

APPROVAL

PUBLIC

OPEN

TO: Academic Board

SPONSOR: Susan McCahan, Vice-Provost, Academic Programs
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PRESENTER: Same as above
CONTACT INFO:

DATE: May 16, 2024 for May 23, 2024

AGENDA ITEM: 4

ITEM IDENTIFICATION:

New Graduate Program Proposal: Master of Kinesiology (MKin), 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). The approval is then considered for confirmation by the Executive Committee (Academic Board Terms of Reference, Section 5.3.2.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 Kinesiology 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 Kinesiology (MKin), to be offered by the Graduate Department of Kinesiology at the Faculty of

Kinesiology and Physical Education (KPE). The program is a three session full-time degree program with the registration sequence of Fall/Winter/Summer and 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 MKin 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: Health and Wellness; Exercise as Medicine; and Inclusive Physical Activity.

The MKin program prepares students to understand, at an advanced level, kinesiology-related aspects of health and wellness, exercise as medicine, and inclusive physical activity. Applicants must have a four-year bachelor's degree in kinesiology, physical education, human kinetics, or a complementary degree in arts, education, health science, life science, and/or movement/rehabilitation science. In order to be eligible for admission with a complementary degree, practical experience in the area of kinesiology is required. Graduating students will enter the workforce prepared to work as a registered kinesiologist, exercise physiologist, health promoter, occupational health and wellness programmer, equity officer, adapted physical activity trainer, and policy advisor, and more.

The MKin program will be a pillar in the execution of the KPE's Academic Plan, specifically its vision of "Excellence in advancing healthy living through inclusive movement," by enabling and encouraging students to become leaders in making movement inclusive, and understood as essential, to human health.

This program will be delivered in person and at steady state enrolment is expected to be about 25 full-time students and two part-time students.

Consultation outside KPE occurred with the Council of Health Sciences.

The program was subject to an external review on February 28-29, 2024 by: Dr. Audrey R. Giles, Professor, School of Human Kinetics, University of Ottawa; and Dr. Shannon Jette, Associate Professor, Director Graduate Studies (KNES), School of Public Health, Department of Kinesiology, University of Maryland. 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 Resolved

THAT, subject to confirmation by the Executive Committee,

THAT the proposed degree program, Master of Kinesiology 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:

Proposal



UNIVERSITY OF TORONTO
FACULTY OF KINESIOLOGY & PHYSICAL EDUCATION

New Graduate Program Proposal: Master of Kinesiology

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 Kinesiology (MKIN)	
Commissioning officer:	Gretchen Kerr	
Date of scheduled review:	February 28-29, 2024	
Reviewers' names and affiliations:	Dr. Audrey R. Giles Professor School of Human Kinetics University of Ottawa	Dr. Shannon Jette Associate Professor, Director Graduate Studies (KNES) School of Public Health Department of Kinesiology University of Maryland

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:

- a) Address the substance of the New Program Proposal.
 - b) 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.
 - c) Acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it.
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- a) The New Program Proposal (MKIN) is intended to be a professional master's program to prepare graduate students for a variety of Kinesiology-relevant careers with an opportunity to focus on one of three areas (Health and Wellness, Exercise as Medicine, Inclusive Physical Activity). The proposed MKIN is informed by faculty, student, and staff experiences with the existing MPK program which will be sunset and replaced by the proposed MKIN. The proposed MKIN program will provide students with a range of course-based learning experiences as well as a graduate level placement and/or capstone that will allow students to gain hands-on experience and/or a deeper understanding of a

chosen area of interest. The proposal identifies 15 faculty (a combination of tenure stream and teaching stream) who will contribute to the program through their teaching. As a collective, these individuals will bring a variety of knowledges, experiences, and social locations to the program that will enrich the student learning experience. The proposed MKIN will also allow students a greater degree of flexibility to choose coursework that aligns with their future career goals. KPE has a strong team in place (i.e., Registrar and Student Services Office and Experiential Learning Team) to oversee the experiential learning component of the degree. Also notable is the presence of a staff member within KPE whose role is to assist with career education and who will therefore facilitate career placement for MKIN students.

- b) We were impressed by the existing human and physical resources within KPE. The students with whom we met would very much like the opportunity for scholarships to be available for professional students and not just thesis-based students. The provision of scholarships for some students and not others creates perceived hierarchies of value. Such scholarships, however, would require additional financial resources in a time of fiscal constraint/austerity. There are otherwise adequate financial resources.
- c) The MKIN program is of a similar length to comparator programs in Ontario, Canada, and the provided examples from the US. Its flexibility in focus is, however, unique in comparison to these other programs, and it provides more options for those in the social sciences. A key innovation of the program is the option for students to concentrate in ‘Health and Wellness’ and ‘Inclusive Physical Activity’; graduate level education in each of these areas will help pave the way to new/emergent career paths for Kinesiologists in the field of Public Health and in relation to Equity, Diversity, and Inclusion within organizations/institutional contexts. The choice of the capstone project or placement is also unique, as is the ability to potentially do both. The proposed MKIN does not require a research methods course, which is a requirement of many other programs. The Evidence-Supported Practice in Kinesiology has the potential to fill this gap, though, as mentioned below (see part “B. Recommendations”), it would need to be finessed to ensure its applicability to students who want to engage qualitative paradigms. Further recommendations are detailed in the next section but included are suggestions that leadership consider ways to optimize student experience while being cognizant of faculty workload. Moreover, while equity, diversity, inclusion, and decolonization are all clearly integrated into the Inclusive Physical Activity concentration, we recommend the inclusion of more detail on how these elements will be integrated throughout the program. Two suggestions for going forward (once the program is

established) that could aid student recruitment by creating greater flexibility in degree attainment are: (i) a ‘laddering’ or ‘stepping stone’ model whereby certificate programs related to the proposed MKIN are available for students to complete with the option of later applying certificate program credits towards the MKIN degree; and (ii) providing BKIN students at UofT an ‘accelerated’ or ‘backpack’ option whereby they apply for the MKIN program in their third year and, if accepted, complete a set number of MKIN course credits in their fourth (senior) year. This mechanism could be used to facilitate the completion of the MKIN degree in a condensed time frame; alternatively, it could be used to allow students to take fewer courses each semester as they complete the remainder of the MKIN degree in the current Fall/Winter/Summer timeline.

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.**

Careful thought and effort have clearly been put into mapping out this proposed degree. After consulting with staff, students, and faculty members, we feel that there are several areas that could be refined or that merit additional consideration:

- The proposal needs enhanced clarity around the fact that the MKIN would be a terminal degree and is not meant as a gateway to a doctorate, as the current wording is unclear.
- The proposed capstone course would be taught by one person. We believe that any single instructor would struggle to have the skills necessary to evaluate (even in a pass/fail course) the adequacy of a capstone project in all three concentrations. Further support and quality structures would be beneficial to prospective students. This might require multiple course professors or multiple evaluators for each capstone project (e.g., the assigned professor and a second reader). While we appreciate that the capstone project is not intended to be a mini-thesis of sorts, we still believe that some subject area expertise will be required to support and evaluate the projects. We further realize that there are

workload implications of the need for multiple reviewers. Faculty members expressed concern about workload creep/unacknowledged work (which we know disproportionately falls on the shoulders of early-career, women, and equity-owned professors).

- Students and professors both expressed concern about the potential implications on both quality and class size if MKIN students were able to enroll in courses that are also offered to thesis-based students. Several expressed concern that the content would be “watered down,” which would not serve the needs of the thesis-based students and the needs of their supervisors. Others were concerned that the diverse backgrounds of students would render it difficult to pitch the course at the right level. Others still were concerned that enrollment could result in some classes being very large. Finally, there were concerns that if courses were capped, MKIN students would not be given adequate consideration for entry, as thesis-based students would be prioritized. We understand that class size is a workload issue and thus hard to control and predict, but nevertheless need to be factored into the offering of a high-quality program. These issues present that opportunity for professional development. Professors agreed that they would benefit from training for how to adjust their courses to meet both professional and course-based master’s students.
- We were concerned about the Evidence-Supported Practice in Kinesiology course. It is listed as a required course for prospective MKIN students, but it appears to be focused on positivistic and post-positivistic approaches to research. Qualitative research, and particular Indigenous approaches to research and interpretive approaches, differs greatly in approach. Ensuring that this course is offered in a way that meets the needs of qualitative researchers will be imperative in providing meaningful, high-quality content to MKIN students, and particularly those in the Inclusive Physical Activity concentration.
- Several professors expressed concern about the use of research equipment for class/teaching purposes. They were worried about enhanced wear and tear on the equipment and the lack of a research equipment repair budget to assist in repairs. We understand that this fund might be forthcoming. It will be crucial in ensuring good will in the use of lab equipment that is mostly intended for research purposes.

- We were pleased to see the human resources that are being dedicated to promoting equity in the Faculty of KPE. Ensuring that equity is integrated (and integrated in a safe and meaningful way) into courses is an ongoing effort. While equity, inclusion, and decolonization are all clearly integrated into the Inclusive Physical Activity concentration, we would have appreciated having a clearer understanding of how it would be integrated into the other two concentrations. A required course for all MKIN students, in addition to such information integrated into all courses, would enhance the focus on equity, inclusion, diversity, belonging, and decolonization, which could become a hallmark of this program. Further, mandatory training about these issues as they pertain to placement settings was something that was encouraged by the staff members who are responsible for student placements.
- The Inclusive Physical Activity concentration has fewer optional courses that count towards the designation than the other streams. Sport and Policy Development and Sport and Safeguarding are two courses that could be optional courses within this stream. Both could have significant emphasis on equity-owed individuals (who are often the focus on specific policies and are also often the targets of abuse, harassment, and inequity) and thus make meaningful contributions to the Inclusive Physical Activity concentration.
- Within the proposal, expansion on the options and pathways for part-time studies would be helpful, especially in making more apparent the likelihood of recruiting non-traditional graduate students and those from equity-owed groups.

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.

1.

- a) Program objectives are clearly stated. However, regarding Program Objective 1, if students are not expected to exhibit an advanced level of understanding in all three of the concentrations, then "... *and* inclusive

physical activity” should arguably be changed to “... or inclusive physical activity.”

- b) Given the program’s objectives, degree nomenclature is appropriate.
- c) The program’s objectives are consistent with the institution’s mission and the University of Toronto’s/the division’s/unit’s academic plans, priorities and commitments, program. However, we suggest considering the inclusion of more explicit language about seeking to ensure students have competency in relation to the promotion of diversity, equity, inclusion, belonging, and decolonization. In the present iteration of the program, it appears that these aspects might remain siloed within the Inclusive Physical Activity concentration and related courses.
- d)
 - i) The majority of courses, placements, and experiences will be in-person yet with the flexibility to meet diverse student needs. The proposal states that all courses will be developed using Universal Design Principles. Conversations with faculty and staff demonstrated a clear understanding of and dedication to ensuring student accommodations are met.
 - ii) The development of a sense of community has been considered through class activities and through having a cohort of MKIN students. KINections is also a resource to facilitate events and activities around several themes including mentorship, health and wellness, and community development. The proposed MKIN is clearly attempting to promote greater integration and community across the course-based graduate program and the research-based graduate programs. The opportunity exists to have course-based students’ skills and strengths recognized through the creation of communities of practice.
 - iii) Clear efforts have been made concerning the promotion of equity and inclusion in relation to staff and faculty members’ involvement in the MKIN program and particularly for the Inclusive Physical Activity concentration. Also notable is the existence of a shared repository of resources for KPE faculty that will facilitate the integration of anti-oppressive and inclusive curricular approaches throughout the program. We suggest more consideration be given to how to integrate attention to diversity, equity, inclusion, belonging, and decolonization across the other two program concentrations (Health and Wellness; Exercise as Medicine). An articulation of how course curricula will reflect efforts at diversity,

equity, inclusion, belonging, and decolonization could be clearer, though we understand this is an emerging area of focus for the faculty (and that safe, quality efforts take time). The proposal indicated that equity and inclusion efforts in the classroom will be complemented by the student services offered by the KPE Office of the Registrar and Student Services (to help attract and support students from a diverse range of backgrounds); however, specific strategies for removing barriers to access and increasing retention rates for Indigenous students were not included.

- iv) Clear efforts have been made concerning the promotion of equity and inclusion in relation to staff and faculty members' involvement in the MKIN program and particularly for the Inclusive Physical Activity concentration. Also notable is the existence of a shared repository of resources for KPE faculty that will facilitate the integration of anti-oppressive and inclusive curricular approaches throughout the program. We suggest more consideration be given to how to integrate attention to diversity, equity, inclusion, belonging, and combating anti-Black racism across the other two program concentrations (Health and Wellness; Exercise as Medicine). An articulation of how course curricula will reflect efforts at diversity, equity, inclusion, belonging, and combating anti-Black racism could be clearer, though we understand this is an emerging area of focus for the faculty (and that safe, quality efforts take time). The proposal indicated that equity and inclusion efforts in the classroom will be complemented by the student services offered by the KPE Office of the Registrar and Student Services (to help attract and support students from a diverse range of backgrounds); however, specific strategies for removing barriers to access and increasing retention rates for Black students were not included.
- v) Clear efforts have been made concerning the promotion of equity and inclusion in relation to staff and faculty members' involvement in the MKIN program and particularly for the Inclusive Physical Activity concentration. Also notable is the existence of a shared repository of resources for KPE faculty that will facilitate the integration of anti-oppressive and inclusive curricular approaches throughout the program. We suggest more consideration be given to how to integrate attention to diversity, equity, inclusion, and belonging across the other two program concentrations. An articulation of how course curricula will reflect efforts at diversity,

equity, inclusion and belonging could be clearer, though we understand this is an emerging area of focus for the faculty (and that safe, quality efforts take time).

- e) Unique aspects of the proposed program are its breadth of student learning opportunities, the flexibility to choose from a large number (and variety) of courses, and the opportunity to gain further depth [e.g., ability to choose a concentration (Health and Wellness; Exercise as Medicine; Inclusive Physical Activity)]. The integration of research, education, and practice within a single department faculty that oversees academic programs and sport and recreation within the University and larger community is also another unique aspect and strength of the program. It will provide opportunities for students to be exposed to both research-based and experiential learning that they will have the chance to practice/implement across a number of populations (within the university and/or the wider community). The fact that KPE has its own Student Experiential Learning, Academic Advising, and Student Service entities that work together to ensure quality of student experience is unique and will facilitate student learning and career development.

2 Program Requirements

- a) 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).
- 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) 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.
- d) 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.

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- a) The structure of the program outlined in the document appears appropriate to meet its objectives and the program-level learning outcomes. In addition to taking

the two required courses (KIN8101H Evidence Supported Practice in Kinesiology and KIN8330H Program Evaluation), students will have the opportunity to choose from a range of MKIN designated courses (at least 2 FCE's) and will also have the choice of a placement or a capstone (or both). Program will be one year for full time (Fall/Winter/Summer) with this change (from the current MPK program) being based on student feedback. A part-time option will be available.

- b) Table 3 of the proposal clearly indicates how the program learning outcomes (PLOs) map onto the Master's DLEs. Also illustrated is how the design and structure of the required courses and other learning activities will fulfill both the PLOs and the Master's DLEs. Members of the leadership team also explained how an extensive curriculum mapping process will be undertaken to ensure PLOs are met primarily through program coursework and the placement and/or capstone experience. (As an aside, the program may want to avoid the acronym PLO given its attachment to the Palestinian Liberation Organization and the current contentious socio-political context)
- c) The proposal indicates that coursework will be delivered via a variety of modalities (in-person, online, hybrid), which will be utilized to facilitate student learning and completion of the program level learning outcomes. Universal Design Principles will also inform the design of courses and other program experiences. The majority of the placements will occur in-person with some aspects hybrid or online as appropriate.
- d) A majority of instructors will be full-time research faculty who are internationally recognized leaders in the field and therefore well positioned to deliver quality content. A point of consideration is delivery of course content to students from diverse backgrounds and skill sets given that MKIN students will be taking courses with students from the research based graduate programs.

3 Program Requirements 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.
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3a) A one-year professional MKIN is an appropriate length for the learning outcomes and requirements. It will be a rigorous program but one that is manageable, particularly

for those who are returning to higher education from the workforce. Expansion on the options and pathways for part-time studies would greatly strengthen this proposal, particularly to strengthen the focus on the likelihood of recruiting non-traditional graduate students and those from equity-owed groups.

b) There is evidence that each graduate student will be required to take all courses among graduate-level courses.

c) N/A

4 Admission Requirements

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

b) 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.

a) While the admission requirement of a B seems low, especially in a time of rampant grade inflation, it allows for flexibility in recruiting students who may have experienced difficulties related to lived experiences of inequity in during undergraduate education.

b) The explanation is sufficient and appropriate.

5 Assessment of Teaching and Learning

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

b) Appropriateness of the plans to monitor and assess:

6. The overall quality of the program

7. Whether the program is achieving in practice its proposed objectives

8. Whether its students are achieving the program-level learning outcomes

9. How the resulting information will be documented and subsequently used to inform continuous program improvement.

- a) Program level learning outcomes and degree level expectations will be assessed through course lectures, activities, readings, and assignments (written papers, oral presentations, lab/case studies) within the required courses and the elective courses. Completion of the placement and/or capstone will also allow for assessment of program level learning outcomes and degree level expectations. Less emphasis will be placed on examination-based assessment, which also aligns with the program's goal of applied practice.
- b) The proposal speaks broadly to the plans to monitor and assess the aspects listed in b) #1-4. More specifically, it is stated that existing mechanisms for monitoring achievement of graduate program objectives and degree level expectations will be utilized; these mechanisms mainly operate under the purview of the existing Graduate Committee. The Graduate Committee (which meets regularly) engages in annual review of all course outlines to ensure consistent alignment with program learning outcomes; it also monitors student achievement and student feedback in order to engage in ongoing program improvement. Through our discussions with KPE leadership, we understand that once the MKIN program is approved, an extensive curriculum mapping process will be undertaken to more clearly indicate how program objectives and program level learning outcomes will be fulfilled (via specific courses and the placement/capstone) and how student achievement of these objectives/outcomes will be evaluated.

6 Resources

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

- a) 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.

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](#)).

If required, provision of supervision of experiential learning opportunities

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.

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.

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

- a) The proposal provides strong evidence of a sufficient number and quality of core faculty who are competent to teach students to achieve the goals of the program and to foster the appropriate academic environment. Professional development to ensure that faculty members are skilled at teaching students who are not in thesis-based programs (and thus likely desire more applied curricula) would further strengthen this area. Further training for staff, faculty, and students in equity, diversity, inclusion, belonging, and decolonization would further support the program in meeting broad goals of the program, Faculty, and university.
- b) At this time, there are no plans to have adjunct or sessional faculty in the program.
- c) Considerable thought has gone into the matching of students with placements and appropriate mentors. Indeed, a strength of the proposed program is that KPE has its own Student Experiential Learning, Academic Advising, and Student Service entities that work together to ensure quality of student experience and help with the identification and attainment of career goals. We encourage more thought about the capstone course. The proposed capstone course would be taught by one person. We believe that any single professor would struggle to have the skills necessary to evaluate (even in a pass/fail course) the adequacy of a capstone project in all three streams. Further support and quality structures would be beneficial to prospective students; this might require multiple course professors or multiple evaluators for each capstone project (e.g., the assigned professor and a second reader). While we appreciate that the capstone project is not intended to be a mini-thesis of sorts, we still believe that some subject area expertise will be required to support the students and evaluate the projects. We further realize that there are workload implications of the need for multiple reviewers. Faculty members expressed concern about workload creep/unacknowledged work (which we know disproportionately falls on the shoulders of early-career, women, and equity-owed professors). As such, this area requires further thought in terms of resourcing and workload.
- d) We were impressed by the existing human and physical resources within KPE. The students with whom we met would very much like the opportunity for scholarships for professional students and not just thesis-based students. The provision of scholarships for some students and not others creates perceived hierarchies of value among students. We do, however, understand that we are in a time of austerity.

e) U of T has an extensive library system that can sustain the quality of scholarship and research activities. We did not meet with the subject librarian - something that might be considered for future evaluations (perhaps in lieu of the amount of time spent touring facilities). The laboratories were impressive, though several professors expressed concern about the use of research equipment for class purposes. They were worried about wear and tear on the equipment and the lack of a research equipment repair budget to assist in repairs. We understand that this fund might be forthcoming. It will be crucial in ensuring good will in the use of lab equipment that is mostly intended for research purposes. Information technology services appear to be adequate.

f) N/A

7 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.

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- a) There is ample evidence that faculty members have the recent research and professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate. Again, we believe that further training in equity, diversity, inclusion, belonging, and decolonization would serve to strengthen existing expertise to make sure that it is leveraged in a way that is safe for all.
 - b) Although MKIN students would be expected to self-fund their educational expenses, we were made aware of a number of resources currently in place to assist MPK students with program costs, and we assume that these same resources will be available for prospective MKIN students given that the MKIN program is intended to replace the current MPK program. For example, it is stated on the [KPE website](#) that "Students in the MPK program are eligible for government student loans such as the Ontario Student Assistance Program

(OSAP) or other provincial loans. Students who are eligible for government loans may also qualify for the University of Toronto Financial Aid (UTAPs) grant.” The UTAP grant is intended to address unmet financial needs of students. Moreover, according to the KPE website (see previous link), “[p]rospective MPK applicants can apply for Ontario Graduate Scholarships (OGS) The value of the OGS is \$5,000 per session. Thus, awardees may receive \$10,000 for two consecutive sessions or \$15,000 for three consecutive sessions.” Additional resources available to all University of Toronto students undertaking a professional, flex-time and course-based graduate program include the Scotia Professional Student Plan (SPSP) and ScotiaLine for Students, the Work Study Program, as well a variety of merit-based scholarships and awards (see the [University of Toronto School of Graduate Studies website](#)). The University’s new [Indigenous Tuition Initiative](#) will also provide assistance to prospective MKIN students from Indigenous communities across Canada. We feel that the sources of financial assistance outlined above are evidence that the MKIN program will be in a position to enrol students in sufficient numbers and of adequate quality.

- c) There is no assigned faculty supervision of MKIN students. However, there is the possibility of the creation of a concentration lead so that students would have additional support in navigating their program concentrations. Again, this would have to be accounted for in workload allocation.

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)

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

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

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

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

- a) There is ample evidence of the quality of the faculty. Faculty members appear to teach in their areas of broad expertise, which suggests that their research (or clinical expertise) informs their teaching.

The intellectual quality of the student experience would be further ensured by providing broader faculty member support for students completing the capstone course (see previous comments).

The proposed program has grown out of learnings from the MPK, which is scheduled to be sunsetted if/when the MKIN is offered. Certainly, quality programs are developed from learnings from programs that experienced challenges. Having the ability to anticipate and avoid these challenges will be helpful in ensuring the quality of the prospective MKIN.

The MKIN program is of a similar length to comparator programs in Ontario, Canada, and the provided examples from the US. Its flexibility in focus is, however, unique in comparison to these other programs, and it provides more options than other programs for those in the social sciences. The choice of the capstone project or placement is unique, as is the ability to potentially do both. It does not require a research methods course, which is a requirement of many other programs. The Evidence-Supported Practice in Kinesiology has the potential to fill this gap, though, as mentioned above, it would need to be finessed to ensure its applicability to students who want to engage in qualitative research.

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: <ul style="list-style-type: none">✓ 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 <i>Gretchen Kerr</i>	Report Accepted as Final on March 18th, 2024

UTQAP

New Program Appraisal: Appraisal Schedule

University of Toronto

Faculty of Kinesiology & Physical Education (KPE)

Master of Kinesiology (MKIN)

Wednesday, February 28 to Thursday, February 29, 2024

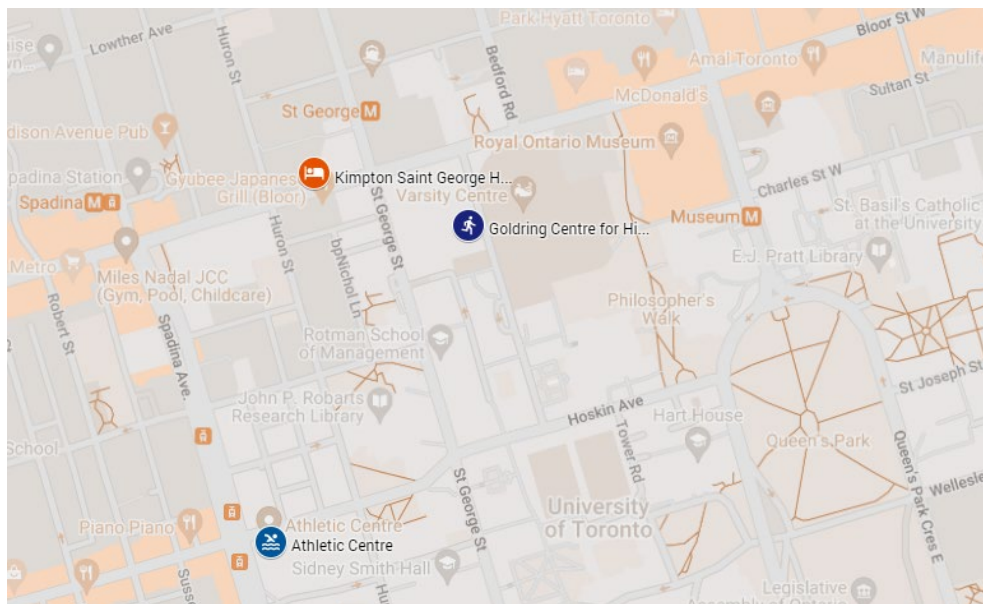
External reviewers:

<p>Dr. Audrey R. Giles Professor School of Human Kinetics University of Ottawa Tel: +1 613 562-5800 ext. 2988 agiles@uottawa.ca</p>	<p>Dr. Shannon Jette Associate Professor, Director Graduate Studies (KNES) School of Public Health Department of Kinesiology University of Maryland jette@umd.edu</p>
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The Faculty of Kinesiology & Physical Education (KPE) is located at:
55 Harbord Street, Toronto, ON M5S 2W6

Meetings will take place in 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.)



Wednesday, February 28, 2024

DAY 1

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

(5 min walk from hotel)

8:45am	Meet in the Lobby of the Goldring Centre, 100 Devonshire Pl. Greeted by Meredith Strong, Executive Director, Strategic Initiatives
9:00–9:30 am	Welcome meeting with: Gretchen Kerr , Dean
9:30-10:15am	Overview of Graduate Programs at KPE and the proposed MKin Ashley Stirling , Vice-Dean, Programs Katherine Tamminen , Associate Dean, Graduate
10:15-10:45am	Break (light refereshments available)
10:45-11:45am (+15 min buffer)	Group meeting with KPE faculty members Timothy Burkhart Danielle Lawrence Tricia McGuire-Adams Doug Richards Catherine Sabiston Daniel Santa Mina
Noon-1:00pm	Lunch with graduate students (catered) Jona Bernal Will Brooks Alessia Capone Evan Curd Adam DiSalvo Nikki Fraser Heslin
1:00-1:30pm	Break
1:30-1:45pm	Travel to the School of Graduate Studies, 65 St. George Street (accompanied by Meredith Strong)
1:45-2:15pm	Meeting: Vina Goghari , Vice-Dean, Research and Program Innovation, School of Graduate Studies
2:15-2:30pm	Travel to Athletic Centre (55 Harbord Street) (accompanied by Meredith Strong)
2:30-3:00pm	Tour of Athletic Centre with Alex Vickers, Facility Manager, Athletic Centre
3:00-3:15pm	Travel to Varsity Centre (accompanied by Meredith Strong)
3:15-3:45pm	Tour of Varsity Centre with Beth Ali, Executive Director, Co-Curricular Athletics and Physical Activity Programs
3:45-4:00pm	Return to Goldring Centre (Snacks available)

4:00-4:30pm	Meeting regarding Faculty's EDIB initiatives Professor Cathy Amara , Associate Dean, Undergraduate Education Terry Gardiner, Director, Equity, Diversity and Inclusion
4:30-5:00pm	Meeting with Vice-Dean Programs and/or the Executive Director, SI (as needed)

DAY 2

Thursday, February 29, 2024

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

(5 min walk from hotel)

9:00-10:00am	Tour of Labs and meeting with Daniel Moore , Associate Dean, Research (Meet in Lobby of 100 Devonshire Place)
10:00-10:30am	Tour of Goldring Centre for High Performance Sport (Beth Ali)
10:30-10:45 am	Break (light refreshments will be provided)
10:45-11:15am	Meeting with the Registrar and Student Services Office 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
11:15-11:45am	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
11:45-12:30pm	Meeting with Vice-Dean Programs and Associate Dean, Graduate
12:30pm-1:00pm	Wrap-up meeting with the Dean
1:00pm	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 Kinesiology (MKin) program in the Faculty of Kinesiology and Physical Education (KPE).

From February 28-29, 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. Audrey R. Giles, Professor, School of Human Kinetics, University of Ottawa

Dr. Shannon Jette, Associate Professor, Director Graduate Studies (KNES), School of Public Health,
Department of Kinesiology, University of Maryland

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 noted the unique and innovative design of the program. “Unique aspects of the proposed program are its breadth of student learning opportunities, the flexibility to choose from a large number (and variety) of courses, and the opportunity to gain further depth [e.g., ability to choose a concentration (Health and Wellness; Exercise as Medicine; Inclusive Physical Activity)]. The integration of research, education, and practice within a single department faculty that oversees academic programs and sport and recreation within the University and larger community is also another unique aspect and strength of the program.”

Overall, the reviewers acknowledged the strengths of the Faculty to successfully deliver the program including 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

In addition to their positive support for the proposed program, the reviewers made a number of recommendations, focused on the following areas: equity, diversity, and inclusion; access; program objectives, design, and structure; and resources. We address these recommendations below.

Equity, Diversity, and Inclusion:

- The reviewers commented that while equity, inclusion, and decolonization are integrated into the MKin, and particularly into the Inclusive Physical Activity concentration, the proposal could be clearer regarding their integration into the Health and Wellness, and Exercise as Medicine concentrations. They suggested including a required course for all MKin students, as well as integrating equity, inclusion, and decolonization into all courses.

We thank the reviewers for their recommendations. While EDI (Equity, Diversity, and Inclusion) efforts are always considered a work in progress, we confirm that the 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. In direct response to the recommendations, we have updated the proposal to acknowledge the commitment of the Faculty to EDI efforts which will have tangible impacts within and beyond the academic program. Additionally, the proposal has been updated to state the ongoing and continual EDI efforts. These changes are reflected in the Student Access section (see page 12).

The Faculty is fortunate to have faculty members with extraordinary expertise and are known for their research and scholarship on issues related to EDI. The proposal now reflects this expertise. These changes are reflected in the Unique Curriculum and Program Innovations section (see page 13).

The knowledge outcomes of the Capstone course have also been updated to reflect the importance of diversity, equity, belonging, and decolonization. These changes are reflected in the sections on Awareness of Limits of Knowledge Outcomes and Appendix A (see pages 32 and 69).

We fully embrace the reviewers' comments regarding EDI, and their comments align with our academic plan which states "Health and movement are human rights. The Faculty will advance these human rights by working to lift barriers that currently exist in the field of kinesiology and physical education with regard to access, inclusivity, equity and belonging."

Access:

- The reviewers recommended expanding options and pathways for part-time studies and making more apparent the likelihood of recruiting non-traditional graduate students and those from equity-owed groups.

- The reviewers noted that students are interested in opportunities for scholarships for professional students and not just thesis-based students and commented that the provision of scholarships for some students and not others creates perceived hierarchies of value among students.

We thank the reviewers for these recommendations and confirm the Faculty's commitment to supporting an increase in students from underrepresented groups, ensuring they feel welcome. The current proposal anticipates two part-time students at the start of the program increasing to six part-time students (see pages 6 and 20). The expected length to complete for part-time students is three years. Expanding on pathways for part-time studies has been identified by the Faculty as a positive evolution of this program and will be considered in the future. There are no changes to the proposal resulting from this recommendation.

To support students, a variety of funding sources are available through the Faculty and University-wide to reduce barriers to access. Students will have access to the Ontario Graduate Scholarship (OGS) and additional resources such as the recently announced Indigenous Tuition Initiative. Additionally, the Faculty continues to look for ways to increase the award opportunities. There are no changes to the proposal resulting from this recommendation.

Program Objectives, Design, and Structure:

- The reviewers recommended that the proposal be clearer that the MKin is a terminal degree and is not meant as a gateway to a doctorate.
- The reviewers recommended that the Evidence-Supported Practice in Kinesiology course, which is a required course for prospective MKIN students, be offered in a way that meets the needs of all qualitative researchers, rather than focusing on positivistic and post-positivistic approaches to research.
- The reviewers expressed concern that the Inclusive Physical Activity concentration has fewer optional courses that count towards the designation than the other streams. They suggest that Sport and Policy Development and Sport and Safeguarding are two courses that could be optional courses within this concentration.

We thank the reviewers for these recommendations and have made changes to the proposal to address them.

First, we have clarified that the MKin is a terminal degree. This change is reflected in the Enrolment section (see page 21).

Second, we have updated the knowledge outcomes of KIN8101 (Evidence Supported Practice in Kinesiology) to reflect a range of research design approaches and methodologies and appraisal of different types of evidence. These changes are reflected in the Awareness of Limits of Knowledge Outcomes section and Appendix A (see pages 31, 68 and 69).

Thirdly, we have updated the Inclusive Physical Activity concentration to include KIN8233/KIN8231 Sport Policy and Development, and KIN8235 Safeguarding in Sport, as electives that can be applied towards

the completion requirements. These changes are reflected in Table 6: Courses offered in the Graduate Department of Kinesiology as of 2025 (see page 81).

Additionally, in response to a recommendation from the reviewers for the Master of Sport Sciences, which is being proposed in parallel with the Master of Kinesiology, to change the course title for KIN8330H, -- a required course in the MKin -- it has been changed from 'Program Evaluation' to 'Program Evaluation and Applied Research for Professionals' in the following sections: Master of Kinesiology Calendar Copy, Completion Requirements; Awareness of Limits of Knowledge Outcomes; Table 3: Master's DLEs, Program Learning Outcomes and Requirements; Table 5, Faculty Complement; All New Programs; Appendix A: MKin Required Courses, and Table 6 Courses offered in the Graduate Department of Kinesiology as of 2025 (see pages 25, 30, 31, 34, 37, 39,42, 57, 63, 69 and 82). The learning outcomes 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: MKin Required Courses (see pages 31 and 69).

Finally, we thank the reviewers for the recognition of the detailed learning outcomes, requirements and assessment of learning outcomes as summarized in Tables 3 and 4. I can confirm that an extensive process to establish these details was undertaken. This process identified program objectives, program level learning outcomes, how student achievement of these objectives and outcomes will be evaluated across the program requirements, including required and elective course offerings, and how the program outcomes will be assessed. It is important to note that their comments related to future curricular mapping were made in respect to the upcoming 2026-2027 UTQAP review which will include Faculty-wide curricular mapping. There are no changes to the proposal resulting from these comments.

Resources:

- The reviewers expressed concern around the proposed capstone course being taught by one person. They suggested that multiple instructors or evaluators, with some subject area expertise, might be needed to support and evaluate the capstone projects; however, they acknowledged there are workload implications associated with multiple reviewers.

We thank the reviewers for this recommendation. The capstone course is intended for students to complete an independent project that enables them to demonstrate the learning and knowledge they have gained from their courses by applying it to the development of a comprehensive plan to improve a specific area of practice. Key learning objectives include demonstrating abilities in identifying evidence-to-practice gaps in kinesiology; connecting academic theory and professional practice; communicating with groups and individuals; and supporting, fostering, and promoting equity, diversity, inclusion, and belonging in professional practice.

Students are assessed on their ability to demonstrate how they have used knowledge and skills from previous courses and on their presentation of their projects in the course (via written and verbal presentations). Thus, the course does not require multiple subject/content area experts in the topics that each student is interested in; rather, the course requires an instructor who can provide a scaffolded learning environment to help students demonstrate their learning and the application of their learning to

their proposed projects. We have a demonstrated record of success with the delivery and evaluation of capstone experiences for students at the graduate level, and we are confident in the ability of course instructors to deliver a capstone course for the MKin program that enables students to achieve the course learning objectives.

While the reviewers note correctly that the capstone projects are not intended to be a mini-thesis project, we appreciate the consideration that we may seek to develop approaches for students to demonstrate engagement with subject matter experts regarding the 'product' or strategy they are proposing. One strategy to address this could include 'subject matter consultation' opportunities mid-way through the course where groups of students could consult with experts in the topic area regarding the development of their capstone project ideas. We will consult with the instructor of the capstone course and discuss approaches that would help to support students' learning and achievement of the learning objectives in the course, while also being mindful of the workload burden these tasks could place on other faculty members. There are no changes to the proposal resulting from this recommendation.

- The reviewers highlighted concerns raised by faculty and students around quality and class size if MKin students are able to enroll in courses that are also offered to students in research-focused programs. They noted that, although class size is a workload issue and thus hard to control and predict, it should nevertheless be factored into the offering of a high-quality program. They suggested these issues present an opportunity for professional development, including training for faculty on how to adjust their courses to meet both professional and research-focused master's students.

We thank the reviewers for this recommendation. The Faculty sees the inclusion of graduate students from across both research and course-based streams in 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. There are no changes to the proposal resulting from this recommendation.

- The reviewers noted that faculty are concerned about an increase in wear and tear on equipment and the lack of a research equipment repair budget to assist in repairs. They suggested that a fund to support equipment needs will be crucial in ensuring good will in the use of lab equipment that is mostly intended for research purposes.

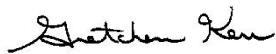
We thank the reviewers for this recommendation. There is a teaching and learning equipment fund that is currently available for instructors to support expenses required for teaching, and this could be leveraged to contribute to costs associated with research equipment used for teaching purposes. Saying this, it is not typical for research labs to be used for teaching purposes. There is no anticipated change to current practice as a result of the new graduate program, and no changes to the proposal resulting from this recommendation.

- The reviewers noted there is not any assigned faculty supervision for MKin students; however, there was discussion of the possibility of the creation of a concentration lead so that students would have additional support in navigating their program concentrations. They observe that this role would have to be accounted for in workload allocation.

We thank the reviewers for this recommendation. We agree that there would be a benefit to identifying a program lead for the MKin program to support students in making decisions about their course selections and concentration options. We will be considering ways in which to implement this suggestion while accounting for the impact on workload allocation for Faculty members. There are no changes to the proposal resulting from this recommendation.

Additionally, the appraisers noted several helpful suggestions that the Faculty will consider in the future. These include expanding part-time pathways, a certificate option, and the provision of an accelerating option for undergraduate KPE students. This accelerated option could also be expanded to include non-KPE students.

Sincerely,

A handwritten signature in black ink that reads "Gretchen Kerr". The signature is written in a cursive style with a large initial 'G'.

Gretchen Kerr, PhD

Dean

Vice-Provost, Academic Programs' Administrative Response



March 27, 2024

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

Re: Review Report, Proposed Master of Kinesiology

Dear Gretchen,

I am very pleased to receive the review of the proposed Master of Kinesiology (MKin). Your administrative response nicely summarizes the report and highlight the specific suggestions made by the reviewers.

Equity, diversity, and inclusion (EDI) was a key area of focus for the reviewers. They were clearly impressed by the measures already taken to support EDI in the program, but they also recommended further integration of equity, inclusion, and decolonization into the Health and Wellness, and Exercise as Medicine concentrations of the program, as well as all MKin courses, and the inclusion of a required equity, inclusion and decolonization course in the program. In response, the proposal has been updated to clearly reflect KPE's faculty members expertise in EDI research and scholarship. In addition, the knowledge outcomes of the capstone course have been updated to reflect the importance of issues related to EDI. Finally, the Faculty will continue to look for ways to advance EDI within the program.

To optimize access, particularly for under-represented groups, the reviewers recommended expanding options and pathways for part-time studies and making more apparent the likelihood of recruiting non-traditional graduate students. In addition, they commented that students in professional graduate programs are seeking scholarships and cautioned that the provision of scholarships for some students, but not others, creates perceived hierarchies of value among students. In response, you have reaffirmed the Faculty's commitment to increasing the number of students from under-represented groups, and pointed to variety of funding sources available through the Faculty and the University to reduce barriers to access. You further note that all students have access to the Ontario Graduate Scholarship (OCS), as well as additional resources such as the Indigenous Tuition Initiative, and you will continue to look for ways to increase award opportunities.

The reviewers made several recommendations related to the program objectives, design and structure; specifically, they suggested: 1) clarifying that the MKin is a terminal degree

Simcoe Hall, 27 King's College Circle, Room 225, Toronto, ON M5S 1A1 Canada +1-416-978-0490

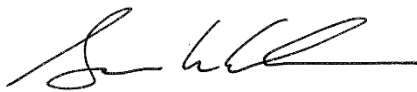
throughout the proposal; 2) offering KIN8101 (Evidence Supported Practice in Kinesiology) in a way that supports the needs of all qualitative researchers; and 3) including KIN8233/KIN8231 and KIN8235 as options to complete the Inclusive Physical Activity concentration. All of these changes have been made and are now reflected in the proposal. Additionally, you note that, in response to recommendations from the reviewers of the Master of Sport Sciences, which is being proposed in parallel with the Master of Kinesiology, the course title for KIN8330 has been changed from Program Evaluation to Program Evaluation and Applied Research for Professionals. Finally, you acknowledge the comments reviewers made around future plans for curriculum mapping and clarify these comments are in reference to plans to support the upcoming 2026-27 UTQAP review of the Faculty's programs.

The reviewers made a number of recommendations related to resources; specifically, they suggested: 1) having multiple instructors or evaluators for the capstone course; 2) providing opportunities for professional development, including training for faculty on how to adjust their courses to meet the needs of both professional and thesis-based graduate students; 3) creating a fund to support equipment needs; and 4) establishing a "lead" role in each concentration of the MKin to provide students with the support they need as they navigate through the program. In response, you have: 1) clarified the role and assessment of the capstone course, and noted you will develop additional approaches, as needed, for students to demonstrate engagement; 2) confirmed your commitment to professional development opportunities for your faculty; 3) confirmed there is already a teaching and learning equipment fund that faculty can access to support expenses required for teaching; and 4) noted that you are looking into ways to establish a "lead" role for each concentration in the MKin, bearing in mind the limits imposed by faculty workload realities.

Finally, the reviewers made recommendations around expanding part-time pathways, a certificate option, and the provision of an accelerated option for undergraduate KPE students. You have responded that you will be considering each of these recommendations in your future planning for the MKin.

I will be very pleased to recommend this new professional master's program to governance for approval, following approval at the divisional level.

Sincerely,



Vice-Provost, Academic Programs

Simcoe Hall, 27 King's College Circle, Room 225, Toronto, ON M5S 1A1 Canada +1-416-978-0490

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 Kinesiology



UNIVERSITY OF
TORONTO

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.

New Graduate Program Proposal: Master of Kinesiology (MKin)

This template 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 Kinesiology
Degree name and short form: i.e., Honours Bachelor of Science, HBA; Master of Arts, MA;	Master of Kinesiology, MKin
Program name: i.e., History; Sustainability Management	Kinesiology
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 and Physical Education (ashley.stirling@utoronto.ca)
Proponent:	Katherine Tamminen, Associate Dean of Graduate Education, Faculty of Kinesiology and 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 28-29, 2024
Decanal signoff <i>In signing off I confirm that I have ensured appropriate:</i> <ul style="list-style-type: none"> ✓ compliance with the evaluation criteria listed in UTQAP section 2.3 ✓ consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development ✓ Consultation with faculty and students, other University divisions and external institutions 	Gretchen Kerr, Dean, Faculty of Kinesiology and Physical Education February 12, 2024
Provostial signoff <i>In signing off I confirm that the new program proposal:</i> <ul style="list-style-type: none"> ✓ Is complete ✓ Includes information on all the evaluation criteria listed in UTQAP section 2.3 	Susan McCahan, Vice-Provost, Academic Programs February 13, 2024
Unit-level approval (if required)	N/A
Faculty/divisional governance	April 5, 2024
Submission to Provost's Office	
AP&P	May 8, 2024
Academic Board	May 23, 2024
Executive Committee of Governing Council	June 18, 2024
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 Kinesiology
Graduate Department of Kinesiology
Faculty of Kinesiology and Physical Education

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Instructions: Please include all sections with page numbers and a full list of appendices in the table of contents. The Table of Contents will update automatically when you right-click on it and select “Update Field” and then “Update Entire Table.”

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 Kinesiology (MKin) in the Graduate Department of Kinesiology of the Faculty of Kinesiology and Physical Education (KPE) will develop graduates who advance health through inclusive movement.

The MKin is a professional master's degree program 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 registered kinesiologists, health promoters, occupational health and wellness programmers, exercise physiologists, equity officers, adapted physical activity trainers, policy advisors, and more. They have the option to concentrate in one of the following areas: Health and Wellness, Exercise as Medicine, or Inclusive Physical Activity.

Development of this program is consistent with [KPE's 2022-2027 Academic Plan, Transformation in Motion](#), the vision statement of which is "Excellence in advancing healthy living through inclusive movement." The Master of Kinesiology will be a pillar in the execution of this vision, as we enable and encourage KPE students to become leaders in making movement inclusive and understood as essential to human health. In addition, this program aligns with the University of Toronto's [Statement of Institutional Purpose](#) (1992), as the discipline of kinesiology is fully devoted to helping individuals to flourish, beginning in the University community and then bringing that devotion to the larger world.

This program will offer a flexible structure and the ability to study full or part-time, to suit the needs of today's graduate students. Annual intake will be 25 full-time students and 2 part-time students. At steady state the enrolment will be about 25 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 kinesiology. 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 1, 2025

First date degree program will undergo a UTQAP review and with which unit²: 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. 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

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

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, at an advanced level, kinesiology-related aspects of health and wellness, exercise as medicine, and inclusive physical activity.
2. Critical interpretation of research to inform kinesiology practice.
3. Identifying important kinesiology-related problems or issues across populations and settings, applying knowledge acquisition skills to address these issues.
4. Exhibiting ethical practice and integrity; respect and appreciation of diverse perspectives and forms of knowledge; making informed decisions.
5. Communicating with a variety of populations including the public (including clients), healthcare professionals, community organizations, academic researchers and others about kinesiology programming and the application of movement for the promotion of health and wellness.
6. Understanding the boundaries of disciplinary expertise; understanding the scope of practice of a Registered Kinesiologist; appreciation of other methods, disciplines, and healthcare professions.

Appropriateness of Name and Nomenclature

The Master of Kinesiology name is the clear and obvious choice for this program; kinesiology is a growing field and profession, and it is recognized as such, with licensure by professional bodies such as the College of Kinesiologists of Ontario. As befits a course-based, terminal degree, we have named the MKin degree directly for the field, as many universities have done (see Appendix D, Comparator Programs). The MKin also directly aligns with the nomenclature of our undergraduate Bachelor of Kinesiology (BKin) degree program.

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 Master of Kinesiology will be a pillar in the execution of this vision, as we enable and encourage KPE students to become leaders in making movement inclusive and understood as essential to human health. The MKin’s focus on health and physical activity drives forward the vision at the heart of the academic plan with strong emphasis on the academic plan priority areas of “Elevate health and wellbeing” and “Ignite transformative inclusivity.” More specifically, aligned with this vision, this graduate program is designed to prepare its students to understand, at an advanced level, kinesiology-related aspects of health and wellness, exercise as medicine, and inclusive physical activity and to apply this understanding to work in a variety of careers to improve the health and wellness of the world’s population through movement and exercise. Our graduates will understand the connections between physical health and mental health (Ontario Kinesiologists Association, n.d.), physical activity and recovery from illness (Santa Mina et al., 2019), and exercise and disease/injury prevention (Warburton et al., 2006). Wherever they may go, they will bring with them the KPE mentality of providing a place where all can thrive through movement.

The proposed 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 affirms the University's commitment to: “Ensuring the provision of a broad range of graduate programs.”

The MKin 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 to leverage

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 clinics, industry and community organizations. The MKin professional graduate program with embedded graduate-level placement opportunities provides mutual benefit to graduate student education as well as opportunity to advance health through exercise in the community. Importantly, this graduate-level model of experiential education advances the value for the profession of kinesiology, demand for kinesiology practice, and in turn, further job creation and career advancement across diverse workplace settings.

As a graduate-level professional master's program, this program provides advanced-level content and experience focused on professional career preparation in the field of kinesiology where we are increasingly seeing the demand for graduate level credentials, training and experience. The MKin program builds on the BKin degree in the Faculty of Kinesiology and Physical Education (which provides introductory and advanced bachelor-level courses in kinesiology and physical activity). The experiential education opportunities are also more advanced and build upon the more generalized undergraduate education, with the MKin 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 MKin as a course-based professional program also complements the scholarly work conducted by graduate students in the Master of Arts (MA), Master of Science (MSc) and Doctor of Philosophy (PhD) degree programs supported by KPE. This professional master's degree is distinguished from research-based master and doctoral degrees given its focus on professional and career preparation for jobs within the field of kinesiology and the application of research to inform practice within the professional field of kinesiology.

Our existing professional graduate program, the Master of Professional Kinesiology (MPK), was developed to meet a 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. In Ontario, a bachelor degree in kinesiology is required to be eligible for accreditation as a Registered Kinesiologist (RKin). 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 MKin that are one-year, broader in focus and with more flexible course selection 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 MKin and another professional master's program (Master of Sport Sciences [MSS], proposed separately). Pending the successful approval of this proposal, the plan is to launch the MKin program in September 2025 and begin recruitment to the MKin program in Fall 2024. The MPK cohort beginning Fall 2024 will be the last cohort admitted to the MPK program (MPK admissions will be suspended effective August 2024). It is anticipated that all MPK students will complete their degree requirements by December 2025, so the MPK and MKin will run concurrently 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 MKin graduate program offering, including considerations for public relations and the impact on former, current and incoming MPK and MKin 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 MKin or MSS as the professional degree programs for these students.

Delivery and the Use of Universal Design Principles

The MKin will be delivered 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.

Within the MKin, the majority of courses will run as in-person courses, and appropriate courses will be 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 kinesiology is accomplished remotely, such as at-home remote exercise program delivery.

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 MKin 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 MKin graduate students, we can attract a more diverse group of learners to the KPE community with the goal of working in the field of kinesiology.

While EDI efforts are always considered as works in progress, supporting student inclusion and belonging in the MKin program, the Faculty is committed to the use of anti-oppressive and inclusive curricular approaches. 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 MKin 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 KPE students and the broader community population.

The MKin program will integrate with [current KPE research and practice in a number of areas](#). This includes alignment with our current Mental Health and Physical Activity Research Centre, as well as opportunities for experience with our Sport and Recreation, Move U Happy U, SMILE and MacIntosh Sport Medicine Clinic programs, as well as partner organizations beyond the University. These research and practice options, along with placements, 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 kinesiology. Furthermore, the MKin 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.

References

Ontario Kinesiology Association. (n.d.). *Kinesiologists, Exercise and Mental Health*. Ontario Kinesiology Association.

<https://www.oka.on.ca/document/238/OKA%20Position%20Statement%20-%20Exercise%20and%20Mental%20Health%20-%20Feb%2015%202019.pdf>

Santa Mina, D., Au, D., Auger, L.E., Alibhai, S.M.H., Matthew, A.G., Sabiston, C.M., Oh, P., Ritvo, P.G., Chang, E.B. and Jones, J.M. (2019), Development, implementation, and effects of a cancer center's exercise-oncology program. *Cancer*, 125: 3437-3447.

Warburton DE, Nicol CW, Bredin SS. Health benefits of physical activity: the evidence. *CMAJ*. 2006 Mar 14;174(6):801-9.

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 D listing the comparator programs.

We foresee domestic and international students from a variety of academic and working backgrounds pursuing their interest in kinesiology and wellness choosing this program for its access to our world-class faculty, program flexibility, and proximity to opportunity – health care clinics, community recreation; fitness organizations, world-class hospitals, and much more.

A master's degree in kinesiology is offered at several universities; however, the strength of our faculty members and the draw of our location are among the many things that distinguish our offering. The MKin will be distinctive in what we can offer and how, given our distinctive focus on inclusivity and all of the doors opened by being at the University of Toronto in the City of Toronto. Our facilities, our clinic, our faculty members, our location, our alumni – the things that make us stand out are endless. The University of Toronto needs a master's degree in kinesiology to remain fully competitive, and our plan is to offer one that meets student needs and employer preferences (see additional information below on labour market demands).

New Graduate Program Proposal: Master of Kinesiology (MKin)

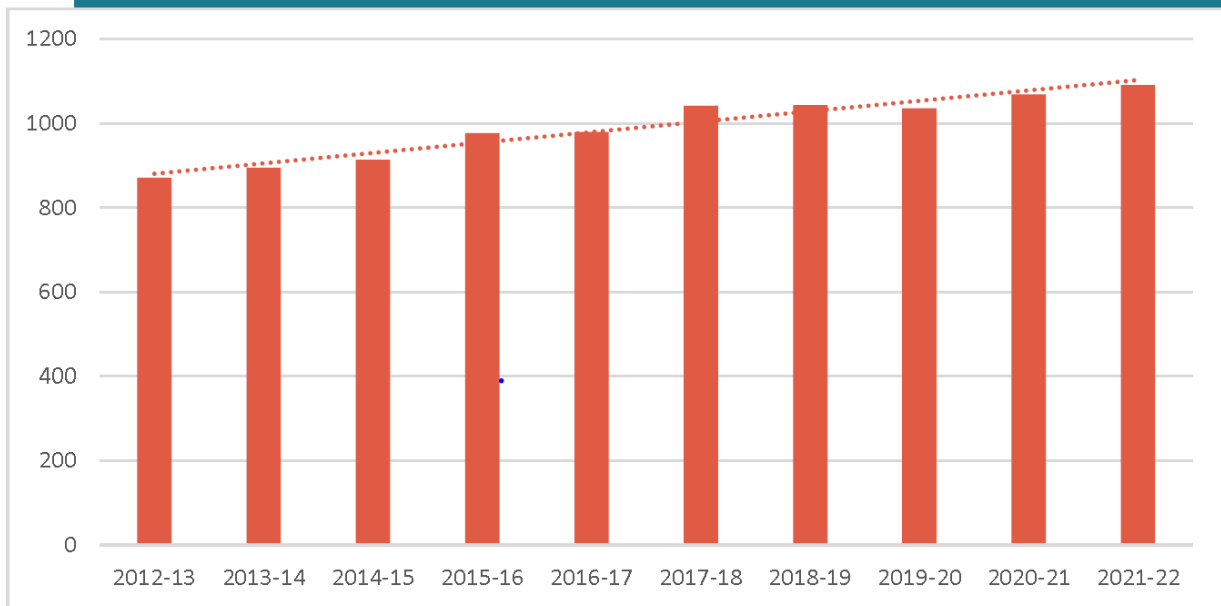
The MKin program will be distinct from others offered across Canada and Internationally (see Appendix D: Comparator Programs). Notably, our MKin program will offer multidisciplinary course offerings and greater course choices compared to other programs; this will allow students the opportunity to specialize in an area of concentration if they desire, which will enable them to demonstrate their depth of training in a particular area for future employers. The MKin 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.

The MKin provides a direct pathway to graduate education for those who want to enter fields related to physical activity and exercise. It serves everyone from students coming directly from undergraduate studies looking for advanced graduate education and experience to professionals already working in these fields (full- and part-time) interested in professional development and/or further advanced education, and those wishing to learn the theory and science to pair with their practice. We will welcome applicants with diverse but relevant backgrounds including consideration of both previous education and relevant experience.

The MKin program has the potential to create opportunities for collaboration with other undergraduate and graduate programs. The MKin program could be an additional graduate pathway for students from complementary fields of undergraduate study (e.g., Bachelor of Applied Science, Biomedical Engineering; Health Studies; Health Humanities; Human Biology; Integrative Biology, etc.). As well, the MKin courses could augment the graduate course offerings available for students in other faculties/divisions who may be interested in completing graduate courses in kinesiology (e.g., applied engineering, arts and science, management, public health).

To inform this MKin program proposal, KPE also sought an academic review of student demands and labour market trends in the area of kinesiology to inform our planning of the MKin program. The report of the review by Higher Education Strategy Associates (HESA, 2023) supports the creation of this degree, noting the draw of the Inclusive Physical Activity concentration, and showing the overall number of kinesiology graduate students in Ontario is growing, suggesting demand for a new graduate program in kinesiology in Ontario (see also additional information below on labour market demand). In the scan by HESA, enrolment in analogous programs appears very strong, and application numbers are even stronger (HESA, 2023).

Ontario Graduate Enrolment in Graduate Degrees in Kinesiology, 2012-13 to 2021



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

Societally, kinesiologists with an understanding of equity, diversity, inclusion, and belonging, will be in increasing demand as time passes. The world is looking for help – the [United Nations Sustainable Development Goal #3](#) is: “Ensure healthy lives and promote well-being for all at all ages.” A master’s level program in kinesiology, specifically at the University of Toronto, will produce graduates who share this goal.

- 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 with a master's credential in kinesiology; the proposed MKin responds to this demand. Graduates may pursue careers including registered kinesiologist, exercise physiologist, health promoter, occupational health and wellness programmer, equity officer, adapted physical activity trainer, policy advisor, and more. Demand for kinesiologists, exercise physiologists and a range of related roles is on the rise, and the MKin 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 MKin program may be employed in. The information in

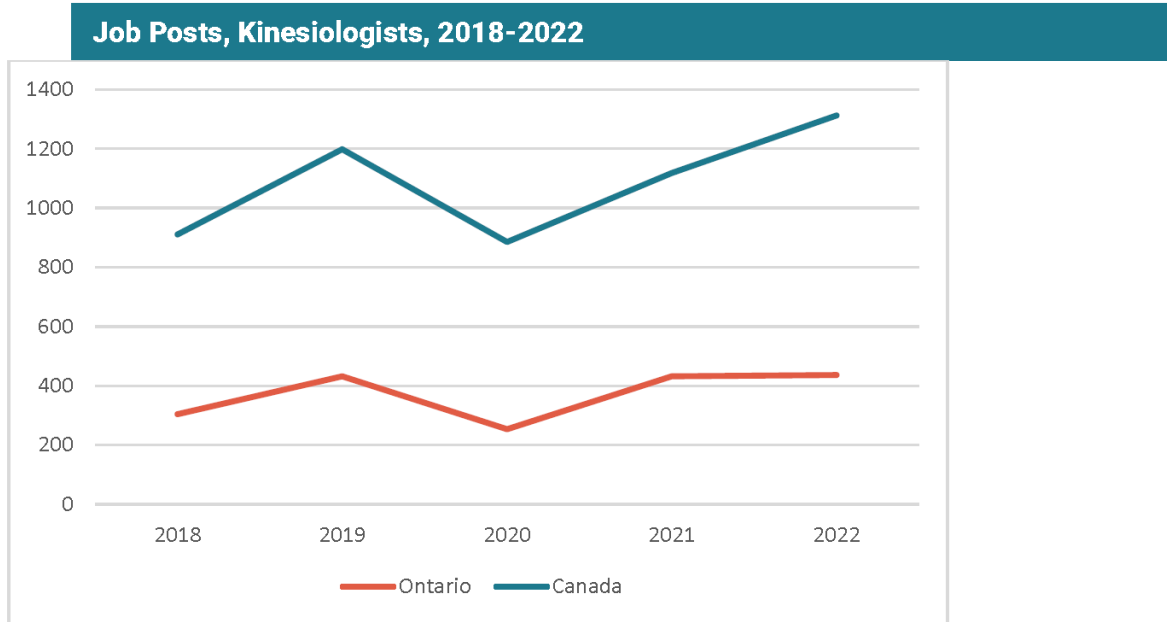
the table is compiled from the Government of Canada Labour Market Information Job Profiles (<https://www.jobbank.gc.ca/trend-analysis/search-occupations>), the US Bureau of Labor Statistics Occupational Outlook Handbook (<https://www.bls.gov/ooh/>) and through searches of recent job postings for careers in the relevant areas. Occupations in areas such as kinesiologist, exercise physiologist, adapted physical activity, and equity officer 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
Registered Kinesiologist/ Exercise Physiologist	Kinesiologists require a four-year bachelor's degree in kinesiology, physical education or human kinetics. Master's degree in Exercise Sciences or Kinesiology is preferred.	Moderate to Good (Government of Canada Job Profile) Job outlook 2022-2032: 10% (much faster than average) (US Bureau of Labor Statistics Occupational Outlook)	Learning and teaching strategies Planning Decision making Evaluation Oral Communication Instructing Systems analysis Critical thinking Monitoring Teamwork
Director of Health and Wellness	Postsecondary degree in physical education or sport sciences. Master's degree in health, social sciences or related field is preferred.	Moderate (Government of Canada Job Profile) Job outlook 2022-2032: 28% (much faster than average) (US Bureau of Labor Statistics Occupational Outlook)	Writing Learning and teaching strategies Critical thinking Problem solving Evaluation Digital literacy Communication Interpersonal skills
Equity officer	Postsecondary degree in Sport Science or Kinesiology; Master's degree or PhD is preferred in Sport Administration, Sport Management, or related field.	Moderate to Very Good (Government of Canada Job Profile) Job outlook 2022-2032: 6% (faster than average) (US Bureau of Labor Statistics Occupational Outlook)	Persuading Evaluation Negotiating Time management Monitoring Management of personnel resources Systems analyst Decision making Learning and teaching strategies Critical thinking

New Graduate Program Proposal: Master of Kinesiology (MKin)

In the report sought by KPE from Higher Education Strategy Associates (HESA), the results also indicated that projected growth for jobs such as exercise physiologists are projected to grow faster than average, 8-10% by 2031.



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
Exercise Physiologist	\$51,350	Faster than average (8 to 10%)	32%	Health Care and Social Assistance

Typical job advertisements for graduates in the area of exercise physiology, recreational therapy, or kinesiology require a minimum of a bachelor’s degree in sport sciences or kinesiology with additional training and specialization in therapeutic recreation, exercise program implementation, sport injury management. The flexibility offered within the courses in the MKin program will provide the training needed to position graduates for these careers.

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: Enrolment Projections*

Year of Study	2025-26	2026-27	2027-28	*2028-29	2029-30	2030-31	2031-32
Year 1	FT: 25 PT: 0	FT: 25 PT: 2	FT: 25 PT: 2	FT: 25 PT: 2	FT: 25 PT: 2	FT: 25 PT: 2	FT: 25 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: 25	FT: 25 PT: 2	FT: 25 PT: 4	FT: 25 PT: 6	FT: 25 PT: 6	FT: 25 PT: 6	FT: 25 PT: 6

*Steady state.

The MKin (together with the MSS, proposed separately) will support KPE in increasing its graduate student complement. Annual intake will be 25 full-time students (20 domestic and 5 international) and 2 part-time students. At steady state the enrolment will be about 25 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 in full-time (FT) and part-time (PT) enrolment numbers. Of the 25 students taken in annually, we expect a small number of students will attend part-time (thus the addition of years 2 and 3 with small part-time enrolment numbers). We anticipate adding international students within the complement of full-time students. We anticipate 20 full-time domestic and 5 full-time international students in the program’s first year and at steady state.

Given the professional and terminal nature of the MKin 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 kinesiology, and we do not currently offer a professional doctorate program in kinesiology at the University of Toronto. The MKin is considered a terminal degree intended for professionals; however, should an MKin student be interested in pursuing a research-based PhD degree, they will 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 complete Calendar entry for the new program. Include a description of the program (audiences: prospective and current students, staff and employers) 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 as an appendix:

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

Master of Kinesiology Calendar Copy

Faculty Affiliation

Kinesiology and Physical Education

Degree Programs

Kinesiology

MA, MSc, and PhD

Professional Kinesiology

MPK, MSS

MKin

- Concentrations:
 - ▶ Health and Wellness
 - ▶ Exercise as Medicine
 - ▶ Inclusive Physical Activity

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

New Graduate Program Proposal: Master of Kinesiology (MKin)

- 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

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Graduate Department of Kinesiology
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University of Toronto
55 Harbord Street
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Canada

Master of Kinesiology

Program Description

The **Master of Kinesiology (MKin) program** develops graduates who are leaders in the profession of kinesiology and who are prepared to succeed in advancing health through inclusive movement and exercise. The MKin program prepares students to understand, at an advanced level, kinesiology-related aspects of health and wellness, exercise as medicine, and inclusive physical activity. Students will be prepared to apply this understanding to work in a variety of careers to improve the health and wellness of the world's population through movement and exercise. In this program, students learn to identify important kinesiology-related problems or issues across individuals, populations, and settings, applying knowledge acquisition skills and critically interpreting research to address these issues and to innovate

future kinesiology practice. 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:

- Movement assessment and intervention in diverse practice areas;
- Knowledge synthesis, translation, and application;
- Providing inclusive physical activity experiences;
- Conceptualizing future kinesiology practice.

The MKin 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, education, health science, life science, and/or movement/rehabilitation science. In order to be eligible for admission with a complementary degree, practical experience in the area of kinesiology 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 kinesiology, or evidence of professional training or certification in this area (for example, strength and conditioning certification, physical literacy 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 listed below.
 - ▶ KIN8101H *Evidence Supported Practice in Kinesiology* (0.5 FCE).
 - ▶ KIN8330H *Program Evaluation and Applied Research for Professionals* (0.5 FCE).
 - ▶ At least 2.0 FCEs in MKin 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 MKin 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 MKin 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 MKin options for admission requirements align 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 MKin 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 MKin 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 MKin program and achieve the learning outcomes of this professional graduate program, including understanding, at an advanced level, kinesiology-related aspects of health and wellness, exercise as medicine, and inclusive physical activity and critically interpreting research to inform kinesiology practice, identifying important kinesiology-related issues across populations and settings, and applying knowledge acquisition skills to address these issues, 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 MKin 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 MKin 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 (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 MKin program.

Unlike many other regulated health care professions, the practice of kinesiology is in its infancy and many practitioners are hired into their roles based on previous experience as opposed to formal education or registration credentials. These areas include, but are not limited to, health and fitness, chronic disease management, recreation programming, occupational wellness, physical literacy programming and adapted physical activity.

Complementary degrees that would be considered as eligible for standard admission to the MKin, include a degree in arts, education, health science, life science, and/or movement/rehabilitation science. In order to be eligible for admission with a complementary degree, practical experience in the field of kinesiology, 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 field of kinesiology, and must be complemented with evidence of professional training/certification in the field of kinesiology. This admission pathway recognizes the varied educational options for non-University education and credentials that exist and are common in the field of kinesiology, which prepare applicants with the pre-requisite knowledge and experience to succeed in the MKin 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

Achievement of Program Learning Outcomes

Demonstrating the alignment between the program structure and the program learning outcomes, please see Table 3 below, which includes a detailed breakdown of Master's DLEs, Program Learning Outcomes and Requirements.

The MKin program learning outcomes have been developed with the intention of developing graduates who are leaders in the profession of kinesiology and who are prepared to succeed in advancing health through movement and exercise. Aligned with this purpose, this graduate program is designed to prepare its students to understand, at an advanced level, kinesiology-related aspects of health and wellness, exercise as medicine, and inclusive physical activity, and to apply this understanding to work in a variety of careers to improve the health and wellness of the world's population through movement and exercise. Our graduates will understand the connections between physical health and mental health (Ontario Kinesiologists Association, n.d.), physical activity and recovery from illness (Santa Mina et al., 2019), and exercise and disease/injury prevention (Warburton et al., 2006). Wherever they may go, they will bring with them the KPE mentality of providing a place where all can thrive through movement.

Depth and Breadth of Knowledge Outcomes

Students will be able to:

- PLO1: Recognize and critically assess the role of psychological, sociological, environmental, and other factors on physical activity and movement.
- PLO2: Articulate and advocate for the value of movement for health (wellness, rehabilitation, prevention, etc.).
- PLO3: Describe and measure how physical activity is implemented across diverse practice settings.

Research and Scholarship Outcomes

Students will be able to:

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

Application of Knowledge Outcomes

Students will be able to:

- PLO5: Conduct individual and population needs assessments, understand population needs and constraints, and recognize opportunities to improve health through movement.
- PLO6: Design, implement and evaluate kinesiology programs to support the health and wellbeing of diverse populations.
- PLO7: Apply models of program evaluation to improve the quality and efficacy of kinesiology and related program delivery.

Professional Capacity/Autonomy Outcomes

Students will be able to:

- PLO8: Exhibit ethical practice and integrity; respect and appreciation of diverse perspectives and forms of knowledge in making informed decisions.
- PLO9: Exhibit a commitment to access to and application of physical activity in diverse populations.

Communications Skills Outcomes

Students will be able to:

- PLO10: Synthesize, translate, and evaluate knowledge.

Awareness of Limits of Knowledge Outcomes

Students will:

- PLO11: Understand the boundaries of disciplinary expertise of the professional practice of kinesiology.

The MKin program is designed so that program learning outcomes are achieved through the MKin course lectures, activities, readings and assignments of the required courses of the MKin program including KIN8101H: Evidence Supported Practice in Kinesiology 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 MKin 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 Kinesiology (KIN8101H) focuses on developing students' skills in the integration of available evidence into decision-making processes to guide the assessment, design, delivery and evaluation of kinesiology services. Critical appraisal of research methodology and interpretation is an essential skill developed in this course. 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, clients 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 is on understanding the various paradigms, methods, and types of 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 hospitals, clinics, industry organizations, and community 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 MKin course offerings are included in Appendix A.

Table 3: Master's DLEs³, 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 Kinesiology is awarded to students who have demonstrated:		
<p>1. Depth and Breadth of Knowledge A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study or area of professional practice.</p>	<p>Depth and Breadth of Knowledge is defined in the MKin as understanding, at an advanced level, kinesiology-related aspects of health and wellness, exercise as medicine, and inclusive physical activity.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> • Recognize and critically assess the role of psychological, sociological, environmental, and other factors on physical activity and movement [PLO1] • Articulate and advocate for the value of movement for health (wellness, rehabilitation, prevention, etc.) [PLO2] 	<p>The program design and requirements that ensure these student outcomes for depth and breadth of knowledge are:</p> <ul style="list-style-type: none"> • Recognition of factors affecting physical activity and movement will be covered across course lectures, readings, class discussion and course assignments in the majority of MKin courses. It will also be taught in the Evidence Support Practice in Kinesiology course in class lectures and discussion and will be the assignment of focus for students in the Evidence Support Practice

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
	<ul style="list-style-type: none"> Describe and measure how physical activity is implemented across diverse practice settings [PLO3] 	<p>in Kinesiology required course. It will also be a major requirement of the final paper for the required Placement and/or Capstone course. [PLO1]</p> <ul style="list-style-type: none"> 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 MKin courses, and during communication with clients in field placements and/or final conference-style presentation of capstone projects. [PLO2]

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
		<ul style="list-style-type: none"> • Describing how physical activity is measured and implemented across diverse practice settings will be a strong focus across all MKin required courses. Specifically, in the required Placement and/or Capstone course students will be asked to describe in detail current practice in a specific kinesiology setting. Required and elective MKin courses include lectures and readings on physical activity measurement, practical labs (elective courses) and written course assignments. [PLO3]
2. Research and Scholarship A conceptual understanding and methodological competence that	Research and Scholarship is defined in the MKin as critical interpretation of research to inform kinesiology practice.	The program design and requirements that ensure these student outcomes for research and scholarship are:

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
<ul style="list-style-type: none"> • 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: 	<p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> • Critically evaluate research and literature in order to inform kinesiology practice. [PLO4] 	<ul style="list-style-type: none"> • Every course will have research-based readings that will also inform the course lectures and assignments. In addition, Evidence Supported Practice in Kinesiology will include lectures, readings and assignments specifically focused on reading, assessing and critically evaluating research and its application to inform kinesiology practice. The Placement and/or Capstone will also require students to provide a synthesis of research evidence and interpret current kinesiology 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
<ul style="list-style-type: none"> ▶ The development and support of a sustained argument in written form; or ▶ Originality in the application of knowledge. 		
<p>3. Application of Knowledge Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.</p>	<p>Application of Knowledge is defined in the MKin as identifying important kinesiology-related problems or issues across populations and settings, applying knowledge acquisition skills to address these issues.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> • Conduct individual and population needs assessments, understand population needs and constraints, and recognize opportunities to improve health through movement [PLO5] • Design, implement, and evaluate physical activity programs. Design 	<p>The program design and requirements that ensure these student outcomes for application of knowledge are:</p> <ul style="list-style-type: none"> • 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. In the required course on Evidence Support practice in Kinesiology, students learn the demands-

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
	<p>kinesiology programs to support the health and wellbeing of diverse populations [PLO6]</p> <ul style="list-style-type: none"> • Apply models of program evaluation to improve the quality and efficacy of kinesiology and related program delivery [PLO7] 	<p>capacity framework of movement assessment, design, delivery and evaluation as the foundation for kinesiology practice and critique research application to each of these stages, including individual and population assessment. These required courses are augmented by elective MKin courses with specific considerations and measures for needs assessment across diverse settings and populations. [PLO5/PLO6]</p> <ul style="list-style-type: none"> • In the required Placement and/or Capstone course students will further advance their skills in the design, implementation and evaluation of kinesiology programs through engagement with community in real-world

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
		<p>practical settings. Both the required Placement and/or Capstone will comprise a combination of design, delivery and evaluation of kinesiology practice. There will also be elective MKin course offering with community engagement activities where students will engage directly in program design, implementation and evaluation with community populations.</p> <p>[PLO6]</p> <ul style="list-style-type: none"> • Applying models of program evaluation to improve the quality and efficacy of kinesiology and related program delivery is the primary purpose of the required Program Evaluation and Applied Research for Professionals course.

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
		<p>This learning outcome will be achieved in this course through a combination of lectures, critical discussion, group work and applied assignments. [PLO7]</p>
<p>4. Professional Capacity/Autonomy</p> <ul style="list-style-type: none"> • The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> ▶ The exercise of initiative and of personal responsibility and accountability; and ▶ Decision-making in complex situations ▶ The intellectual independence required for continuing professional development; 	<p>Professional Capacity/Autonomy is defined in the MKin as behaving sensitively and professionally including listening to and understanding a variety of perspectives, evaluating courses of action according to ethical principles, exhibiting ethical practice and integrity; demonstrating respect and appreciation of diverse perspectives and forms of knowledge; making informed decisions.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> • Exhibit ethical practice and integrity; respect and appreciation of diverse perspectives and forms of knowledge in making informed decisions. [PLO8] 	<p>The program design and requirements that ensure these student outcomes for professional capacity/autonomy are:</p> <ol style="list-style-type: none"> 1. Students’ sensitive and professional behaviour will be developed in the required Evidence Support Practice in Kinesiology course through 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. [PLO8] 2. Students will work in groups in Evidence Support Practice in Kinesiology

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
<ul style="list-style-type: none"> ▶ 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. 	<ul style="list-style-type: none"> • Exhibit a commitment to access to and application of physical activity in diverse populations [PLO9] 	<p>to apply research to make principled decisions about kinesiology practice. Individually this learning outcome will be a strong emphasis in daily placement activities and the rationale presented in the Capstone project.</p> <ul style="list-style-type: none"> • Student commitment to access will be developed through consistent messaging in course lectures and class discussions, class activities and reflections. It will be specifically developed in the final reflective report of the Placement and Capstone courses.
<p>5. Communications Skills The ability to communicate ideas, issues and conclusions clearly.</p>	<p>Communications skills is defined in the MKin as the ability to communicate with a variety of populations including the public (including clients), healthcare professionals, community organizations, academic researchers and others about kinesiology programming and the</p>	<p>The program design and requirements that ensure these student outcomes for communication skills are:</p> <ul style="list-style-type: none"> • Communication will be practiced and refined in a combination of

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
	<p>application of movement for the promotion of health and wellness.</p> <p>This is reflected in students who can:</p> <ul style="list-style-type: none"> • Synthesize, translate, and evaluate knowledge. [PLO10] 	<p>written and oral assignments across the required and elective courses in the MKin program. In addition, opportunities for the development of communication with various populations will occur during the Placement and extended writing during the Capstone. Through course lecture and class activities, the Evidence Support Practice in Kinesiology course will develop students’ skills in communicating knowledge with researchers, practitioners, clients and the public through various media. The Program Evaluation and Applied Research for Professionals course will also touch on communication in context. [PLO10]</p>

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
<p>6. Awareness of Limits of Knowledge Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods and disciplines.</p>	<p>Awareness of Limits of Knowledge is defined in the MKin 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 identifying when referrals are warranted.</p> <p>This is reflected in students who are able to:</p> <ul style="list-style-type: none"> • Understand the boundaries of disciplinary expertise of the professional practice of kinesiology. [PLO11] 	<p>The program design and requirements that ensure these student outcomes for awareness of limits of knowledge are:</p> <ul style="list-style-type: none"> • The scope of practice of kinesiology will be covered in the Evidence Support Practice in Kinesiology course. The skill of identifying gaps in skills, inviting collaboration and referral options will 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

New Graduate Program Proposal: Master of Kinesiology (MKin)

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
		opportunities for collaboration. [PLO11]

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:

- **HEALTH & WELLNESS:** Learn to design, implement, and evaluate programs and initiatives that promote health and wellness through movement of the population at large, including across recreational, community, educational, and occupational settings.

- ▶ Courses that can contribute to this concentration include:
 - KIN 8115 Movement for Health & Wellness
 - KIN 8117 Exercise Program Design
 - KIN 8125 Assessment of Movement Capacity
 - KIN 8219 Injury Risk Reduction in Sport & Exercise
 - KIN 8248 Technologies for Wellness and Performance
 - KIN 8420 Exercise Psychology & Mental Health
 - KIN 8430 Exercise Physiology

- **EXERCISE AS MEDICINE:** Learn to design, implement, and evaluate exercise programs that prevent and manage chronic health conditions in diverse populations.
 - ▶ Courses that can contribute to this concentration include:
 - KIN 8124 Exercise and Cardiovascular Health
 - KIN 8125 Assessment of Movement Capacity
 - KIN 8126 Exercise Interventions with Clinical Populations
 - KIN 8128 Exercise and Cancer Survivorship
 - KIN 8420 Exercise Psychology & Mental Health
 - KIN 8430 Exercise Physiology
 - KIN 8440 Motor Behaviour and Neuro Rehabilitation

- **INCLUSIVE PHYSICAL ACTIVITY:** Learn to design, implement, and evaluate programs and initiatives that reduce inequities, and that advance belonging and access to physical activity for persons with diverse backgrounds and abilities.
 - ▶ Courses that can contribute to this concentration include:
 - KIN 8117 Exercise Program Design
 - KIN 8133 Indigenous Communities, Health and Physical Activity
 - KIN 8136 Physical Activity for Persons with Disabilities
 - KIN 8232 Anti-Racism and Decolonizing Sport and Physical Activity
 - KIN 8410 Social Justice in Health and Physical Activity

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 development of the overall program learning outcomes 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 kinesiology, 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 MKin degree and a concentration in Inclusive Physical Activity may demonstrate to employers that they have focused expertise in designing and promoting physical activity programs for individuals with disabilities and for individuals with diverse backgrounds. Students graduating with a concentration in Exercise as Medicine can demonstrate to employers in clinical settings that they have expertise in designing and implementing physical activity programs with clients experiencing chronic health conditions. 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 from countries where the kinesiology label is not commonly used and who want clear information about what their degree will enable them to do in the workplace and what areas they can focus on in their coursework in the program.

Our current MPK program already offers students the opportunity to pursue a concentration in these areas of focus; thus, maintaining a concentration option within the proposed MKin program will also support continuity as we transition from the current MPK program to the new MKin 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 (e.g., a minimum of 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 MKin program includes a combination of course-based and practical hands-on experiential education. The applied and movement-based nature of the field of kinesiology lends itself to the delivery of highly experiential education, which is why a focus on, 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 kinesiology 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 physical activity 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 MKin 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., exercise program delivery for specific populations), as well as more traditional work-integrated learning in the form of field placements.

Within our own Faculty, the field of practice of the MKin students aligns with our current Mental Health and Physical Activity Research Centre, as well as opportunities for experience with our Sport and Recreation, Move U Happy U, SMILE and MacIntosh Clinic programs, as well as partner organizations beyond the University. These research and practice options, along with placements, 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, 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 MKin 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 MKin graduate program and we anticipate ease in confirming the ongoing addition of new placement options for MKin graduate students based on the needs of the community and expressed interest of our longstanding community partners.

Student placements are secured in highly sought-after organizations often with specialized programs and opportunities where students would not otherwise have access, such as hospitals, clinics, industry organizations and community centres. A placement experience will be guaranteed for all MKin students who express interest in completing the placement course, and we anticipate the large majority of MKin 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 MKin 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 MKin 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 kinesiology 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 Kinesiology (MKin) degree 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 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

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

- a) 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 MKin 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 kinesiology 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: Recognize and critically assess the role of psychological, sociological, environmental, and other factors on physical activity and movement.	X	X		X	
	PLO2: Articulate and advocate for the value of movement for health (wellness, rehabilitation, prevention, etc.).		X	X		X
	PLO3: Describe and measure how physical activity is implemented across diverse practice settings.		X		X	
Research & Scholarship	PLO4: Critically evaluate research and literature in order to inform kinesiology practice.		X	X		
Level of Application of Knowledge	PLO5: Conduct individual and population needs assessments, understand population needs and constraints, and recognize opportunities to improve health through movement.		X			X
	PLO6: Design, implement and evaluate kinesiology programs to support the health and wellbeing of diverse populations.		X			X

	PLO7: Apply models of program evaluation to improve the quality and efficacy of kinesiology and related program delivery.		X			
Professional Capacity / Autonomy	PLO8: Exhibit ethical practice and integrity; respect and appreciation of diverse perspectives and forms of knowledge in making informed decisions.		X	X	X	X
	PLO9: Exhibit a commitment to access to and application of physical activity in diverse populations.			X	X	
Communication Skills	PLO10: Synthesize, translate, and evaluate knowledge.	X		X		X
Awareness of Limits of Knowledge	PLO11: Understand the boundaries of disciplinary expertise of the professional practice of kinesiology.				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 MKin 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 MKin 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 content of the new program. Prospective students offered suggestions for how to make the program attractive to varying populations.

Impact on Programs in the Department of Kinesiology

The proposed program will replace the Master of Professional Kinesiology (MPK); it will have similar concentrations, but more flexibility, more targeted professional opportunities, and more course options. In addition, for our current MA, MSc, and PhD programs, 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

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.

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 MKin 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 15 will contribute to the MKin 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.

New Graduate Program Proposal: Master of Kinesiology (MKin)

Name	Unit of Primary Budgetary Appointment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g., Associate/Full privileges)	Commitment to Other Programs (please list other programs in which the person routinely teaches/supervises)	Nature of the 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					
Catherine Sabiston	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8420 Exercise Psychology & Mental Health
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 Program Evaluation and Applied Research for Professionals; CI: KIN8136 Physical Activity for Persons with Disabilities
Caroline Fusco	Kinesiology and Physical Education 100%	n/a	Full		CI: KIN8410 Social Justice in Health and Physical Activity

New Graduate Program Proposal: Master of Kinesiology (MKin)

Name	Unit of Primary Budgetary Appointment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g., Associate/Full privileges)	Commitment to Other Programs (please list other programs in which the person routinely teaches/supervises)	Nature of the Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
Tricia McGuire-Adams	Kinesiology and Physical Education 100%	n/a		Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8133 Indigenous Communities, Health and Physical Activity
Daniel Santa Mina	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8101 Evidence Supported Practice in Kinesiology
Tenure Steam: Assistant					
Robert Bentley	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8124 Exercise and Cardiovascular Health
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
Joyce Chen	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE	CI: KIN8440 Motor Behaviour and Neuro Rehabilitation

New Graduate Program Proposal: Master of Kinesiology (MKin)

Name	Unit of Primary Budgetary Appointment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g., Associate/Full privileges)	Commitment to Other Programs (please list other programs in which the person routinely teaches/supervises)	Nature of the Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
				graduate and undergraduate programs.	
Jenna Gillen	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8430 Exercise Physiology
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
Amy Kirkham	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8126 Exercise Interventions with Clinical Population
Linda Trinh	Kinesiology and Physical Education 100%	n/a	Full	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs.	CI: KIN8128 Exercise and Cancer Survivorship
Teaching Stream: Full					
n/a					

New Graduate Program Proposal: Master of Kinesiology (MKin)

Name	Unit of Primary Budgetary Appointment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g., Associate/Full privileges)	Commitment to Other Programs (please list other programs in which the person routinely teaches/supervises)	Nature of the Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
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: KIN8117 Exercise Program Design
Douglas Richards	Kinesiology and Physical Education 100%	n/a	Associate	Teaching/workload is allocated on annual basis within KPE graduate and undergraduate programs; part of this includes 0.5 undergraduate course in Arts & Science/Human Biology	CI: KIN8125 Assessment of Movement Capacity CI: KIN8115 Movement for Health & Wellness
Teaching Stream: Assistant					
n/a					
Non-Tenure Stream (i.e., CLTA)					
n/a					
Sessional Lecturer					

New Graduate Program Proposal: Master of Kinesiology (MKin)

Name	Unit of Primary Budgetary Appointment and Percentage	Unit of Other Budgetary Appointment and Percentage (if applicable)	Graduate Faculty Membership Status (e.g., Associate/Full privileges)	Commitment to Other Programs (please list other programs in which the person routinely teaches/supervises)	Nature of the Contribution to This Program (Course instructor [CI], thesis supervision [TS], clinical or practice supervisor [C/PS]. Please list the courses each member will teach.)
n/a					
Others (please specify, i.e., adjunct, status only, clinical faculty, visiting or other as per U of T definitions)					
n/a					

All New Programs

Given the program's planned/anticipated class sizes (section 5) 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 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 with 75% teaching-stream appointments, and 6 athletic instructors within the Faculty. Of these faculty members, 15 will contribute to the MKin 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 MKin program by providing students with a range of courses in Kinesiology, providing them with a breadth of knowledge to inform their learning to advance health through inclusive movement. For example, students will learn from our faculty in courses on Movement and Healthy Living; Exercise Program Design; Exercise and Cardiovascular Health; Exercise Interventions with Clinical Populations; Biomechanics of Injury Prevention in Sport and Exercise; Technologies for Wellness and Performance; as well as courses in Indigenous Communities, Health, and Physical Activity; Physical Activity for Persons with Disabilities; and Exercise Psychology and Mental Health.

Within the past five years, KPE has hired eight tenure-stream/tenured faculty (Dr. Amy Kirkham, Dr. Robert Bentley, Dr. Timothy Burkhart, Dr. Joe Baker, Dr. Jenna Gillen, Dr. Janelle Joseph, Dr. Tricia McGuire-Adams, and Dr. Madeleine Orr) who 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 kinesiology. 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. Richards) have extensive knowledge of movement, healthy living, and exercise prescription, contributing to core courses within the MKin program. Dr. Richards currently teaches in the MPK program and has extensive experience as a sport physician and chief medical officer for multiple health organizations and high-performance sport teams, and is the former clinical director of the David L. MacIntosh Sport Medicine Clinic within the Faculty of Kinesiology and Physical Education. Dr. Frost also currently teaches within the MPK program and has experience designing, implementing, and evaluating fitness and movement programs within occupational, community, sport 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 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 10-20 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 MKin program will have a registration aligned with the full size of the MKin cohort (approximately 27 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 do not anticipate requiring any adjunct or regular sessional hires for this program.

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

KPE has a robust experiential learning program already in place. Please see Appendix E 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 MKin and the MSS (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.

While the proposed MKin will be a professional 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 ADAPT Lab (adapted physical activity), Clinical Cardiovascular

Health, Human Physiology Lab, Indigeneity, Diaspora, Equity and Anti-racism in Sport (IDEAS) Lab, Mental Health & Physical Activity Research Centre (MPARC), 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 B: Library statement confirming the adequacy of library holdings and support for student learning

Appendix C: 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 MKin program by providing students with a range of courses in Kinesiology, providing them with a breadth of knowledge to inform their learning to advance health through inclusive movement.

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, 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 program, there is no direct thesis supervision by a faculty member. MKin 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 MKin 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

- d) 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.
- e) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.
 - a) Any additional indicators of quality identified by the division or academic unit.
 - b) 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.

We anticipate the international reputation and scholarship of the faculty members, and the opportunity to learn from these faculty members as course instructors, will be a draw for MKin students.

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 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 MKin and MSS 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 will teach the course with a new title and course code and adapted to support the learning outcomes of the MKin 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.

MKin Required Courses

KIN 8101 (existing – new course code): Evidence Supported Practice in Kinesiology
Evidence-supported practice refers to the integration of available scientific evidence into decision-making processes to guide the assessment, design, delivery and evaluation of kinesiology services. 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, clients 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 types of 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.

MKin Program Designated Courses (Electives)

Concentration courses designated by codes HW for Health & Wellness, EM for Exercise as Medicine, IP for Inclusive Physical Activity

KIN 8115 (new): Movement for Health & Wellness (HW)

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 (HW; IP)

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 (existing – new course code and title): Exercise and Cardiovascular Health (EM)

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 (HW; EM)
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 (EM)

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): Exercise Oncology (EM)

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 (IP)

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 (IP)

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 8219 (new): Injury Risk Reduction in Sport & Exercise (HW)

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 8232 (existing – new course code): Anti-Racism and Decolonizing Sport and Physical Activity (IP)

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, ableism, 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 8248 (new): Technologies for Wellness and Performance (HW)

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 8410 (existing – new course code): Social Justice in Health and Physical Activity (IP)

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 (HW; EM)
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 (existing – new course code and title): Exercise Physiology (HW; EM)

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 (EM)

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.

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

KIN 8210 (existing – new course code): Athlete Development and Human Performance

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

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

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

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

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 8231 (new): Sport Ecology

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 8233 (existing – new course code and title): Sport Policy & Development

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

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

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): Emerging Issues in Sport Analytics and Data Modelling

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

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

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 8421 (existing – new course code): Sport Psychology

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.

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)								
				MKin: HW	MKin: EM	MKin: IPA	MSS: SCP	MSS: SI	MSS: SA	MA	MSc	PhD
Course Code	Alternating Course	Course Title	Faculty member									
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
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

KIN Course Information			Instructor	Courses Offerings per Graduate Program (R = Required; PD = Program Designated; E = Elective courses of relevance)									
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	E
KIN8219		Injury Risk Reduction in Sport & Exercise	Burkhart	PD	E		PD		E		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	E
KIN8235		Safeguarding in Sport	Kerr			E	E	PD	E	E	E	E	E
KIN8236		Sport Related Concussion	Hutchison				E	PD	E		E	E	E
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	PD

KIN Course Information			Instructor	Courses Offerings per Graduate Program (R = Required; PD = Program Designated; E = Elective courses of relevance)								
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
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 Kinesiology (MKin), 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 Kinesiology (MKin) 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 an annual forum for student journal editors, extend information literacy beyond the classroom. These services align with the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*.⁶

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 Kinesiology (MKin). The Gerstein Library facilitates formal instruction integrated into the class schedule and hands-on

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

tutorials related to course assignments. Classes would be offered in support of the MKin program; 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 which would support the Master of Kinesiology (MKin); 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 Kinesiology (MKin) at the University of Toronto.

Journals: The Library subscribes to 24 of the top 25 journals listed in Journal Citation Reports (JCR)⁷ in the subject area Sport Sciences. Of these titles, 24 are available electronically to staff and students of the University. We prioritize acquisition of online journals where possible.

Monographs: 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 Kinesiology (MKin), 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.

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

⁷2023 Journal Citation Reports® (Thomson Reuters, 2023) <https://jcr.clarivate-com.myaccess.library.utoronto.ca/jcr/browse-journals?query=ewAiAGMAYQB0AGUAZwBvAHIAaQBIAHMAIlgA6AHsA1gBmAGkAbAB0AGUAcgBGAGkAZQBsAGQA1gA6ACIAyWbBhAHQAZQBnAG8ACgBpAGUAcwAiACwA1gBmAGkAbAB0AGUAcgBOAGEAbQBIAcIAOgAiAEMAYQB0AGUAZwBvAHIAaQBIAHMAIlgAsACIAcwBIAGwAZQBIAHQAZQBkAEYAAaQBsAHQAZQBvAHMATABpAHMAdAAiADoAWwB7ACIAbgBhAG0AZQAiADoA1gBTAFaATwBSAFQAIABTAEMASQBFAE4AQwBFAMIAgAsACIAyWbBhAHQAZQBnAG8ACgB5AEkAZAAiADoA1gBYAFcA1gB9AF0AfQB9AA%3D%3D>

access publications, and support for preservation of research materials in all formats. In addition to acquiring materials which would support of Master of Kinesiology (MKin), 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](#).

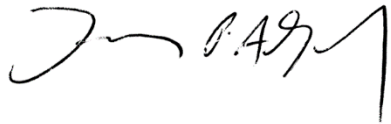
Key Databases

[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

A handwritten signature in black ink, appearing to read 'Larry Alford', with a stylized flourish at the end.

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. Please remove the examples from the table below.

Table 7: MKin Comparator Programs

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
U of T Comparators					
n/a					
Ontario Comparators					
Brock University	Master of Professional Kinesiology	\$3096.97/term full time	The Master of Professional Kinesiology (MPK) program is a full-time, 12-month (three term) course-based program designed to train students to be leading practitioners in the healthcare system for current and future practitioners of Kinesiology. Students will acquire an advanced understanding of the latest evidence-based practices to improve function, health and wellness in diverse populations.	The MPK degree includes: <ul style="list-style-type: none"> • Five required half-credit courses: <ul style="list-style-type: none"> ▶ Professional Practice in Kinesiology, Functional and Ergonomic Assessment, Physiological Assessment of Human Performance, Advanced Clinical Anatomy, Entrepreneurship (Goodman School of Business) ▶ Three required half-credit practicum courses 	Much more directed, few choices in coursework.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				<ul style="list-style-type: none"> ▶ 150 hours of experience for each practicum in diverse populations and settings • Two half-credit electives <ul style="list-style-type: none"> ▶ Kinesiology, Gerontology, or Faculty of Applied Health Sciences courses 	
University of Waterloo	Master of Kinesiology	\$2254.00 per term	This is a one-year (three term) program. The kinesiology graduate courses cover a variety of topics including biomechanics, neuroscience and physiology and nutrition, allowing you to craft the perfect complement to your career goals.	All requirements for the MKin Kinesiology coursework degree must be completed within three terms (one year). It is expected that students complete all coursework in the first two terms (fall and winter) and devote the spring term to the experiential practicum. Students pay fees each term, including while they complete their practicum. <ul style="list-style-type: none"> • 4.0 total credits (equivalent to 8 full-term, full-credit courses) • 2.0 from kinesiology • 0.5 in qualitative or quantitative statistics • 1.5 in elective courses 	Research methods required. Limit of one year.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
University of Windsor	Master of Human Kinetics	\$2393.10 per term	The program focuses on the application of movement science in sport, the workplace, and activities of daily living.	<p>Thesis option: Coursework must include:</p> <ul style="list-style-type: none"> • 3 courses • Thesis (KINE-8970) • One other graduate course chosen in consultation with the thesis advisor <p>Internship option: Course work must include:</p> <ul style="list-style-type: none"> • 5 courses • Internship (KINE-8950, 360 hours) • Two other graduate courses chosen in consultation with the internship advisor 	Thesis (research) option.
York University	Master of Fitness Science	\$1435.51/term full-time; \$717.75/term part-time	The Master of Fitness (MFSc) degree (non-thesis) involves coursework and an extensive practical experience to prepare students for a variety of professional careers including health promotion, sport and occupational fitness applications and exercise management for persons with chronic diseases or disabilities.	In addition to the regulations of the Faculty of Graduate Studies pertaining to all Master's degrees, candidates for the Master of Fitness Science (MFSc) degree (non-thesis) in Kinesiology and Health Science are required to complete the following:	Certifications, as listed here. Publication required for degree completion. Two practica required.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			<p>Completing the MFSc, satisfies the requirements to receive designations such as the Health and Fitness Federation of Canada - Certified Exercise Physiologist™ and enables students to apply for the Ontario College of Kinesiology registration.</p>	<ul style="list-style-type: none"> • One of either Univariate (KAHS 6010 3.0) or Multivariate (KAHS 6020 3.0) Statistics; • Two Practica (KAHS 5400 6.0 and KAHS 5410 6.0); • Four half course electives from within the Kinesiology and Health Science graduate course offerings; • Submit a written paper to the student’s supervisor. 	
Canada Comparators					
University of British Columbia	Master of Kinesiology	\$2084.17/”installment” – 3 installments per year for a total of \$6252.51/year	<p>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.</p>	<p>A total of 30 credits required. The 30 credits may be a combination of both graduate and undergraduate coursework.</p> <p>Required course: 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.</p>	Capstone/Placement not required.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			<p>We are now also offering courses related to Clinical Kinesiology, to meet the growing needs of exercise specialists in various health and community arenas, which will be driven by knowledge related to exercise testing and prescription, nutrition, injury prevention and behaviour change.</p>	<p>No research thesis or major paper presentation is required. KIN 595 (3 credits) is an option for students who may choose to present a major paper. KIN 530 Directed Studies may also be an option for students to study a topic of their choice in consultation with their Graduate Advisor.</p>	
University of Calgary	Master of Kinesiology	\$923.79/course	<p>This course-based degree is designed for students who wish to gain advanced theoretical and practical skills in exercise physiology to prepare them for careers in chronic disease management, health and wellness programs, occupational evaluation, and high performance sport.</p> <p>The program involves extensive hands-on learning components, as well as integrative practicum placements.</p> <p>Students who successfully complete this degree are able to take the Canadian</p>	<p>Faculty of Kinesiology requires:</p> <ul style="list-style-type: none"> • A total of 33 units* at the graduate level: Kinesiology 605, 613, 614, 615, 617, 618, 620, 621, 673, 676, 677, 686, 693, 694, 697, 773, 785. <p>Students may elect to complete Kinesiology 698 to extend their practicum experiences.</p> <ul style="list-style-type: none"> • A final applied project is considered the capstone event. This will be 	More of a physiology program than a kinesiology program.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			Society for Exercise Physiology's certified exercise physiologist (CSEP-CEP) exam.	undertaken in conjunction with Kinesiology 618, 620 and 621 . * equivalent to 11 half-courses.	
University of Regina	Master of Kinesiology	\$1076.20/course	The Master of Kinesiology (MKin) in Clinical and Applied Movement Science will provide students with a unique opportunity to gain advanced knowledge and experience through evidence-based teaching and applied engagement. With an integrated and multidisciplinary focus, this practicum based graduate degree will be the only one in Canada which focuses specifically on clinical and applied movement sciences.	Students will complete 8 core classes specifically focused on clinical and applied movement sciences. In addition to the course requirements, students will complete two practicum placements. https://www.uregina.ca/kinesiology/graduate-program/future-graduate-students/MKin.html	Cohort-based, no electives.
International Comparators					
Michigan State University	Master of Kinesiology	\$1736.50/term (domestic, out of state); \$900/term (domestic, in state)	The Kinesiology master's degree program involves a disciplinary and interdisciplinary research focus on physical activity and sport across the lifespan with special emphasis on youth. Faculty and doctoral students are currently studying varying aspects of	Required research methods course; 3 courses in concentration. Thesis option: additional research methods course; additional course approved by committee; thesis. Non-thesis option: capstone experience (internship, project,	Can do thesis to prepare for PhD entry, or use program as a professional degree.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			pediatric kinesiology. Such topics include motor development in infants and young children, interventions to increase physical activity, cognitive functioning during preadolescence and the development of life skills through youth sport participation.	or certifying exam); additional courses approved by committee.	
University of Florida	Master of Science Applied Kinesiology and Physiology	\$30,134/year, (domestic, out of state); \$12,740/year (domestic, in state)	The Department of Applied Physiology and Kinesiology is concerned with quality of life and the many aspects of human movement. Significant research contributions, education and service are related to the study of physiological and psychological responsiveness to vigorous and relevant physical activities. In addition, movement skills, capabilities and ways to improve and maintain health are studied as they relate to the typical person, as well as to disabled persons and high-level athletes.	<p>Non-thesis:</p> <ul style="list-style-type: none"> • Concentration courses – 18 credit hours <ul style="list-style-type: none"> ▶ Concentration courses are designed to provide students a foundation in the science of Human Performance • Elective Courses – 12 credit hours <ul style="list-style-type: none"> ▶ Elective courses allow students to further specialize their knowledge & skill sets within Human Performance • Comprehensive Final Examination <ul style="list-style-type: none"> ▶ Prior to graduating, each student must demonstrate proficiency across the 	Thesis and non-thesis, as well as online options. Comprehensive exams required; optional practicum and independent study.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
				<p>curriculum by successfully passing a written final examination administered by their advisory committee.</p> <p>Thesis:</p> <ul style="list-style-type: none"> • 15 Semester hours of major coursework consisting of 3 credits of Required Courses and 12 credits in Concentration Courses • 9 Semester hours minimum in advisor-approved Elective Courses • 6 Semester hours minimum Thesis Course. A maximum of 6 thesis credits may count towards your elective requirement • 30 Semester hours minimum for graduation 	
University of Maryland	Master of Arts, Kinesiology	Per term with average load: \$8,280 in state; \$18,050 out of state	The Kinesiology master's program allows students to select a faculty advisor from one of our areas of focus: cognitive-motor neuroscience, exercise physiology or physical cultural studies. Students	Completion of the master's degree with thesis requires a minimum of 24 semester hours and six thesis credits. The M.A. non-thesis option requires a minimum of 27 semester hours, a three-	All students are fully funded. Has a cognitive motor neuroscience concentration. Thesis and non-thesis options.

Institution and Unit	Degree and Program (including URL)	Domestic Tuition	Program Description	Curriculum	Differences Between This Program and What is Proposed
			with both STEM and social science backgrounds come together to work on complex problems.	credit project based on an independent scholarly investigation, and a final comprehensive examination. Students in both options work under the direction of a graduate faculty advisor and must complete, as a minimum, six semester hours in a cognate area, six semester hours in research processes, and twelve semester hours in supporting courses either in or outside of the department. If internships are selected as part of the individual program, the total credits will exceed the minimum 30 credits.	

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 Kinesiology (and Master of Sport Sciences, 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).

Table 8: 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	