Library, through its liaison librarians, customizes feeds of library resources which appear prominently in Portal/Blackboard course pages, such as the course specific KPE162 guide.

Collections: Many college and campus libraries collect materials in support of Master of Sport Sciences (MSS); the largest collection of materials is centrally located in the Gerstein Library. 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 Master of Sport Sciences (MSS) at the University of Toronto.

Journals: The Library subscribes to 19 of the top 20 journals listed in Journal Citation Reports (JCR)7 in subject area Sport Sciences Of these titles, 19 are available electronically to staff and students of the University. In support of the coaching aspect of the faculty the University subscribes to 6 out of 6 of the top coaching journals which do not have their own journal category, all 6 are available electronically. We prioritize the acquisition of online journals where possible.

Monographs: The UTL maintains comprehensive book approval plans with 43 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 Master of Sport Sciences (MSS), monographs are purchased in electronic form where possible, and the Library currently receives all current e-books directly from the following publishers: Springer, Elsevier and Books@OVID.

72023 Journal Citation Reports® (Thomson Reuters, 2023) https://jcr-clarivate-com.myaccess.library.utoronto.ca/jcr/browse-journals?query=ewAiAGMAYQB0AGUAZwBvAHIAaQBlAHMAIgA6AHsAIgBmAGkAbAB0AGUAcgBGAGkAZQBsAGQAIgA6ACIAYwBhAHQAZQBnAG8AcgBpAGUAcwAiACwAIgBmAGkAbAB0AGUAcgBOAGEAbQBlACIAOgAiAEMAYQB0AGUAZwBvAHIAaQBlAHMAIgAsACIAcwBlAGwAZQBjAHQAZQBkAEYAaQBsAHQAZQByAHMATABpAHMAdAAiADoAWwB7ACIAbgBhAG0AZQAiADoAIgBTAFAATwBSAFQAIABTAEMASQBFAE4AQwBFAFMAIgAsACIAYwBhAHQAZQBnAG8AcgB5AEkAZAAiADoAIgBYAFcAIgB9AF0AfQB9AA%3D%3D

Knowledge Synthesis: Libraries are key partners in research through their collaborations with faculty in completing knowledge syntheses projects, Systematic and Scoping Review Collaboration (SSRC), and providing consultations to faculty and students on comprehensive searching for method driven reviews.

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 which would support the Master of Sport Sciences (MSS), the Library has digitized its monograph holdings published before 1923. These books are available without charge to any Internet user. Within T-Space there are 60 items in the KPE collections.

Key Databases:

Physical Education Index: Includes scholarly journals, trade magazines, reports, conference proceedings, and other information related to fitness, sports, kinesiology, physical therapy, and dance.

SPORTDiscus: Citation information and abstracts from sports medicine journals, books, and dissertations.

Prepared by: Kaitlyn Merriman, Liaison and Instruction Librarian

Submitted by: Larry Alford, Chief Librarian, University of Toronto Libraries, October 3, 2023

Appendix C: 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, course-based graduate students have access to a common graduate student space in the Benson building/Warren-Stevens (the Athletic Centre). Each graduate student also has their

own space on the secure University of Toronto computer 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 D: 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.

Table 7: MSS Comparator Programs

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
Ontario Comparators					
University of Ottawa	Master of Human Kinetics, concentration in Sport Management	Ontario residents: $2676.27 per term full time; $283.39 per unit part time Canadian residents: $2840.33 per term full time; $312.44 per unit part time	An integrated approach to the study of sport, physical activity and health enables students to explore research interests and professional expertise, while contributing to the broad field of human kinetics.	Compulsory Courses: APA 5107 Counselling Theories and Skills; APA 5109 Mental Training and Quality Living I; APA 5110 Mental Training and Quality Living II; APA 5306 Ethics and Values in Sport and Physical Activity; APA 5311 Analysis and Enhancement of Interventions in Sport, Physical Activity and Health Settings; APA 5319 Seminar: Intervention and Consultation; APA 5926 Internship in Intervention and Consultation; APA 5931 Critical Analysis and Reflection of Theory and Practice: Intervention and Consultation; APA 6105 Selected Topics in Sport, Physical Activity and Health: Psychology and Pedagogy;	More of a sport psychology program than a sport sciences program.

				3 optional course units in human kinetics (APA) at the graduate level.	
Canada Comparators					
Acadia University, School of Kinesiology	Master of Applied Kinesiology (Coaching or Exercise Stream)	$1146.70/ half course (Nova Scotia); $1275/ half course (Canada)	The Coaching Stream aims to provide students with knowledge, skills, and abilities to succeed in a range of coach and leadership environments in sports. The Coaching Association of Canada offers certification for coaches of entry level, age-group athletes, through to high performance Olympic athletes. The coaching stream of the MAK provides the opportunity to acquire advanced knowledge and practical experiences that could aid in obtaining National Coaching Certification Program (NCCP) credentials, including the Chartered Professional Coach designation, along with their MAK degree. Coaches will be	Year One -First Term: KINE 5023 Professional Development Seminar; KINE 5263 Leadership; ELECTIVE from any Faculty. Year One -Second Term: KINE 5013 Advanced Research Methods in Kinesiology; KINE 5033 Directed Readings; KINE 5243 Coaching Readiness and Effectiveness. Year One -Third Term: KINE 5203 Coaching Practicum; Year Two -First Term: ELECTIVE from any Faculty; ELECTIVE from any Faculty. Year Two -Second Term: KINE 5223 Capping Project.	Includes coaching certification. Blended delivery.

			immersed in a learning environment with other coaches and coaching experts and will be engaged in the practice of coaching with opportunities for reflection and further analysis informed by research, all culminating in a comprehensive capping project that integrates their learning. This stream features blended delivery with in-person and hybrid sessions. Coaches can complete full-time requirements in two years or pursue part-time studies over several years.		
University of Alberta	Master of Coaching	$687.48 per half course	The University of Alberta's Master of Coaching (MCoach) degree allows students to advance their knowledge and understanding of coaching through a curriculum tailored to their specific learning needs and objectives.	Students enrolled in the MCoach degree program must complete as a minimum, the equivalent of 30 units. Students must successfully complete either KSR 580 or KSR 581 (each 3 units). KSR 572 (6 units) and a capping exercise KSR 900 (6 units). The capping exercise will be a significant piece of scholarly work in the field of coaching. Students are encouraged, but not required	Coaching focus only.

				to select the remaining 15 units from the following list in consultation with the academic supervisor: KSR 511, KIN 540, KSR 541, KSR 544, KSR 575 or other relevant courses offered under the KSR 582 designation. MCoach students may choose, as optional courses, relevant graduate courses offered by other Faculties. All optional courses must be approved by the academic supervisor. MCoach students are required to complete the Ethics and Academic Citizenship Requirement (INT D 710), and the professional development requirement (8 hours of professional development activities, and the Individual Development Plan).	
Memorial University, School of Human Kinetics and Recreation	Master of Human Kinetics and Recreation	$2000 per term full-time; $1334 per term part-time	The MHKR program provides professional training to leaders in the fields of physical education, sport and recreation (who demonstrate a minimum of three years of professional experience deemed appropriate). While some students concentrate in the areas of administration,	The MHKR consists of two routes: 1. Thesis Route: A minimum of 12 credit hours in graduate courses, graduate seminar and a thesis. 2. Coursework Route: A minimum of 30 credit hours in graduate courses – usually 10 courses taking approximately 2 years to complete. This route is completed entirely online. PLEASE NOTE – as this coursework route is completed entirely	Can be completed fully online. Thesis option.

			curriculum and supervision in physical education, others opt for studies in related professional areas. These areas include parks and recreation, sport and leisure administration and management, and sport science. Thesis or fully online coursework options.	online, students cannot obtain a Visa to study on-campus to complete this degree. All students must complete **HKR 6500** (Introduction to Research in Physical Education) and any nine electives. Up to two courses can come from outside of HKR. It is the student's responsibility to identify non-HKR courses.	
University of British Columbia	Master of Kinesiology (Coaching Science)	$2043.31 per "installment" (3 installments per year) full-time; $1194.47 per installment part-time	The MKin program prepares students for employment in coaching and sport-science support, such as strength and conditioning, at various levels (high school, club, varsity, elite/professional sports) and/or for professional leadership and work across a range of health settings including clinical/community/ corporate health and exercise promotion and chronic disease prevention programs. For over two decades, the	A total of 30 credits required. The 30 credits may be a combination of both graduate and undergraduate coursework. KIN 572 Research Methods for Sport & Health Sciences (3 credits). Mkin students may also choose to take Kin 570, Kin 571 or an approved alternative for their research methods course.	Capstone/Placement not required.

			Coaching Science program has supported the coaching careers of many different sport coaches by enhancing their theoretical knowledge and practical skill development.		
University of New Brunswick	Master of Science in Sport Science	$2667 per term full-time; $1333 per term part-time	This master's program is designed to provide students with the research and analytical skills needed for the administration, design, monitoring and implementation of a sport program.	Program requirements not publicly available.	Research-based program. Dual degree program with University of the West Indies located in Barbados.
International Comparators					
Ohio State University (United States),	Master of Science in Kinesiology, Health and Exercise Science	$12092/year in-state; $38693/year out-of-state	The Kinesiology program's goal is to educate professionals, scholars and society in the value of sport, physical activity, physical education, management and science. Particular focus is placed on: • obesity prevention	Core Requirements (10 hours). Foundational Requirement (choose one, 3 hours). KNPE 5544 Introduction to Adapted Physical Activity (3); KNSISM 6807 Sport Law (3); KNHES 7726 Changing Physical Activity Behavior (3) (recommended);	More research based. Thesis option.

			• health and wellness throughout the life cycle • physical education in schools • the cultural and historical context of sport • the business of athletics promoting regular participation in physical activity initiatives and educational programs in order to ensure lifelong health Sport Management specialization: trains you for careers in the highly competitive sport industry as you learn how to keep sports and physical activities organizations successful. Also Sports Coaching specialization.	KNSISM 7852 Sport Philosophy and Ethics (3). Research Requirement (7 hours) See advisor for alternative courses. ESQREM 6641 Introduction to Educational Statistics (4); ESQREM 6661 Intro to Educational Measurement (3); Specialization Requirements (18-20 hours) Required Courses (8 hours); KNHES 5661.01 Beginning Labs in Exercise Physiology (1); KNHES 5685 Adult Exercise Programming-Implementation (3); KNHES 7896 Colloquium: Health and Exercise Science (4); Concentration Specific Courses (10-12 hours minimum); Select one of the following concentrations. Exercise Science Concentration (10 hours); KNHES 5661.02 Intermediate Labs in Exercise Physiology (1);	

				KNHES 5661.03 Advanced Labs in Exercise Physiology (1); KNHES 5686 Advanced Exercise Training and Evaluation for Prevention and Rehabilitation (3); KNHES 7714 Advanced Physiology of Exercise (3); Choose two from KNHES 5491, 5492, 5493 (2 hours): KNHES 5491 Body Composition Analysis (1); KNHES 5492 Muscular Strength and Anaerobic Power Testing (1); KNHES 5493 Fitness Program Development and Evaluation: Older Adult Exercise Prescription (1). Physical Activity Behavior Concentration (12 hours). KNHES 5703 Health Behavior Theory (3); KNHES 5704 Health Program Evaluation (3); KNHES 7713 Foundations of Physical Activity Behavior (3); KNHES 7720 Measurement in Physical Activity Behavior (3). Electives outside of Kinesiology (6 hours).	

				A minimum of six hours outside of each Concentration is required. Suggested are areas of study outside of the Exercise Science Concentration are in physiology. In the Physical Activity Behavior Concentration, students should take courses in the behavioral sciences, such as psychology or public health. See your advisor for specific course recommendations. Thesis or Non-Thesis Requirement (choose one, 3 hours). Consult with faculty advisor. Thesis Option KINESIO 7999 Research: Thesis (minimum 3). Non-thesis Options (choose one) Students must register for a minimum of three hours during the semester they take the examination or the project. KINESIO 7999 Research: Thesis (minimum 3)	

				KNHES 8193 Advanced Individual Studies: Health and Exercise Science (minimum 3). Master's Examination. Culminating Project.	
Erasmus+ (Erasmus Mundus)	MA, Sport Ethics and Integrity	€6000 for full two-year program	The MAiSI will equip students for high-level careers in sports administration and governance, with a focus on ethical sports, integrity and compliance. Students will receive training that enables them to identify ethical issues, engage in moral thinking, and translate decisions into moral actions – the three core skills required to develop sports integrity.	Semester 1: Introduction to Sports Ethics and Integrity Discourses; Integrity, Equality, Inclusion, Safe Sport; Ethics, Anti-doping Policy and Sport Medicine; Sports Law and Integrity Regulations. Semester 2: Sports Values, Fair Play and Integrity; Issues in Disabilities and Paralympic Sports; Olympic Studies and Olympic Management; Research Methods. Semester 3: Governance, Law and Sport Integrity; Sport Management and Integrity; Master's Thesis. Semester 4:	Not flexible, cohort-based. Thesis required.

				Olympism and the Olympic Movement; Master's Thesis.	
University of Birmingham	Master of Science in Sport Coaching	£5265/year part-time (sole option)	The part-time Sport Coaching MSc is a unique development in the field of sport coaching in how it seeks to develop high-quality coaches in a research active environment. Primarily online delivery, both synchronous and asynchronous.	Topics covered during the course will include, for example, methods and mechanisms for continued professional development, digital technologies, models-based practice (including models such as Cooperative Learning, Sport Education and Teaching Games for Understanding), and contemporary social and political issues for physical education and youth sport. In addition, modules will address research methods to prepare students for conducting fieldwork for their dissertation.	Coaching focus only.
California State University, Long Beach	MS in Sport, Exercise, and Performance Psychology	In-state: $3688/term full-time; $1665/term part-time Out of state: add $396 per unit of credit	The Sport, Exercise, and Performance Psychology Master of Science program is designed to prepare students for careers in sport psychology, exercise psychology, and in coaching. In particular, graduates may work as athletic performance enhancement specialists, health behavior coaches, sports coaches, and/or as	Required Coursework (21 units): KIN 574 Introduction to Sport and Exercise Psychology (3 units); KIN 576 Quantitative and Qualitative Analysis (3 units) KIN 577 Sport in U.S. Culture (3 units) KIN 578 Psychological Aspect of Exercise and Fitness (3 units) KIN 696 Research Methods and Statistical Analysis (3 units)	More emphasis on psychology; no practicum, optional thesis.

			researchers and teachers in academic settings.	Select option A or B as a Culminating Activity Thesis: Complete KIN 698 (6 units) Project: Complete KIN 694 (3 units) and complete three (3) units chosen from elective courses within the chosen option. Elective Courses (15 units): Coaching and Student-Athlete Development Option Complete five of the following elective courses: KIN 541 Applied Biomechanics: Lifting and Work Capacity KIN 562 Advanced Strength and Conditioning (3 units) KIN 568 Nutrition for Exercise and Performance (3 units) KIN 572 Applied Sport Psychology KIN 575 Psychology of Coaching (3 units) KIN 579 Psychological Aspects of Sport Injury (3 units) KIN 630 Seminar in Sport Psychology (3 units)	

Deakin University (Australia)	Master of Applied Sport Science	$22,800/year	This industry-leading degree prepares you for the full spectrum of challenges faced by sport scientists and high-performance managers working at all levels of sport, from local to elite level. You will graduate with 220 hours of professional practice, or with the knowledge and skills to pursue entry into a PhD. Through our partnerships and your placements, you will build advanced skills and networks that open the door to senior roles.	Year 1 Trimester 1: Academic Integrity Module Exercise and Sport Laboratory Safety Athlete Development and Performance Management Evidence Based Practice for Sport Science Strength and Conditioning for High Performing Athletes Notational Analysis of Sport Performance Year 1 - Trimester 2: Program Evaluation for Sport Science Time and Motion Analysis of Sport Performance Sport Science Literature Review and Application Year 1 - Trimester 3: Management and Leadership in High Performance Sport Advanced Training Design for Sport Plus Sport Science Research Project or Professional Placement and Development	Not a terminal professional degree.

Appendix E: List of Placement Organizations

The Faculty of Kinesiology & Physical Education currently has 150 active partnership agreements in place with organizations for the provision of undergraduate and graduate student field placements. This includes mentors and placement sites across a wide variety of hospitals, clinics, sport, community and school settings.

Looking specifically at the placements currently offered for the Master of Professional Kinesiology students (300 hours), in the 2023 Spring and Summer terms we offered placements at 39 unique placement sites with multiple student placement positions available at each site.

- Hospital sites: 17 spots in Spring Term, 10 spots in Summer Term
- High Performance Sport: 14 spots in Spring Term and 12 spots in Summer Term
- Exercise as Medicine: 18 spots in Spring Term and 11 spots in Summer Term
- Health and Wellness: 25 spots in Spring Term and 25 spots in Summer Term
- Adapted Activity: 6 spots in Spring Term and 4 spots in Summer Term

With the launch of the Master of Sport Sciences (and Master of Kinesiology, proposed separately), the Experiential Education team plans to recruit further partnerships to augment placement opportunities in alignment with the specific concentration areas of the new graduate program(s).

2023 MPK Placement Site List

1. Abilities Centre	21. SHN Central East Regional Cardiovascular Rehab
2. Black Creek Community Health Centre	22. Semper8
3. Body + Soul Fitness	23. Sport Testing Inc
4. Canadian Sport Institute Ontario	24. Stonegate Community Health Centre
5. The Centre for Addiction and Mental Health (CAMH)	25. The Hospital for Sick Children, Ergonomics & Wellness
6. CBI Health	26. The Hospital for Sick Children, Exercise Medicine Program
7. Centricity Research (LMC)	27. The Skating Lab Inc.
8. Fit After 50	28. Toronto Football Club and Academy
9. Functional Innovative Therapeutics	29. TTC – Occupational Health & Claims Management
10. Holland Bloorview Kids Rehabilitation Hospital, SPARK Lab	30. TTC – Bus Maintenance & Shops Department – Ergonomics Project
11. In-Tech High Performance Training Gym	31. UHN Altum Health
12. KX Yorkville	32. UHN Toronto Rehabilitation Institute – University Centre
13. LPS Athletic Centre	33. UHN Cardiovascular Prevention and Rehabilitation
14. Matt Nichol	34. UHN Toronto Rehab Institute KITE
15. MLSE LaunchPad	35. Unity Health Toronto (UHT)
16. Mount Sinai Dovigi Orthopaedic Sports Medicine Clinic	36. Variety Village
17. NexJ Health	37. Velocity Sports Medicine and Rehabilitation
18. Ontario Kinesiology Association	38. Women's College Hospital
19. Physiomed Yonge Bloor	39. Your House Clinic
20. Princess Margaret Cancer Centre – UHN	