

# KHS Faculty Unit Review

## Appendix 7

### Bachelor of Kinesiology Program Review

# **KHS BKin Program Review (2020)**

## **Final Report**

### **Committee**

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## **1. Overview**

Our committee was tasked with reviewing the KHS BKin program and providing recommendations to the Dean in preparation for an upcoming external review of the program. A significant overhaul of the curriculum occurred in 2010, and the BKin program was further modified to its current form in 2013. The last formal program review was performed in 2007, and it is therefore pertinent to perform another review considering recent changes in our Faculty (e.g., increasing student enrolments, changes in major/concentration demand).

The review was performed in three stages.

- Stage 1 focused on: 1) the current program majors and concentrations, 2) accreditation with the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA); and 3) the experiential learning component of the program.
- Stage 2 focused on: 1) the core requirements (BKin), 2) majors (Human Kinetics, Health Promotion), 3) concentrations (Adaptation & Rehabilitation, High Performance), 4) potential concentrations (Athletic Therapy, Gerontology, Coaching, Nutrition), 5) undergraduate honours & experiential learning, and 6) potential new course offerings.
- Stage 3 focused on a review of individual courses, including: 1) titles and calendar descriptions, 2) learning objectives and topics covered, 3) pre-requisites and co-requisites, 4) lecture and lab time requirements, and 5) experiential learning opportunities.

## 2. Stage 1

The first stage of our review focused on: 1) the current program majors and concentrations, 2) accreditation with the Canadian Council of University Physical Education and Kinesiology Administrators (CCUPEKA), and 3) the experiential learning component of the program. A survey was constructed to collect both quantitative data (7-point Likert scales) and qualitative data (open-ended questions) from KHS Faculty, staff, current students, and recent alumni. Of the 23 Faculty and staff who received email requests to complete the Stage 1 survey, 18 (78.2%) completed the survey. Of the 754 current students and recent alumni who received email requests to complete the first part of the survey related to the current program majors and concentrations, 97 (12.8%) completed the survey; of these, 60.4% were current students, with a majority (68.4%) of the student respondents being in 3<sup>rd</sup> year or 4<sup>th</sup> year.

### 2.1. Program Majors and Concentrations

The BKin program currently has five program majors (i.e., Human Kinetics, Physical Literacy, Health Promotion, Athletic Therapy, Gerontology) and two concentrations within the Human Kinetics major (i.e., Adaptation & Rehabilitation, High Performance). At the core of all of the BKin majors is a foundation in the movement sciences. Therefore, while Health Promotion and Gerontology can be explored from many perspectives, our major explores these areas with a foundation in the movement sciences. It should also be noted that the Physical Literacy major is a joint degree program (i.e., KHS and the Faculty of Education), and provides students with two degrees in 5 years and has a stronger foundation in the movement sciences than the BEd degree alone.

Survey respondents were asked to rate their level of support (1-7 scale) for each of the current program majors and concentrations (Fig. 1). Among the Faculty and staff respondents, Human Kinetics received unanimous support, Physical Literacy and Health Promotion received reasonable support, and Athletic Therapy and Gerontology received lower levels of support; both concentrations within Human Kinetics received reasonable support. Among the current student and recent alumni respondents, all majors and concentrations received reasonable support.

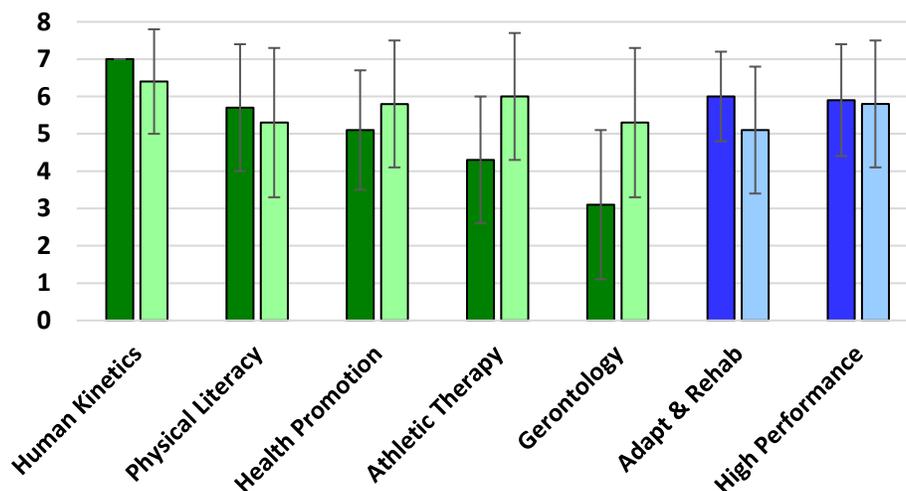


Fig. 1: Mean±SD level of support for keeping the program majors (green bars) and concentrations (blue bars). Dark bars represent Faculty and staff responses; light bars represent current student and recent alumni responses.

Respondents were also asked open-ended questions on whether any majors or concentrations should be added or removed, as well factors that ought to be considered when deciding whether to maintain or add a major or concentration moving forward. Themes that emerged from the Faculty and staff responses include: 1) Gerontology should be removed as a program major, 2) some of the current majors should be changed to concentrations (e.g., Athletic Therapy), and 3) Coaching should be considered as a new concentration. Some respondents questioned the need/benefit of having concentrations within the program and suggested that a

more balanced program with equivalent offerings across the various disciplines would be more beneficial. Finally, it was suggested that the following factors be considered when deciding whether to maintain or add a major or concentration: 1) enrollment (e.g., 5-year trends), 2) input and feedback from Faculty and students (e.g., surveys), and 3) expertise within the Faculty and workload considerations.

Two themes that emerged from the current student and recent alumni responses are that Adaptive Physical Activity Studies and Nutrition should be considered as new majors/concentrations. The first appeared to follow from several responses regarding the 4 required disability-related courses being too many, suggesting the upper level courses better suited to a major/concentration. The Working Group notes that these courses were developed and added to the BKin program in response to a need previously identified by fieldwork agencies and employers, regarding students lacking adequate knowledge in this area. Prior to 2010, Adapted Physical Activity was a major within the BKin program. Following the curriculum changes implemented in 2010 and 2013, this major was incorporated into the Human Kinetics major and the Adaptation & Rehabilitation concentration was created. This concentration includes the courses currently being offered by our Faculty in the areas of Adaptive Physical Activity Studies and Adaptive Physical Activity. Although several respondents also suggested that Occupational Therapy or Physiotherapy be added to as majors/concentrations, professional programs such as these are beyond the scope and capacity of a Kinesiology faculty. Finally, several respondents indicated that they were unaware that the program has concentrations, which may need to be addressed at some level.

Finally, the committee recommends that: 1) a “Socio-Cultural” major (name and course lists TBD following Faculty consultation) be created to provide students who would like to focus on the socio-cultural aspects of the program an opportunity to do so, and 2) a “General Studies” major (name and course lists TBD following Faculty consultation) be created to provide more flexibility for students who would like more flexibility in their course selection within the program.

## **2.2. Accreditation with CCUPEKA**

The following is a summary of the responses to the two quantitative questions and two open-ended questions on the survey regarding the perceived value and importance of linking more formally with CCUPEKA. Overall, the responses suggest there is more support for alignment of the BKin curriculum with CCUPEKA standards, than for pursuing CCUPEKA accreditation.

When asked to rate the importance of aligning the BKIN program with CCUPEKA accreditation standards, the mean response score was 4.9/7 (SD 1.7). When asked to rate the level of support for pursuing CCUPEKA accreditation, mean score was lower and more spread out with a mean response 3.9/7 (SD 2.0). Respondents also provided qualitative comments about CCUPEKA, its accreditation, and whether it was of value. Responses questioned and/or raised concern for the cost and resources that might be required for accreditation (e.g., in addition to significant KHS staff/faculty time and resources, cost for accreditation is \$2000 for onsite review + reviewer expenses). Also questioned was whether there were benefits or increased opportunities that would result for students as the CCUPEKA website does not provide any information at all regarding benefits or rationale for accreditation. One member referenced CCUPEKA as being a professional organization, and therefore a perception of increased credibility associated with accreditation. It is important to note that CCUPEKA is in fact not a professional organization. Rather, it is a membership-based organization led by the Deans and Directors of the main Kinesiology & Physical Education programs in Canada. An overview of CCUPEKA, as well as its current accreditation requirements can be found in Appendix A.

### **2.3. Experiential Learning Component**

The following is a summary of the responses to the two open-ended questions on the survey regarding experiential learning in the BKin program.

#### Question 1

Of the 14 respondents who provided feedback regarding the sufficiency of current experiential and community-based learning opportunities (e.g., fieldwork, within current courses) in the BKin program, majors, and/or concentrations: 43% indicated the current fieldwork requirement is sufficient, 36% indicated a progressive model would be beneficial, and 21% indicated the current fieldwork model is sufficient and interest in a progressive model.

Despite the long history of our fieldwork program, some respondents did not feel they had enough information about this capstone experience to provide specific comments. The history, purpose, and anticipated outcomes of the fieldwork experience need to be communicated to provide clarity to Faculty members. The recently developed Fieldwork Newsletter is an informative resource, and we encourage readers to take time to read the content and look to the Experiential Learning Coordinator for clarification, if necessary. An overview of the current fieldwork program can be found in Appendix B.

Respondents recognized our current fieldwork program as an asset that sets us apart from KIN programs across the country. However, it was suggested that providing more options to students might better prepare them for the diverse job market that they may navigate. For example, replacing fieldwork with an Honour's option would better prepare students who are most interested in furthering their academic career, while offering a co-op program would better prepare students for professional development that is expected outside of academia.

#### Question 2

In the Faculty of Education, students are placed into classroom settings as observers in Year 1 of their program and continue to be placed each year with a high level of responsibility leading up to their internship. In the Faculty of Nursing, students explore a variety of different practicum environments throughout their program.

Of the 14 respondents who provided feedback regarding the place for a *progressive* model (e.g., Faculty of Education) or *explorative* model (e.g., Faculty of Nursing) of experiential learning within the BKin program, majors, and/or concentrations: 9 responded positively or were open to pursuing a progressive or explorative model if more information and rationale could be presented for a change, 2 were against any change to the current fieldwork program, and 3 were undecided due to lack of understanding and/or because no rationale was provided for a change to a progressive or explorative model.

Despite positive support for becoming more informed and potentially pursuing a different or additional model of experiential learning, respondents were mostly concerned about the availability of resources to make any changes to the current fieldwork program. Other concerns that were expressed include:

- [How] Would it affect length of program? Enrolment? Pedagogical effectiveness?
- [There is already] Too much stress on the resources within the faculty.
- All students may not want to shadow a kinesiologist based on different areas of interest (those who already know their pathway; e.g., Professional programs).
- [Can we put] More emphasis on students to volunteer (those who put in the time and effort, already get these opportunities)?

Potential benefits of a progressive or explorative model that were identified include:

- A minimal Progressive model is already happening in BSRS.
- May help our students be more competitive in the job market.
- May help with the diversity in our field.
- Would help students figure out what they can do with the degree and what area they may or may not be interested in pursuing.

## **2.4. Recommendations**

- 1) We recommend the following regarding the BKin program majors and concentrations:
  - Human Kinetics, Physical Literacy, and Health Promotion be maintained as program majors.
  - New “Socio-Cultural” and “General Studies” program majors be created.
  - Athletic Therapy and Gerontology be changed from program majors to concentrations within the Human Kinetics major, provided the Faculty has sufficient collective expertise and course offerings in these areas.
  - Adaptation & Rehabilitation and High Performance be maintained as program concentrations.
  - Coaching and Nutrition could be considered as new concentrations in the future, provided the Faculty has sufficient collective expertise and course offerings in these areas.
- 2) We recommend that the committee ensure that the BKin program is aligned with CCUPEKA accreditation standards, but to not pursue accreditation at this time.
- 3) A majority of the comments showed satisfaction with the current fieldwork model and an openness to exploring the addition of a progressive model. However, some indecision was created from a lack of knowledge about how changes would affect workload and resources. Therefore, we recommend that the committee: 1) explore the feasibility of increasing the variety and progression of experiential learning opportunities without increasing the workload or human resources required to facilitate these experiences, and 2) explore whether the external community has the capacity to support expanding the experiential learning needs and interests of our growing student body.

### **3. Stage 2**

The second stage of our review focused on: 1) the core requirements (BKin), 2) majors (Human Kinetics, Health Promotion), 3) concentrations (Adaptation & Rehabilitation, High Performance), 4) potential concentrations (Athletic Therapy, Gerontology, Coaching, Nutrition), 5) undergraduate honours & experiential learning, and 6) potential new course offerings. A survey was constructed to collect both quantitative data (7-point Likert scales) and qualitative data (open-ended questions) from KHS Faculty and staff. Of the 23 Faculty and staff who received email requests to complete the Stage 2 survey, 19 (82.6% response rate) completed the survey. Faculty and staff were also provided with an opportunity to discuss and provide feedback on our preliminary findings and recommendations at a series of academic staff meetings.

#### **3.1. Core Requirements**

The BKin program currently has 87 credit hours of core requirement courses. We recommend the following:

- The number of core requirement credit hours be increased to 90.
- KIN 278 and SRS 115 be added to the course list.
- KIN 370 be removed from the course list.
- KIN 420 be removed from the course list and replaced with a new 200-level diversity issues course.
- BUS 007 be removed from the course list and an appropriate computer lab component be incorporated into KHS 100/KIN 101.\*

*\* A motion proposing this change was approved at the KHS Faculty Council meeting on November 4, 2020. It requires further approval by the Council Committee on Undergraduate Admissions and Studies (CCUAS) and Executive of Council.*

The following table provides a summary of the recommended core requirement course list. Please see Appendix C for additional tables highlighting the specific additions and deletions to the current course list.

KIN 105 (Indigenous Health/Sport in Historical Perspective)	KIN 278 (Intro to Health Promotion)
KIN 110 (Sociology of Sport/Recreation/Physical Activity)	KIN 280 (Motor Learning/Control)
KIN 115 (Introduction to Sport/Exercise Psychology)	KIN 285 (Biomechanics)
KIN 120 (Rec - Persons with Disabilities)	KHS 300 (Pre-Fieldwork Seminar)
KIN 170 (Lifestyle, Health and Wellness)	KHS 400 (Fieldwork)
KIN 180 (Lifespan Growth/Motor Development)	KHS 405 (Fieldwork Project)
KIN 2XX (Intro to Diversity Issues in KHS/Recreation)	(1 of) KIN 101, ENGL 100
KIN 220 (Research Methods in KHS)	(1 of) SOST 201, STAT 100, STAT 160
KIN 260 (Human Anatomy)	(1 of) PHIL 270, PHIL 272, PHIL 273, PHIL 276, KIN 205
KIN 267 (Human Physiology I)	SRS 115 (Leadership)
KIN 269 (Exercise Physiology)	KHS 100 (exempt if credit for KHS 101)
KIN 275 (Intro to Nutrition)	Electives (18 credit hours) <i>[from ANY Faculty]</i>

### **3.2. Majors (*Human Kinetics, Health Promotion*)**

In Stage 1 of our review, we recommended that Human Kinetics, Health Promotion, and Physical Literacy be maintained as program majors. This section outlines our recommendations regarding the major required and major elective courses for the Human Kinetics and Health Promotion majors.

It was suggested at one of the academic staff meetings that a list of core competencies deemed critical for each major be compiled. Such a list would facilitate decisions aimed at providing more flexibility to students by reducing the number of major required credit hours and increasing the number of major elective credit hours. Therefore, a survey was constructed to collect both quantitative data (rankings) and qualitative data (open-ended questions) on a list of proposed core competencies for each major. The proposed core competencies were formulated based on the calendar descriptions for the current major required courses. Of the 27 Faculty and staff who received email requests to complete this survey, 16 (59.3% response rate) completed the survey. Please see Appendix D for the results of the survey. We recommend that working groups of Faculty members who self-identify with each major be consulted to discuss whether: 1) the proposed core competencies included in the survey are adequate, and 2) it would be beneficial to explore additional competencies that are not covered in the current major required courses.

### 3.2.1. Human Kinetics

The Human Kinetics major currently has 27 credit hours of major required courses and 6 credit hours of major elective courses. We recommend the following:

- The number of major required credit hours be reduced to 18 and the number of major elective credit hours be increased to 12.
- KIN 370 be added to the major required course list.
- KIN 278, KIN 341, KIN 342, and KIN 450 be removed from the major required course list.
- KIN 341, KIN 342, KIN 420, KIN 450, KIN 498, KIN 499, and CLAS 120 be added to the major elective course list.
- SRS 115 and KHS 325 be removed from the major elective course list.
- Allow the completion of one of BIOL 100, BIOL 101, BIOL 140, PHYS 109, and CHEM 104 as a major elective.

The following table provides a summary of the recommended major required and elective course lists. Please see Appendix E for additional tables highlighting the specific additions and deletions to the current course lists.

<b>Major Required (18 credit hours)</b>	<b>Major Electives (12 credit hours)</b>
KIN 241 (Social Con Disabil)	KIN 240 (Phys Act/Aging)
KIN 350 (Fitness Appraisal/Exercise Leadership)	KIN 268 (Human Physiology II)
KIN 369 (Advanced Topics in Exercise Physiology)	KIN 321 (Principles of Epidemiology)
KIN 370 (Health Psychology)	KIN 341 (Physical Disability)
KIN 380 (Advanced Topics in Motor Behaviour)	KIN 342 (Devel Disability)
KIN 385 (Clinical Biomechanics)	KIN 355 (Training/Conditioning)
	KIN 373 (Sport Psychology)
	KIN 375 (Care/Prevention of Athletic Injuries)
	KIN 378 (Advanced Health/Wellness Promotion)
	KIN 420 (Diversity Issues in KHS/Recreation)
	KIN 450 (Advanced Fitness Appraisal)
	KIN 475 (Sport Nutrition/Exercise Metabolism)
	KIN 478 (Health Promotion for Diverse Populations)
	KIN 485 (Pathophysiology of Human Movement)
	KIN 498 (Honours Proposal)
	KIN 499 (Honours Thesis)
	HS 200 (Understanding Health/Illness)
	SRS 220 (Program Delivery/Management)
	CLAS 120 (Latin/Greek in Scientific Term)
	(1 of) BIOL 100, BIOL 101, BIOL 140, PHYS 109, CHEM 104

### 3.2.2. Health Promotion

The Health Promotion major currently has 24 credit hours of major required courses and 9 credit hours of major elective courses. We recommend the following:

- The number of major required credit hours be reduced to 18 and the number of major elective credit hours be increased to 12.
- KIN 378 and KIN 478 be maintained in the major required list.
- KIN 241 and KIN 370 be considered for addition to the major required course list.
- KIN 278 be removed from the major required course list.
- KIN 240, KIN 241, KIN 420, KIN 498, KIN 499, HS 301, HS 400, INHS 101, INHS 200, INHS 210, INHS 250, INHS 300, and INHS 350 be added to the major elective course list.
- SRS 115, KHS 325, and THRC 245 be removed from the major elective course list.

The following table provides a summary of the recommended major required and elective course lists. Please see Appendix E for additional tables highlighting the specific additions and deletions to the current course lists.

<b>Major Required (18 credit hours)</b>	<b>Major Electives (12 credit hours)</b>
KIN 378 (Advanced Health/Wellness Promotion)	KIN 240 (Phys Act/Aging)
KIN 478 (Health Promotion for Diverse Populations)	KIN 241 (Social Con Disabil)
(4 of the following) *	KIN 321 (Principles of Epidemiology)
KIN 240 (Phys Act/Aging)	KIN 420 (Diversity Issues in KHS/Recreation)
KIN 241 (Social Con Disabil)	KIN 475 (Sport Nutrition/Exercise Metabolism)
KIN 370 (Health Psychology)	KIN 485 (Pathophysiology of Human Movement)
HS 200 (Understanding Health/Illness)	KIN 498 (Honours Proposal)
SRS 220 (Program Delivery/Management)	KIN 499 (Honours Thesis)
INHS 100 (Introduction to Indigenous Health Studies I)	HS 300 (Health in Canada)
ECON 253 (Economic Issues in the Can Health Care System)	HS 301 (Health Issues)
	HS 400 (Health Studies Inquiry)
	SRS 215 (Volunteer Management)
	ECON 353 (Health Economics)
	INHS 101 (Intro to Indigenous Health Studies II)
	INHS 200 (Traditional Indigenous Health Concepts)
	INHS 210 (Contemporary Issues in Indigenous Health)
	INHS 250 (Indigenous Language Concepts of Health)
	INHS 300 (Comm-Based Indigenous Health Research Meth)
	INHS 350 (Applications of Indigenous Concepts of Health)

*\* Note: When the working group of Faculty members who self-identify with the Health Promotion major are consulted regarding the core competencies for the major, we recommended that they also determine which courses comprise the remaining 12 major required credit hours based on contemporary views and best practice in the area.*

### **3.3. Concentrations (Adaptation & Rehabilitation, High Performance)**

In Stage 1 of our review, we recommended that Adaptation & Rehabilitation and High Performance be maintained as concentrations within the Human Kinetics major. This section outlines our recommendations regarding the course lists for both concentrations.

The number of credit hours included in a concentration (18) was originally intended to align with the requirements for an academic minor. There are currently discussions among the Associate Deans (Academic) and Dean's Council to standardize the credit hour requirements for degrees, majors, minors, concentrations, etc. across the University. This includes defining a concentration as having a minimum of 9 credit hours. The consensus of the committee is that the credit hour requirements for our concentrations be reduced (9-12). A survey was constructed to collect both quantitative data (rankings) and qualitative data (open-ended questions) to facilitate decisions on which courses to maintain in the two concentrations. Of the 27 Faculty and staff who received email requests to complete this survey, 16 (59.3% response rate) completed the survey. Please see Appendix F for the results of the survey.

#### **3.3.1. Adaptation & Rehabilitation**

Based on Faculty feedback and internal committee discussions, we recommend that this concentration be separated into a focused adaptation concentration and a focused rehabilitation concentration. Course lists for each of these concentrations can be determined following further consultation with the Faculty.

#### **3.3.2. High Performance**

We recommend that KIN 375, SRS 115, and SRS 220 be removed from the list, and elements of program delivery be incorporated into the remaining courses.

The following table provides a summary of the recommended course list.

KIN 355 (Training/Conditioning)
KIN 373 (Sport Psychology)
KIN 475 (Sport Nutrition/Exercise Metabolism)

### **3.4. Potential Concentrations (Athletic Therapy, Gerontology, Coaching, Nutrition)**

In Stage 1 of our review, we recommended that Athletic Therapy and Gerontology be changed from program majors to concentrations, and Coaching and Nutrition be considered as new concentrations, provided the Faculty has sufficient collective expertise and course offerings in these areas. The number of credit hours (18) included in a concentration is intended to align with the requirements for an academic minor. This section outlines our recommendations regarding preliminary course lists (based on existing courses) for these potential concentrations.

#### **3.4.1. Athletic Therapy**

The following table provides a summary of the recommended preliminary course list. Note that new courses would be required to create a satisfactory course list for this concentration.

*Note: It is also recommended that the Faculty explore the possibility of collaborating with another institution (e.g., University of Manitoba) to continue offering Athletic Therapy as a major.*

KIN 355 (Training/Conditioning)
KIN 373 (Sport Psychology)
KIN 375 (Care/Prevention of Athletic Injuries)
KIN 475 (Sport Nutrition & Exercise Metabolism)

### 3.4.2. Gerontology

The following table provides a summary of the recommended preliminary course list. Note that new courses would be required to create a satisfactory course list for this concentration.

*Note: It is also recommended that the Faculty explore other Faculties' course offerings for suitable courses to potentially include in the course list for this concentration.*

KIN 240 (Phys Act/Aging)
KIN 268 (Human Physiology II)
KIN 485 (Pathophysiology of Human Movement)

### 3.4.3. Coaching

The following table provides a summary of the recommended preliminary course list. Note that new courses would be required to create a satisfactory course list for this concentration.

*Note: It is also recommended that the Faculty consult with current UofR coaches for input on suitable courses to potentially create and include in the course list for this concentration.*

KIN 373 (Sport Psychology)
KHS 182 (Coaching Theory)
KHS 233 (Developmental Games/Sport)

### 3.4.4. Nutrition

The following table provides a summary of the recommended preliminary course list. Note that new courses would be required to create a satisfactory course list for this concentration.

*Note: It is also recommended that the Faculty explore other Faculties' course offerings for suitable courses to potentially include in the course list for this concentration.*

*Note: It is also recommended that the Faculty explore the possibility of creating a minor in Nutrition available to KHS and non-KHS students. This would necessitate a close look at course pre-requisites to ensure non-KHS students would be able to efficiently complete the degree.*

KHS 475 (Sport Nutrition/Exercise Metabolism)
(New Course)
(New Course)

### **3.5. Undergraduate Honours & Experiential Learning**

We recommend the following regarding the undergraduate honours and experiential learning programs:

- Students are not given an option to complete the honours degree courses (KIN 498, KIN 499) in lieu of a portion of their experiential learning credit hour requirements.
- Explore the possibility of creating a new 3-credit hour, 300-level research practicum course that would provide students with research experience prior to the honours degree courses (KIN 498, KIN 499).
- Explore the possibility of creating a new 3-credit hour, 200-level junior practicum course that would provide students with experiential learning experience prior to the fieldwork courses (KHS 300, KHS 400, KHS 405).

### **3.6. Potential New Course Offerings**

In the survey, it was suggested that the Faculty explore the possibility of creating new courses in the following areas provided the Faculty has sufficient resources and collective expertise. These new courses could then be added to the major elective course lists as well as those of the existing and potential concentrations.

- Ergonomics, Occupational safety, Functional capacity evaluation, Health/disease aspects of physical activity
- Advanced sport psychology, Advanced care and prevention of athletic injuries
- Fundamentals of rehabilitation, Musculoskeletal rehabilitation, Cardiac rehabilitation, Injury prevention and rehabilitation, Rehabilitation for older adults and individuals with chronic health conditions
- Introduction to food science, Food security, Nutrition through the lifespan, Nutrition and the prevention of chronic disease
- Sociology of aging, Biological and lifestyle influences on aging, Psychology and mental health of aging, Aging and chronic disease, Aging and nutrition
- Advanced coaching theory, Art and philosophy of coaching, Coaching diverse populations, Fundraising and community engagement, NCCP-aligned courses

## 4. Stage 3

The third stage of our review focused on a review of individual courses including titles, calendar descriptions, pre-requisites and co-requisites, lab requirements, and experiential learning opportunities. Feedback was provided by full-time Faculty members who deliver the courses included in the core requirements, major required course lists, and major elective course lists via individual or group interviews with committee members. The following tables provide a summary of the recommended changes to each of these courses (highlighted in yellow in the tables). The committee recommends that further consultation with the KHS Academic Advisors be undertaken regarding the listed pre-requisites and co-requisites to ensure that course sequences are appropriate to provide students with a reasonable time to completion.

### KIN 105

<b>Title</b>	Current	Indigenous Health and Sport in Historical Perspective
	Proposed	Indigenous Health and Sport in Historical Perspective
<b>Calendar</b>	Current	This course introduces students to current challenges facing Indigenous people in North America using sport and health as its central themes. The course provides a survey of topics from prehistory to current events. Another focus is the participation of students in Indigenous cultural events.
	Proposed	This course introduces students to current challenges facing Indigenous people in North America using sport and health as its central themes. The course provides a survey of topics from prehistory to current events. Another focus is the participation of students in Indigenous cultural events.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	Student-driven out of class experiences related to Indigenous culture (e.g., tipi raising, talks around the university, Louis Riel Day historical locations, NCCP cultural training. In the past, with smaller numbers, there were opportunities to create change around the University (e.g., Wellness Committee) where students would participate in awareness and progress of change for all groups around the university.
	Proposed	Difficult to introduce more considering recent class size increases

### KIN 110

<b>Title</b>	Current	Sociology of Sport, Recreation and Physical Activity
	Proposed	Sociology of Sport, Recreation and Physical Activity
<b>Calendar</b>	Current	This course examines selected topics related to the sociology of sport and physical activity. The emphasis of the course is on understanding the construction and organization of sport in modern societies and the social and cultural influences on sport and physical activity, particularly in Canadian society.
	Proposed	This course examines selected topics related to the sociology of sport and physical activity. The emphasis of the course is on understanding the construction and organization of sport in modern societies and the social and cultural influences on sport and physical activity, particularly in Canadian society.
<b>Lab</b>	Current	1
	Proposed	0
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	None
	Proposed	None

## KIN 115

<b>Title</b>	Current	Introduction to Sport and Exercise Psychology
	Proposed	Introduction to Sport and Exercise Psychology
<b>Calendar</b>	Current	An introduction to the theoretical and practical understanding of the behavioural aspects of physical activity from a sport and exercise psychology perspective.
	Proposed	An introduction to the theoretical and practical understanding of the behavioural aspects of physical activity from a sport and exercise psychology perspective.
<b>Lab</b>	Current	1*
	Proposed	1*
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	None
	Proposed	None

\* The face-to-face version of the course has a lab component; the online version of the course does not have a lab component.

## KIN 120

<b>Title</b>	Current	Rec - Persons with Disabilities
	Proposed	Introduction to Recreation and Well-Being for Persons with Disabilities
<b>Calendar</b>	Current	This course will broadly introduce the student to the diagnosis, associated characteristics, and shifting sociocultural paradigms that influence the experiences of persons with physical, intellectual and/or developmental disabilities. Using an active living approach to situate theoretical and practical learning, this course requires the student to exercise the application of adapted physical activity principles to engage children, youth, and young adults in physical activities that are safe, challenging, and self-determined with a focus on success.
	Proposed	This course will broadly introduce students to the shifting sociocultural paradigms that influence the experience of persons living with disability. Using an active living and recreation approach, this course requires students to apply principles of active living, recreation, and well-being in applied and experiential learning environments.
<b>Lab</b>	Current	1
	Proposed	1*
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	There is a practicum component in both the face-to-face and online versions of this course. The f2f version provides opportunities for U of R students to engage in a practicum on campus that is delivered in partnership with the two local school divisions. The online version has students work with the instructor to identify and locate appropriate placement opportunities based on geographic location of the student. Experiential and applied learning is an important aspect of this course and lays the foundation for other courses in the TR and APA areas.
	Proposed	There is a practicum component in both the face-to-face and online versions of this course. The f2f version provides opportunities for U of R students to engage in a practicum on campus that is delivered in partnership with the two local school divisions. The online version has students work with the instructor to identify and locate appropriate placement opportunities based on geographic location of the student. Experiential and applied learning is an important aspect of this course and lays the foundation for other courses in the TR and APA areas.

\* Note from the primary course instructors: It may be beneficial to increase the lab credit hours pending discussions with partner schools on the feasibility of expanding the lab experiences.

**KIN 170**

<b>Title</b>	Current	Lifestyle, Health and Wellness
	Proposed	Lifestyle, Health and Wellness
<b>Calendar</b>	Current	The factors which affect and individual's health will be examined and the potential role of lifestyle choices in the maintenance of health will be discussed. This course will enable the student to become an informed, responsible, active participant in one's own health.
	Proposed	The factors which affect an individual's health will be examined and the potential role of lifestyle behaviours in the maintenance of health and prevention of disease will be discussed. This course will enable the student to become an informed, responsible, active participant in their own health.
<b>Lab</b>	Current	1.5
	Proposed	0
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	None
	Proposed	None

**KIN 180**

<b>Title</b>	Current	Lifespan Growth and Motor Development
	Proposed	Lifespan Physical Growth and Motor Development
<b>Calendar</b>	Current	This course provides a general introduction to the analysis of motor development across the life span. It presents students with the opportunity to investigate the principles, research and applied practice of motor development from infancy to older adult. Current topics in motor development are presented using a unifying constraints model approach. This approach takes into account the individual as well as the environmental and task factors that potentially affect human growth and motor development.
	Proposed	This course provides an overview of physical growth and motor development across the lifespan (i.e., prenatal through adolescence to adulthood). Special attention will be given to the growth and motor development characteristics of children and youth.
<b>Lab</b>	Current	3*
	Proposed	3*
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	Saskapalooza*
	Proposed	Saskapalooza*

\* The "lab component" consists of the preparation and organization of Saskapalooza.

**KIN 205**

<b>Title</b>	Current	Applied Philosophy in Kinesiology and Health
	Proposed	Applied Ethics in Kinesiology, Sport and Health
<b>Calendar</b>	Current	Application of philosophical theories and concepts to kinesiology and health.
	Proposed	A philosophical application of ethical questions and concepts in kinesiology, sport, and health.
<b>Lab</b>	Current	3
	Proposed	1 (seminar)
<b>Pre/Co</b>	Current	Completion of 15 credit hours, including ENGL 100 or KIN 101 (P)
	Proposed	Completion of 15 credit hours, including ENGL 100 or KIN 102; KIN 105 and KIN 110 (P)
<b>Exp Learn</b>	Current	None
	Proposed	None

**KIN 220**

<b>Title</b>	Current	Research Methods in Kinesiology and Health Studies
	Proposed	Research Methods in Kinesiology and Health Studies
<b>Calendar</b>	Current	Focus on various research methods and statistical analyses used in Kinesiology and Health Studies. Emphasis on ability to read and understand published research. Course focuses on basic research methods, experimental and non-experimental designs, and basic statistical analyses students will encounter in most Kinesiology and Health Studies research. Emphasis is placed on becoming a critical consumer (read, understand and critique) of research. Students are expected to design their own research project to answer a relevant research question for their own area of interest.
	Proposed	TBD*
<b>Lab</b>	Current	1
	Proposed	TBD*
<b>Pre/Co</b>	Current	One of SOST 201, STAT 100, or STAT 160; and one of ENGL 100 or KIN 101 (P)
	Proposed	One of SOST 201, STAT 100, or STAT 160; and one of ENGL 100 or KIN 101 (P)
<b>Exp Learn</b>	Current	None
	Proposed	None

\* The course is being redeveloped in Winter 2021, and decisions on a new calendar description and the lab component will be made at that time.

**KIN 240**

<b>Title</b>	Current	Physical Activity and Aging
	Proposed	Aging and Well Being
<b>Calendar</b>	Current	This course provides the student with a basis for examining the effects of the aging process and the relationship amongst physical activity, sport, recreation, leisure and therapeutic recreation and aging. The course will also explore aspects of fitness assessments and adaptation of physical activity programs to meet the needs of the whole continuum of fit to frail older adults.
	Proposed	This course provides the student with a basis for examining the effects of the aging process and the relationship amongst physical activity, sport, recreation, leisure and therapeutic recreation and aging. The course will also explore adaptation of physical activity and other leisure programs to meet the needs of our aging population.
<b>Lab</b>	Current	1 (seminar)
	Proposed	1 (seminar)
<b>Pre/Co</b>	Current	KIN 120, KIN 170 (P)
	Proposed	KIN 120, KIN 170 (P)
<b>Exp Learn</b>	Current	Interactions/activities with older adults from the community during the seminars
	Proposed	Partnering with a care home/assisted living facility to deliver lectures/seminars on location

**KIN 241**

<b>Title</b>	Current	Social Construction of Disability
	Proposed	Social Construction of Disability
<b>Calendar</b>	Current	This course will enable the student to critically explore the traditional and contemporary understanding of disability, as a social construction, from a variety of perspectives: educational, socio-psychological, historical, socio-political, gender and community. Through this course, students will be able to contextualize disability within a broader social context.
	Proposed	This course will enable the student to critically explore the traditional and contemporary understanding of disability, as a social construction, from a variety of perspectives: educational, socio-psychological, historical, socio-political, gender and community. Through this course, students will be able to contextualize disability within a broader social context.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 120
	Proposed	KIN 120
<b>Exp Learn</b>	Current	In class, as determined by the instructor
	Proposed	In class, as determined by the instructor

**KIN 260**

<b>Title</b>	Current	Human Anatomy
	Proposed	Human Anatomy
<b>Calendar</b>	Current	The study of human anatomy and the application of this knowledge to movement and physical activity. Although the course will focus on muscular and skeletal anatomy, basic anatomy of all systems will be covered.
	Proposed	A system-based study of the macroscopic and microscopic anatomy of the human body. Although the course focuses on skeletal, muscular, and nervous system anatomy, the anatomy of all systems will be covered.
<b>Lab</b>	Current	1.5
	Proposed	1.5
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	None
	Proposed	None

**KIN 267**

<b>Title</b>	Current	Human Physiology I
	Proposed	Human Physiology I
<b>Calendar</b>	Current	An introductory class that deals with cellular mechanisms and some of the functions and interactions between major physiological systems of the human body.
	Proposed	An introductory course that examines cellular function, mechanisms and structures. Major physiological systems and their interactions will be reviewed, including skeletal, muscular, nervous, endocrine, cardiovascular, and respiration.
<b>Lab</b>	Current	3
	Proposed	0
<b>Pre/Co</b>	Current	KIN 260 (P)
	Proposed	KIN 260 (P)
<b>Exp Learn</b>	Current	None
	Proposed	None

**KIN 268**

<b>Title</b>	Current	Human Physiology II
	Proposed	Human Physiology II
<b>Calendar</b>	Current	An advanced class in the major physiological systems that are involved in the preservation of homeostasis in the human body.
	Proposed	An introductory course that examines the major physiological systems that are involved in the preservation of homeostasis in the human body, including digestive, lymphatic, urinary, and reproduction.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 267 (P/C)
	Proposed	KIN 267 (P/C)
<b>Exp Learn</b>	Current	None
	Proposed	None

**KIN 269**

<b>Title</b>	Current	Exercise Physiology
	Proposed	Exercise Physiology
<b>Calendar</b>	Current	The study of the physiological mechanisms involved during physical activity. The course covers the physiological effects of acute and chronic exercise on the metabolic, neuromuscular, respiratory, and cardiovascular systems.
	Proposed	The study of the physiological mechanisms involved during physical activity. The course covers the physiological effects of acute and chronic exercise on the metabolic, neuromuscular, respiratory, and cardiovascular systems.
<b>Lab</b>	Current	2
	Proposed	2
<b>Pre/Co</b>	Current	KIN 267 (P)
	Proposed	KIN 267 (P)
<b>Exp Learn</b>	Current	None
	Proposed	None

**KIN 275**

<b>Title</b>	Current	Introduction to Nutrition
	Proposed	Introduction to Nutrition
<b>Calendar</b>	Current	This course will provide an introduction to the macro and micro nutrients vital to health and well-being with specific reference to the Dietary Reference Intakes and the Canada's Food Guide to Healthy Eating. Emphasis will be on their functions, metabolism and dietary sources.
	Proposed	This course will provide an introduction to the macro and micro nutrients vital to health and well-being with specific reference to the Dietary Reference Intakes and the Canada's Food Guide to Healthy Eating. Emphasis will be on their functions, metabolism and dietary sources.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	3-day food intake and comprehensive dietary analysis
	Proposed	3-day food intake and comprehensive dietary analysis

**KIN 278**

<b>Title</b>	Current	Introduction to Health Promotion
	Proposed	Introduction to Health Promotion
<b>Calendar</b>	Current	This course will introduce the students to health promotion across lifespan. Specific emphasis will be on population health principles and approaches across lifespan.
	Proposed	This course will introduce the students to health promotion across the lifespan. Specific emphasis will be on population health principles and approaches.
<b>Lab</b>	Current	3
	Proposed	0
<b>Pre/Co</b>	Current	KIN 170 or KIN 171 (P)
	Proposed	KIN 170 or KIN 171 (P)
<b>Exp Learn</b>	Current	Assignment encouraging community involvement to identify a health strategy/campaign that emphasizes population health change
	Proposed	Term assignment encouraging community involvement to identify a health strategy or campaign that emphasizes population health change

*Note from a primary course instructor: The online version of the course needs to be redeveloped to align it more closely with the face-to-face version of the course and address some issues of bias.*

**KIN 280**

<b>Title</b>	Current	Motor Learning and Control
	Proposed	Motor Learning and Control
<b>Calendar</b>	Current	This course provides a general introduction to the analysis of motor performance in human movement and sport, with specific application of the neuromuscular, biomechanical and psychological factors that affect motor skill acquisition and performance.
	Proposed	This course provides a general introduction to the study of motor learning and control. The influence of neuromuscular, biomechanical, and psychological factors that affect motor control, skill acquisition, and performance are considered. Motor learning and control concepts are applied through discussion of relevant research and real-world examples (e.g., sport, rehabilitation).
<b>Lab</b>	Current	1.5
	Proposed	0
<b>Pre/Co</b>	Current	KIN 260 (P)
	Proposed	KIN 260, KIN 267 (P)
<b>Exp Learn</b>	Current	None
	Proposed	Difficult to introduce considering recent class size increases

**KIN 285**

<b>Title</b>	Current	Biomechanics
	Proposed	Introduction to Biomechanics
<b>Calendar</b>	Current	This course provides a general introduction to the fundamental human movement science discipline of biomechanics, a core discipline in many fields such as kinesiology, biomedical engineering, physical and occupational therapy, orthopaedics, ergonomics, etc. This course provides a basis for understanding both qualitative and quantitative human movement analysis techniques, with specific emphasis and application of functional anatomy, motion capture and classical mechanics (kinematics and kinetics).
	Proposed	This course provides a general introduction to the study of biomechanics, a core discipline in many fields such as kinesiology, biomedical engineering and physical therapy. It will provide a basis for understanding both qualitative and quantitative analysis of human movement, with specific emphasis and application of the mechanical principles (kinematics and kinetics) and physiological systems (neural, muscular and skeletal) that govern human movement.
<b>Lab</b>	Current	2
	Proposed	2 (every other week)
<b>Pre/Co</b>	Current	KIN 260 (P); KIN 267 (P/C)
	Proposed	KIN 260 (P); KIN 267 (P/C)
<b>Exp Learn</b>	Current	None
	Proposed	Difficult to introduce considering recent class size increases

**KIN 341**

<b>Title</b>	Current	Physical Disability and Well Being
	Proposed	Critical Perspectives on Adaptive Movement and Active Living
<b>Calendar</b>	Current	This course will enable the student to further examine issues facing persons with a physical disability through the understanding of assessment and diversity of functioning. Using theory and practical application, students will critically examine the sociocultural, psychological, and functional aspects of physical disability and their implications on quality of life and well being.
	Proposed	Active lifestyles are unique to everyone. This course invites students to think critically about influences on movement and active living. Course content will address paradigmatic influences on parasport development and delivery; usable-, accessible-, and universal design; theories of movement skill acquisition, assessment, and instruction; and the practical application of adaptive movement principles.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 241
	Proposed	KIN 241
<b>Exp Learn</b>	Current	In class, as determined by the instructor
	Proposed	In class, as determined by the instructor

**KIN 342**

<b>Title</b>	Current	Developmental Disability and Well Being
	Proposed	Critical Perspectives on Adaptive Programs and Service Delivery
<b>Calendar</b>	Current	This course will enable the student to further examine issues facing persons with a physical disability through the understanding of assessment and diversity of functioning. Using theory and practical application, students will critically examine the sociocultural, psychological, and functional aspects of developmental disability and their implications on quality of life and well being.
	Proposed	Historically, individuals have been required to be responsive to the delivery systems in which they are placed. This course will critically examine the paradigmatic influences on the development and delivery of assessment and adaptive programs to persons with disabilities. Students will be invited to thoughtfully consider current programs, future services, and their role as professionals in the field.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 241
	Proposed	KIN 241
<b>Exp Learn</b>	Current	In class, as determined by the instructor
	Proposed	In class, as determined by the instructor

**KIN 350**

<b>Title</b>	Current	Fitness Appraisal and Exercise Leadership
	Proposed	Fitness Appraisal and Exercise Leadership
<b>Calendar</b>	Current	The scientific basis of physical fitness appraisal and exercise counselling will be examined, as will the administration of standardized tests of fitness and program leadership. Students will have the opportunity to write the Certified Personal Trainer exam through the Canadian Society for Exercise Physiology.
	Proposed	The scientific basis of physical fitness appraisal and exercise counselling will be examined, as will the administration of standardized tests of fitness and program leadership. Students will have the opportunity to write the Certified Personal Trainer exam through the Canadian Society for Exercise Physiology.
<b>Lab</b>	Current	1.5
	Proposed	1.5
<b>Pre/Co</b>	Current	KIN 170, KIN 269 (P)
	Proposed	KIN 170, KIN 269 (P)
<b>Exp Learn</b>	Current	10 hours personal training (assessment and program delivery)
	Proposed	10 hours personal training (assessment and program delivery)

*Note from the primary course instructor: The course could be better served as more of a practical experience with given theoretical concepts.*

**KIN 355**

<b>Title</b>	Current	Training and Conditioning
	Proposed	Strength and Conditioning
<b>Calendar</b>	Current	This course provides an intensive examination of the scientific and methodological theories, techniques, and planning methods utilized in training and conditioning.
	Proposed	This course provides an intensive examination of the scientific and methodological theories, techniques, and planning methods utilized in training and conditioning.
<b>Lab</b>	Current	1.5
	Proposed	1.5
<b>Pre/Co</b>	Current	KIN 269, KIN 285 (P)
	Proposed	KIN 269, KIN 285 (P)
<b>Exp Learn</b>	Current	Opportunities for interested students to work in AHPi
	Proposed	Opportunities for interested students to work in AHPi

*Note from the primary course instructor: If the class size increases, the format of the course will need to change as it is currently at maximum capacity.*

**KIN 369**

<b>Title</b>	Current	Advanced Topics in Exercise Physiology
	Proposed	Advanced Exercise Physiology
<b>Calendar</b>	Current	This course examines current methods of appraising performance and prescribing exercise in diverse population ranging from the general population to athletes and individuals involved with physically demanding occupations.
	Proposed	This advanced course examines the cellular and molecular response(s) to various exercise conditions. Current methods of appraising performance and prescribing exercise and current training methodologies are also emphasized.
<b>Lab</b>	Current	1.5
	Proposed	2
<b>Pre/Co</b>	Current	KIN 269, KIN 285 (P)
	Proposed	KIN 269, KIN 285 (P)
<b>Exp Learn</b>	Current	Group project research study (lab-based)
	Proposed	Group project research study (lab-based)

**KIN 370**

<b>Title</b>	Current	Health Psychology
	Proposed	Foundations of Behaviour Change
<b>Calendar</b>	Current	To provide exposure to various social psychological theories and models designed specifically in an attempt to understand health and exercise behaviours.
	Proposed	To provide exposure to various social psychological theories and models designed specifically in an attempt to understand health and exercise behaviours.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 115, KIN 220; or Bachelor of Health Studies Students: PSYC 101, PSYC 102 (P)
	Proposed	KIN 115, KIN 220; or PSYC 101, PSYC 102, PSYC 204 (P)*
<b>Exp Learn</b>	Current	Term assignment following a person on their behaviour change journey
	Proposed	Term assignment following a person on their behaviour change journey

*\* A motion proposing this change was approved at the KHS Faculty Council meeting on November 4, 2020. It requires further approval by the Council Committee on Undergraduate Admissions and Studies (CCUAS) and Executive of Council.*

**KIN 373**

<b>Title</b>	Current	Sport Psychology
	Proposed	Applied Sport Psychology
<b>Calendar</b>	Current	A study of the psychological theories and concepts used in coaching individual and team sports and the factors related to their implementation. Special emphasis will be given to the theoretical models of anxiety, aggression, and activation.
	Proposed	The education and application of sport psychological techniques designed to enhance the promotion, maintenance, and enhancement of psychological skills necessary for athletic performance, individually and in teams.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 115
	Proposed	KIN 115
<b>Exp Learn</b>	Current	Assignments include learning at least two psychological skills over a 2-week period (each skill). There is a personal meeting with the course instructor to discuss their experience. Previously taught classes had students be both a mental skills coach to another student within the course (i.e., teaching them a mental skill) and a student to another coach (i.e., learning a mental skill).
	Proposed	Assignments include learning at least two psychological skills over a 2-week period (each skill). There is a personal meeting with the course instructor to discuss their experience. Previously taught classes had students be both a mental skills coach to another student within the course (i.e., teaching them a mental skill) and a student to another coach (i.e., learning a mental skill).

**KIN 375**

<b>Title</b>	Current	Care and Prevention of Athletic Injuries
	Proposed	Care and Prevention of Athletic Injuries
<b>Calendar</b>	Current	An examination of the causes, symptoms, and appropriate treatment of athletic injuries and an opportunity to practice taping and other techniques used in the treatment and prevention of such injuries.
	Proposed	An examination of the causes, symptoms, and appropriate treatment of athletic injuries and an opportunity to practice taping and other techniques used in the treatment and prevention of such injuries.
<b>Lab</b>	Current	1.5
	Proposed	1.5
<b>Pre/Co</b>	Current	KIN 260 (P)
	Proposed	KIN 260, First Aid & CPR (P)
<b>Exp Learn</b>	Current	None
	Proposed	Difficult to introduce considering recent class size increases

*Note from the primary course instructor: Although the course is intended to cover injury care and prevention, most of the content relates to injury care. It would be beneficial to create two courses (e.g., KIN 375A and KIN 375B) to permit more time to cover topics related to injury prevention and exercise-based injury rehabilitation.*

**KIN 378**

<b>Title</b>	Current	Advanced Health and Wellness Promotion
	Proposed	Advanced Health Promotion
<b>Calendar</b>	Current	An in-depth examination of health and wellness at the population levels in the context of health and health care trends. The course will also examine the development evidence-based health programs from needs assessment, program plan/implementation and evaluation.
	Proposed	An in-depth examination of health and wellness at the population levels in the context of health and health care trends. The course will also examine the development evidence-based health programs from needs assessment, program plan/implementation and evaluation.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 178 (P)
	Proposed	KIN 278, KIN 370 (P)
<b>Exp Learn</b>	Current	None
	Proposed	None

**KIN 380**

<b>Title</b>	Current	Advanced Topics in Motor Behaviour
	Proposed	Advanced Topics in Motor Behaviour
<b>Calendar</b>	Current	Theories underlying skill acquisition and control of goal-directed movements will be discussed, with specific emphasis on the practical application these theoretical concepts. Current methods and experimental paradigms will be examined through advanced research topics. Our current understanding of motor behaviour will be guided by the structure and functional organization of the central nervous system.
	Proposed	Theories underlying the motor learning and control processes involved with postural control, gait, and upper extremity movements will be discussed. An emphasis will be placed on the physiological effects of aging and neurological disorders on these processes, and the recovery of function through rehabilitation in these populations.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 280, KIN 285 (P); KIN 220 (P/C)
	Proposed	KIN 267, KIN 280, KIN 285 (P)
<b>Exp Learn</b>	Current	None
	Proposed	Difficult to introduce considering recent class size increases

**KIN 385**

<b>Title</b>	Current	Clinical Biomechanics
	Proposed	Clinical Biomechanics
<b>Calendar</b>	Current	This course will apply the basic principles of biomechanics to the understanding and assessment of musculoskeletal injury and movement related disorders. It will focus on clinical application and will demonstrate the relationship between biomechanical theory, assessment strategy and pathomechanics in the successful application of knowledge for treatment intervention. It will also encourage and promote independent research and inquiry in the field of biomechanics.
	Proposed	This course focuses on the application of biomechanical concepts and principles to the understanding and assessment of human movement through an examination of musculoskeletal disorders and conditions. It will demonstrate the relationship between biomechanical theory, clinical assessment and pathomechanics using gait analysis as a basis for treatment intervention. It will also provide knowledge and inquiry into related disciplines such as physical therapy, orthopaedics and orthotics.
<b>Lab</b>	Current	0
	Proposed	2 (every other week)
<b>Pre/Co</b>	Current	KIN 267, KIN 285 (P); KIN 269 (P/C)
	Proposed	KIN 267, KIN 285 (P)
<b>Exp Learn</b>	Current	None
	Proposed	Difficult to introduce considering recent class size increases

**KIN 420**

<b>Title</b>	Current	Diversity Issues in Kinesiology, Health, Sport and Recreation
	Proposed	TBD*
<b>Calendar</b>	Current	This course examines the relationship between the diversity of the Canadian population and involvement in sport, recreation, exercise and/or physical activity. Specific areas of focus might include gender, race, ethnicity, sexuality, age, ability, social class, body type and religion. Current issues will be used for discussion and illustration.
	Proposed	This course examines the relationship between the diversity of the Canadian population and involvement in sport, recreation, exercise and/or physical activity. Specific areas of focus might include gender, race, ethnicity, sexuality, age, ability, social class, body type and religion. Current issues will be used for discussion and illustration.
<b>Lab</b>	Current	1
	Proposed	1
<b>Pre/Co</b>	Current	Completion of 60 credit hours, KIN 110, KIN 120 (P)
	Proposed	Completion of 60 credit hours, KIN 110, KIN 120 (P)
<b>Exp Learn</b>	Current	None
	Proposed	None

\* The primary instructor for the course expressed an interest in changing the title.

## KIN 450

<b>Title</b>	Current	Advanced Fitness Appraisal
	Proposed	Applied Exercise Physiology
<b>Calendar</b>	Current	This course will examine advanced issues involving the physiological assessment, response, and adaptations from different exercise modalities. Topics include musculoskeletal morphology, exercise fatigue, cardiovascular kinetics, and endocrinology. This is a preparatory course for the Canadian Society for Exercise Physiology- Certified Exercise Physiologist (CEP), the highest exercise designation in Canada.
	Proposed	This course will examine advanced issues involving the physiological assessment, response, and adaptations from different exercise modalities. Topics include musculoskeletal morphology, exercise fatigue, cardiovascular kinetics, and endocrinology. This is a preparatory course for the Canadian Society for Exercise Physiology- Certified Exercise Physiologist (CEP), the highest exercise designation in Canada.
<b>Lab</b>	Current	1
	Proposed	1
<b>Pre/Co</b>	Current	KIN 350 (P)
	Proposed	KIN 269, KIN 285, KIN 350 (P)
<b>Exp Learn</b>	Current	Volunteer in the DPSC once per week for three weeks
	Proposed	Volunteer in the DPSC once per week for three weeks

*Note from the primary course instructor: Due to the number of concepts covered in the course and the required experiential learning opportunities, it would be beneficial to create two courses (e.g., KIN 450A and KIN 450B) that include some concepts from KIN 350 and more information on the musculoskeletal system. Students would be required to complete both courses, and the Faculty could offer both courses in the fall and winter terms.*

## KIN 475

<b>Title</b>	Current	Sport Nutrition and Exercise Metabolism
	Proposed	Exercise Nutrition and Ergogenic Aids
<b>Calendar</b>	Current	This course examines the basic principles of nutrition, including Dietary Reference Intakes, macro and micro nutrients and the important role that nutrition plays in sport, recreation, and athletic performance. The role of ergogenic aids, exercise metabolism and sports nutrition will also be examined.
	Proposed	This course examines the important role that nutrition plays in sport, recreation, and athletic performance. Substrate utilization during exercise and ergogenic aids (e.g., buffers, creatine, caffeine) will be examined.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 170, KIN 269, KIN 275 (P)
	Proposed	KIN 170, KIN 269, KIN 275, KIN 369 (P)
<b>Exp Learn</b>	Current	None
	Proposed	None

**KIN 478**

<b>Title</b>	Current	Health Promotion for Diverse Populations
	Proposed	Health Promotion with Diverse Communities
<b>Calendar</b>	Current	This course will focus on health promotion principles across diverse populations within and outside Canada.
	Proposed	TBD*
<b>Lab</b>	Current	0
	Proposed	TBD*
<b>Pre/Co</b>	Current	KIN 378 (P)
	Proposed	TBD*
<b>Exp Learn</b>	Current	None
	Proposed	TBD*

\* Since the course has yet to be delivered, many of the details regarding its delivery need to be established.

**KIN 485**

<b>Title</b>	Current	Pathophysiology of Human Movement
	Proposed	Pathophysiology and Management of Human Disease
<b>Calendar</b>	Current	Capacities for movement will be examined relative to structural and functional changes as a result of aging and/or progression of disease among individuals with specific cardiovascular, physical, and/or neuromuscular impairments.
	Proposed	This course provides an overview of human pathophysiological processes and concepts at the cellular, organ, and systems level. Predisposing factors, clinical manifestations, suggested diagnostic tests, and treatments for representative and specific diseases are discussed.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	KIN 220, KIN 280 (P); KIN 350 (P/C)
	Proposed	KIN 220, KIN 260, KIN 267, KIN 269 (P)
<b>Exp Learn</b>	Current	Hands-on experience in a rehabilitation setting (First Steps Wellness)
	Proposed	Hands-on experience in a rehabilitation setting (First Steps Wellness)

**KHS 100**

<b>Title</b>	Current	Seminar in Kinesiology and Health Studies
	Proposed	Seminar in Kinesiology and Health Studies
<b>Calendar</b>	Current	An introductory seminar to the University and the Faculty of Kinesiology and Health Studies. Students will be introduced to a variety of services available to them and their roles and responsibilities as members of the university community. The seminar will also provide students with degree and career related opportunities. This required course must be completed within one year of admission to the Bachelor of Kinesiology. * Note: This required course must be completed within one year of admission to the Bachelor of Kinesiology program. Normally offered in fall semester only. *
	Proposed	An introductory seminar to the University and the Faculty of Kinesiology and Health Studies. Students will be introduced to a variety of services available to them and their roles and responsibilities as members of the university community. The seminar will also provide students with degree and career related opportunities. This required course must be completed within one year of admission to the Bachelor of Kinesiology. * Note: This required course must be completed within one year of admission to the Bachelor of Kinesiology program. Normally offered in fall semester only. *
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	None
	Proposed	None

**HS 200**

<b>Title</b>	Current	Understanding Health and Illness
	Proposed	Understanding Health and Illness
<b>Calendar</b>	Current	An exploration of the major theories and models of health and illness (biomedical, health promotion, population health). Problem-based seminar.
	Proposed	An exploration of the major theories and models of health and illness (biomedical, health promotion, population health). Problem-based seminar.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	Completion of 15 credit hours (P)
	Proposed	Completion of 15 credit hours; one of ENGL 100, ACAD 100, or KIN 101 (P)
<b>Exp Learn</b>	Current	None
	Proposed	None

*Note from the primary course instructor: Recent increases in class size have impacted how the courses can be delivered, as well as the outcomes and experiential learning opportunities.*

### HS 300

<b>Title</b>	Current	Health in Canada
	Proposed	Health in Canada
<b>Calendar</b>	Current	A political, economic and social history of health and health care in Canada. Problem-based seminar.
	Proposed	A political, economic and social history of health and health care in Canada. Problem-based seminar.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	HS 200 with a minimum grade of 70
	Proposed	HS 200 with a minimum grade of 70
<b>Exp Learn</b>	Current	A new and/or emerging health issue is explored and often results in presentation to individuals who can make a difference on how their research in the course can impact outcomes/policy
	Proposed	A new and/or emerging health issue is explored and often results in presentation to individuals who can make a difference on how their research in the course can impact outcomes/policy

*Note from the primary course instructor: Recent increases in class size have impacted how the courses can be delivered, as well as the outcomes and experiential learning opportunities.*

### HS 301

<b>Title</b>	Current	Health Issues
	Proposed	Health Issues
<b>Calendar</b>	Current	An interdisciplinary examination of selected contemporary health issues. Problem-based seminar.
	Proposed	An interdisciplinary examination of selected contemporary health issues. Problem-based seminar.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	HS 200
	Proposed	HS 200
<b>Exp Learn</b>	Current	A new and/or emerging health issue is explored and often results in presentation to individuals who can make a difference on how their research in the course can impact outcomes/policy
	Proposed	A new and/or emerging health issue is explored and often results in presentation to individuals who can make a difference on how their research in the course can impact outcomes/policy

*Note from the primary course instructor: Recent increases in class size have impacted how the courses can be delivered, as well as the outcomes and experiential learning opportunities.*

## HS 400

<b>Title</b>	Current	Health Studies Inquiry
	Proposed	Health Studies Inquiry
<b>Calendar</b>	Current	Systemic inquiry into a selected health topic. Students will identify health issues, develop researchable questions, conduct research and present findings.
	Proposed	Systemic inquiry into a selected health topic. Students will identify health issues, develop researchable questions, conduct research and present findings.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	HS 300; one of STAT 100/160, SOST 201, or PSYC 305; one of KIN 220 or PSYC 204
	Proposed	HS 300; one of STAT 100/160, SOST 201, or PSYC 305; one of KIN 220 or PSYC 204
<b>Exp Learn</b>	Current	Research project, including ethics application and data collection
	Proposed	Research project, including ethics application and data collection

*Note from the primary course instructor: Recent increases in class size have impacted how the courses can be delivered, as well as the outcomes and experiential learning opportunities.*

## SRS 115

<b>Title</b>	Current	Leadership
	Proposed	Leadership and Motivation in Organizations
<b>Calendar</b>	Current	This course will provide the student with an in-depth theoretical and practical exploration of the concepts associated with leadership and human motivation in the organizational environments associated with kinesiology, health, recreation, and sport.
	Proposed	This course provides broad historical survey of theoretical and practical concepts related to human motivation and the leadership of individuals, groups, and organizations. Application is made to sport, leisure, and kinesiology related environments.
<b>Lab</b>	Current	1
	Proposed	None
<b>Pre/Co</b>	Current	None
	Proposed	None
<b>Exp Learn</b>	Current	None
	Proposed	Partnership with Growing Young Movers (GYM) youth leaders who are part of the Leadership Pathway at Scott Collegiate High School. Have University students work alongside youth leaders in the after-school program to better understand what it means to be a leader from the eyes of the youth and children who come to the after-school program.

## SRS 215

<b>Title</b>	Current	Volunteer Management
	Proposed	Volunteer Management
<b>Calendar</b>	Current	The focus of this course is the management of voluntary/ non-profit sport or recreation organizations. The management of key resources, including volunteers and finances, will be covered. Additionally, the current context of these organizations will be discussed.
	Proposed	The focus of this course is the management of voluntary/ non-profit sport or recreation organizations. The management of key resources, including volunteers and finances, will be covered. Additionally, the current context of these organizations will be discussed.
<b>Lab</b>	Current	0
	Proposed	0
<b>Pre/Co</b>	Current	SRS 105 (KHS 140), SRS 115 (KHS 156)
	Proposed	SRS 105 (KHS 140), SRS 115 (KHS 156)
<b>Exp Learn</b>	Current	Students are required to volunteer at one sport and recreation or leisure organization, and the professor organizes an opportunity to volunteer with the Flatlanders Road Race.
	Proposed	Students are required to volunteer at / with two sport / recreation events or organizations in Regina during the term.

**SRS 220**

<b>Title</b>	Current	Program Delivery and Management
	Proposed	Program Processes for Sport, Recreation and Leisure
<b>Calendar</b>	Current	An examination of the planning process and various program applications in the sport, recreation, and physical activity delivery systems.
	Proposed	This course is designed to examine program processes (i.e., creating, planning, organization, implementation, and evaluation) in human service delivery organizations (i.e., exercise, sport, recreation, or culture) from a theoretical and practical and applied perspective.
<b>Lab</b>	Current	0
	Proposed	0 (unless requested by the instructor)
<b>Pre/Co</b>	Current	SRS 105 (KHS 140)
	Proposed	SRS 105 (KHS 140) *
<b>Exp Learn</b>	Current	None
	Proposed	There is a potential to invite community organizations/partners/groups to the University for programmed events/days that are created, planned, and organized by students.*

*\*If the exponential learning component to the course expands, it would be beneficial to add an extra SRS course (e.g., SRS 115) as a pre-requisite to better prepare students to work with community organizations.*

## **Appendix A: CCUPEKA**

### **Introduction**

CCUPEKA had its beginnings in Ontario in the 1960s, with the first national meeting in 1971. The main purpose of CCUPEKA is threefold:

- 1) To serve as a forum for discussion among university and physical education administrators in Canada;
- 2) To serve as an accrediting body for physical education and kinesiology programs at Canadian universities;
- 3) To provide a voice for Canadian academics on issues of importance to our field of study, accomplished through lobbying initiatives.

There are currently 36 member schools in all ten provinces, 14 of which have CCUPEKA Accreditation (as of September 2020).

<b>Accredited</b>	<b>Not Accredited</b>
Acadia University	Brock University
Memorial University	Dalhousie University
Queen's University	Lakehead University
St. Francis Xavier University	Laurentian University
Université de Moncton	McGill University
University of Alberta	McMaster University
University of British Columbia	Mount Royal University
University of Calgary	Nipissing University
University of Manitoba	Ontario Tech University
University of New Brunswick	Redeemer University College
University of Windsor	Simon Fraser University
University of Winnipeg	Université de Montréal
Western University	University of the Fraser Valley
York University	University of Guelph-Humber
	University of Lethbridge
	University of Ottawa
	University of Prince Edward Island
	University of Regina
	University of Saskatchewan
	University of Toronto
	University of Victoria
	Wilfred Laurier University

### **CCUPEKA Accreditation**

The following are requirements for CCUPEKA accreditation.

#### **1) Program Structure**

- Structure – 4-year degree program, with minimum 40 courses
- Breadth – 50% courses taught by Kinesiology academic unit (20 of 40)
- Depth – 50% of remaining elective courses offered at the advanced level
- Faculty Complement – 75% of the 20 courses taught by full-time Kin faculty/staff

#### **2) Core Courses**

Human anatomy; Human physiology; Exercise physiology; Biomechanics; Motor learning/motor control; Psychology of physical activity; and two courses in the social science and/or humanities area (total of 8 courses)

#### **3) Scientific Inquiry**

Two courses: Research methods; Statistics

#### **4) Application Disciplinary Knowledge**

Lab experiences in at least 4 of the 8 core courses listed above, minimum 96 hours

## **Appendix B: KHS Fieldwork Program**

### **Introduction**

Each student in Kinesiology and Health Studies is required to complete fieldwork as a final part of his/her degree program. Fieldwork is a 15-week, 560 hour, unpaid internship designed to provide the student with an opportunity for a practical, “real world” experience bridging his/her academic present and professional future. Fieldwork typically runs alongside the University semester system: January to April, May to August and September to December. Students research and find their own placement based on their KHS/HS Degree Program, Major and Self-determined Learning Objectives. Some decide to look for opportunities locally and others look, provincially, nationally or even internationally!

The Fieldwork program relies heavily on Kinesiology and Health Study professionals in the community to provide quality opportunities and leadership for our students. Together the student and the supervisor create and modify learning objectives to plan for a placement full of exploration and practice. Students must take initiative, ask questions, take risks and step out of their comfort zone to get the most out of their experience. After a period of observation, students will have the opportunity to first assist in activities and then take the lead role of the professional when they are ready. With continued support from their supervisor, students are expected to perform their responsibilities with competence and a growing level of confidence.

The following link gives an overview of our program and the opportunity to explore agency responsibilities and the policies of the program: <https://www.uregina.ca/kinesiology/fieldwork-opportunities/objectives.html>

### **Objectives of Fieldwork**

Fieldwork is designed to provide the student with an opportunity for a practical, “real world” experience for the purpose of developing direct leadership, programming, and administrative skills sufficient for entry into a professional career.

At the completion of Fieldwork, students will have:

- 1) Gained exposure to and responsibility for varied practical situations under qualified supervision.
- 2) Gained knowledge and competence in working with individuals and groups in a structured program setting.
- 3) Developed an in depth understanding of kinesiology and health interests and needs, and the variations of services delivered by multiple kinesiology and health service agencies and organizations.
- 4) Demonstrated through actions a level of competence in leadership, programming, and administrative abilities, as well as a commitment to human values and ethics.
- 5) Demonstrated analytical and research abilities by means of written reports on the organizational structure and administrative functions of the Fieldwork agency.

### **Purpose of Fieldwork**

The basic purpose of the Fieldwork Program is to provide a planned transition from the Kinesiology and Health Studies curriculum to a professional setting. In the Fieldwork experience the student will test practical application of the theories in the agency setting under the guidance and supervision of an agency professional and the Fieldwork Coordinator. As part of the Fieldwork experience, the mentor/host agency and the Fieldwork Coordinator evaluate the student. In addition, students continually review their own knowledge, skills, accomplishments and professional growth as they apply to this preparation for entry into their chosen profession.

The total preparation of a professional involves academic study as well as actual experience in applying theories to the practical areas within their field of study. Therefore, the objectives of the Fieldwork Program are as follows:

- To give students opportunities for practical experience in the organization and administration of agency services, and/or various program areas, and to increase their knowledge and skill in areas consistent with career goals and philosophy.

- To enable students to understand and appreciate professional duties and responsibilities of personnel in the field.
- To help students determine their professional strengths and weaknesses.
- To infuse agencies with new and updated concepts of delivery of services, and to aid in providing for more knowledgeable professionals.
- To further enhance a student's understanding and conceptualization of professionalism. The student should gain a deeper awareness of professionalism; the possession of a unique body of knowledge, adherence to a professional code of ethics, the membership in a professional organization, and the manifestation of an altruistic view within the human services field.
- To ensure students appreciate the need to build healthy, productive relationships. The student must demonstrate the ability to develop, nurture and maintain appropriate professional relationships with the agency supervisor, agency staff, and clients. The student will learn to place a high value on these relationships as a fundamental aspect of professionalism.
- To aid in the assessment of the duties, expectations, and responsibilities of a professional in the chosen field in an effort to assist with initial short term and/or long term career choices.

### **Selecting the Right Fieldwork Agency**

Selecting the right Fieldwork agency is likely one of the most difficult decisions a student will have to make in this process. Following your interviews, you may have more than one Fieldwork offer to consider. You must carefully select the one agency that can offer you the greatest opportunity to achieve your desired learning objectives. Of course, your learning objectives have been carefully developed with your academic, professional and personal goals at the forefront.

Maintaining the integrity of the degree program is the utmost of importance as the right agency will help you practice the theory from your course work. In addition, students should think about how their experiences and contacts in fieldwork will affect their future plans.

### **Learning Objectives**

As you begin to clarify your Fieldwork placement direction, and ultimately your career plans, it is time to establish some goals or objectives for Fieldwork. This section will assist you to understand the process of Learning by Objectives. Additionally, it will guide the student in defining learning objectives, developing a set of learning objectives appropriate for his/her Fieldwork placement, and in evaluating these objectives.

Significant thought and care must be exerted in developing learning objectives for your Fieldwork placement. Objectives enable you to communicate to a potential Fieldwork agency exactly what you want to learn and help you establish a path to attain these goals. Additionally, well-established objectives allow the Fieldwork agency to tailor the Fieldwork experience to meet those objectives. More specifically, learning objectives can quantify what you want to learn and how you want to learn it.

Learning objectives serve as a significant component of the contract you sign with the Fieldwork agency which then provide the framework for your placement.

### **Samples of Fieldwork Placements**

The following link provides access to the Fieldwork Newsletters from the last few semesters. These newsletters will provide examples of the agencies where students have completed their placements along with a description of that placement.

<https://www.uregina.ca/kinesiology/fieldwork-opportunities/index.html>

## Appendix C: Core Requirements

### Current

KIN 105 (Indigenous Health/Sport in Historical Perspective)
KIN 110 (Sociology of Sport/Recreation/Physical Activity)
KIN 115 (Introduction to Sport/Exercise Psychology)
KIN 120 (Rec - Persons with Disabilities)
KIN 170 (Lifestyle/Health/Wellness)
KIN 180 (Lifespan Growth/Motor Development)
KIN 220 (Research Methods in KHS)
KIN 260 (Human Anatomy)
KIN 267 (Human Physiology I)
KIN 269 (Exercise Physiology)
KIN 275 (Intro to Nutrition)
KIN 280 (Motor Learning/Control)
KIN 285 (Biomechanics)
KIN 370 (Health Psychology)
KIN 420 (Diversity Issues in KHS/Recreation)
KHS 300 (Pre-Fieldwork Seminar)
KHS 400 (Fieldwork)
KHS 405 (Fieldwork Project)
(1 of) KIN 101, ENGL 100
(1 of) SOST 201, STAT 100, STAT 160
(1 of) PHIL 270, PHIL 272, PHIL 273, PHIL 276, KIN 205
KHS 100 (exempt if credit for KHS 101)
BUS 007 (exempt if credit for CS 100)
Electives (18 credit hours) <i>[from ANY Faculty]</i>

\* The 8 courses shaded in dark green and 2/4 courses shaded in light green collectively meet the current CCUPEKA accreditation standards.

### Recommended

KIN 105 (Indigenous Health/Sport in Historical Perspective)
KIN 110 (Sociology of Sport/Recreation/Physical Activity)
KIN 115 (Introduction to Sport/Exercise Psychology)
KIN 120 (Rec - Persons with Disabilities)
KIN 170 (Lifestyle/Health/Wellness)
KIN 180 (Lifespan Growth/Motor Development)
KIN 2XX (Intro to Diversity Issues in KHS/Recreation)
KIN 220 (Research Methods in KHS)
KIN 260 (Human Anatomy)
KIN 267 (Human Physiology I)
KIN 269 (Exercise Physiology)
KIN 275 (Intro to Nutrition)
KIN 278 (Intro to Health Promotion)
KIN 280 (Motor Learning/Control)
KIN 285 (Biomechanics)
<del>KIN 370 (Health Psychology)</del>
<del>KIN 420 (Diversity Issues in KHS/Recreation)</del>
KHS 300 (Pre-Fieldwork Seminar)
KHS 400 (Fieldwork)
KHS 405 (Fieldwork Project)
(1 of) KIN 101, ENGL 100
(1 of) SOST 201, STAT 100, STAT 160
(1 of) PHIL 270, PHIL 272, PHIL 273, PHIL 276, KIN 205
SRS 115 (Leadership)
KHS 100 (exempt if credit for KHS 101)
<del>BUS 007 (exempt if credit for CS 100)</del>
KHS 1XX (Computer Lab)
Electives (18 credit hours) <i>[from ANY Faculty]</i>

**Appendix D: Survey Results on Core Competencies (Human Kinetics, Health Promotion)**

**Human Kinetics**

<b>Core Competency</b>	<b>Ave</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>N/A</b>
Examine and contextualize social psychological theories and models designed specifically to understand health and exercise behaviours.	<b>4.1</b>	4	1	1	2	1	1	3	1	0
Examine and contextualize the impact of disability on individuals and society from a variety of perspectives (e.g., educational, socio-psychological, historical, socio-political, gender and community).	<b>4.9*</b>	1	1	2	3	2	0	2	3	0
Examine paradigmatic influences on movement and active living within the context of the development and delivery of adaptive programs for individuals with disability.	<b>5.3</b>	1	1	0	1	2	5	2	1	0
Examine and contextualize the scientific basis of physical fitness assessment and exercise prescription.	<b>3.0</b>	5	3	0	2	0	2	0	1	0
Examine the cellular and molecular responses to exercise conditions within the context of performance appraisal and exercise prescription.	<b>4.5</b>	2	1	3	2	1	0	0	4	0
Examine the motor learning and control processes involved with human movement within the context of clinical assessment and rehabilitation.	<b>3.8</b>	2	1	4	1	3	0	1	1	0
Examine the biomechanical concepts and principles involved with human movement within the context of clinical assessment and treatment intervention.	<b>4.0</b>	2	3	1	2	0	3	1	1	0
Examine the response and adaptations to different exercise modalities within the context of musculoskeletal morphology, cardiovascular kinetics, and endocrinology.	<b>4.5</b>	4	1	0	1	1	2	1	3	0

*Average calculated by: 1) multiplying the rank by the number of votes for the rank; 2) adding the resulting values of all eight ranks from the previous step; and 3) dividing the result of the previous step by the number of respondents.*

*The consensus of the committee is that the competencies highlighted in yellow are core competencies deemed critical for the Human Kinetics major.*

*\* Despite its relatively low average ranking, the consensus of the committee is that this proposed competency is critical for the Human Kinetics major. The reason for this is that we consider an understanding of the impact of disability on individuals and society to be important for our students since most (if not all) are likely to encounter individuals with disability in their careers.*

## Health Promotion

Core Competency	Ave	1	2	3	4	5	6	7	8	N/A
Examine and contextualize social psychological theories and models designed specifically to understand health and exercise behaviours.	4.1	3	2	4	0	0	0	2	3	0
Examine and contextualize the impact of disability on individuals and society from a variety of perspectives (e.g., educational, socio-psychological, historical, socio-political, gender and community).	5.4	1	1	2	0	1	4	2	3	0
Examine the effects of the aging process within the context of physical activity, sport, leisure, and therapeutic recreation.	5.8	1	0	1	2	0	3	3	3	0
Examine health and wellness at the population levels within the context of health care trends and health program implementation and evaluation.	2.9	5	4	1	1	0	1	1	1	0
Examine program processes (e.g., planning, implementation, evaluation) in service delivery organizations within the context of exercise, sport, recreation, and culture.	4.3	1	2	3	2	3	0	1	2	0
Examine and contextualize the Canadian health care system from economic and socio-economic perspectives.	4.0	1	0	5	2	4	0	0	1	1
Examine and contextualize biological and socio-cultural determinants of health across a variety of populations.	2.9	5	2	1	2	0	3	0	0	0
Examine health science emphasizing Indigenous perspectives within the context of theories of health, personal health, consumerism, and interpreting health information.	5.0	1	0	2	2	3	3	2	1	0

*Average calculated by: 1) multiplying the rank by the number of votes for the rank; 2) adding the resulting values of all eight ranks from the previous step; and 3) dividing the result of the previous step by the number of respondents. The N/A vote was not included in the average calculation.*

*The consensus of the committee is that the competencies highlighted in yellow are core competencies deemed critical for the Health Promotion major.*

## Appendix E: Majors (Human Kinetics, Health Promotion)

### Human Kinetics

#### Current

<b>Major Required (27 credit hours)</b>
KIN 241 (Social Con Disabil)
KIN 278 (Intro to Health Promotion)
KIN 341 (Physical Disability)
KIN 342 (Devel Disability)
KIN 350 (Fitness Appraisal/Exercise Leadership)
KIN 369 (Advanced Topics in Exercise Physiology)
KIN 380 (Advanced Topics in Motor Behaviour)
KIN 385 (Clinical Biomechanics)
KIN 450 (Advanced Fitness Appraisal)
<b>Major Elective (6 credit hours)</b>
BIOL 100 (Biology I)
BIOL 101 (Biology II)
BIOL 140 (Human Biology for Non-Majors)
PHYS 109 (General Physics I)
CHEM 104 (General Chemistry I)
KIN 240 (Phys Act/Aging)
KIN 268 (Human Physiology II)
KIN 321 (Principles of Epidemiology)
KIN 355 (Training/Conditioning)
KIN 373 (Sport Psychology)
KIN 375 (Care/Prevention of Athletic Injuries)
KIN 378 (Advanced Health/Wellness Promotion)
KIN 475 (Sport Nutrition/Exercise Metabolism)
KIN 478 (Health Promotion for Diverse Populations)
KIN 485 (Pathophysiology of Human Movement)
HS 200 (Understanding Health/Illness)
SRS 115 (Leadership)
SRS 220 (Program Delivery/Management)
KHS 325 (Interprof Collab for Health/Justice/Learning)

#### Recommended

<b>Major Required (18 credit hours)</b>
KIN 241 (Social Con Disabil)
<del>KIN 278 (Intro to Health Promotion)</del>
<del>KIN 341 (Physical Disability)</del>
<del>KIN 342 (Devel Disability)</del>
KIN 350 (Fitness Appraisal/Exercise Leadership)
KIN 369 (Advanced Topics in Exercise Physiology)
KIN 370 (Health Psychology)
KIN 380 (Advanced Topics in Motor Behaviour)
KIN 385 (Clinical Biomechanics)
<del>KIN 450 (Advanced Fitness Appraisal)</del>
<b>Major Elective (12 credit hours)</b>
KIN 240 (Phys Act/Aging)
KIN 268 (Human Physiology II)
KIN 321 (Principles of Epidemiology)
KIN 341 (Physical Disability)
KIN 342 (Devel Disability)
KIN 355 (Training/Conditioning)
KIN 373 (Sport Psychology)
KIN 375 (Care/Prevention of Athletic Injuries)
KIN 378 (Advanced Health/Wellness Promotion)
KIN 420 (Diversity Issues in KHS/Recreation)
KIN 450 (Advanced Fitness Appraisal)
KIN 475 (Sport Nutrition/Exercise Metabolism)
KIN 478 (Health Promotion for Diverse Populations)
KIN 485 (Pathophysiology of Human Movement)
KIN 498 (Honours Proposal)
KIN 499 (Honours Thesis)
HS 200 (Understanding Health/Illness)
<del>SRS 115 (Leadership)</del>
SRS 220 (Program Delivery/Management)
<del>KHS 325 (Interprof Collab for Health/Justice/Learning)</del>
CLAS 120 (Latin/Greek in Scientific Term)
(1 of) BIOL 100, BIOL 101, BIOL 140, PHYS 109, CHEM 104

## Health Promotion

### Current

<b>Major Required (24 credit hours)</b>
KIN 240 (Phys Act/Aging)
KIN 278 (Introduction to Health Promotion)
KIN 378 (Advanced Health/Wellness Promotion)
KIN 478 (Health Promotion for Diverse Populations)
HS 200 (Understanding Health/Illness)
SRS 220 (Program Delivery/Management)
INHS 100 (Introduction to Indigenous Health Studies I)
ECON 253 (Economic Issues in the Can Health Care System)
<b>Major Elective (9 credit hours)</b>
KIN 321 (Principles of Epidemiology)
KIN 475 (Sport Nutrition/Exercise Metabolism)
KIN 485 (Pathophysiology of Human Movement)
HS 300 (Health in Canada)
SRS 115 (Leadership)
SRS 215 (Volunteer Management)
KHS 325 (Interprof Collab for Health/Justice/Learning)
THRC 245 (Assessment in Therapeutic Recreation)
ECON 353 (Health Economics)

### Recommended

<b>Major Required (18 credit hours)</b>
<del>KIN 278 (Introduction to Health Promotion)</del>
KIN 378 (Advanced Health/Wellness Promotion)
KIN 478 (Health Promotion for Diverse Populations)
(4 of the following)
KIN 240 (Phys Act/Aging)
KIN 241 (Social Con Disabil)
KIN 370 (Health Psychology)
HS 200 (Understanding Health/Illness)
SRS 220 (Program Delivery/Management)
INHS 100 (Introduction to Indigenous Health Studies I)
ECON 253 (Economic Issues in the Can Health Care System)
<b>Major Elective (12 credit hours)</b>
KIN 240 (Phys Act/Aging)
KIN 241 (Social Con Disabil)
KIN 420 (Diversity Issues in KHS/Recreation)
KIN 321 (Principles of Epidemiology)
KIN 475 (Sport Nutrition/Exercise Metabolism)
KIN 485 (Pathophysiology of Human Movement)
KIN 498 (Honours Proposal)
KIN 499 (Honours Thesis)
HS 300 (Health in Canada)
HS 301 (Health Issues)
HS 400 (Health Studies Inquiry)
<del>SRS 115 (Leadership)</del>
SRS 215 (Volunteer Management)
<del>KHS 325 (Interprof Collab for Health/Justice/Learning)</del>
<del>THRC 245 (Assessment in Therapeutic Recreation)</del>
ECON 353 (Health Economics)
INHS 101 (Intro to Indigenous Health Studies II)
INHS 200 (Traditional Indigenous Health Concepts)
INHS 210 (Contemporary Issues in Indigenous Health)
INHS 250 (Indigenous Language Concepts of Health)
INHS 300 (Comm-Based Indigenous Health Research Meth)
INHS 350 (Applications of Indigenous Concepts of Health)

**Appendix F: Survey Results on Concentration Course List (High Performance)**

<b>Core Competency</b>	<b>Ave</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>N/A</b>
KIN 355 (Training and Conditioning)	1.2	11	3	0	0	0	0
KIN 373 (Sport Psychology)	2.6	2	4	5	3	0	0
KIN 375 (Care and Prevention of Athletic Injuries)	3.2	1	3	3	4	2	0
KIN 475 (Sport Nutrition and Exercise Metabolism)	2.8	2	4	4	3	1	0
SRS 220 (Program Delivery and Management)	4.7	0	0	0	4	8	2

*Average calculated by: 1) multiplying the rank by the number of votes for the rank; 2) adding the resulting values of all eight ranks from the previous step; and 3) dividing the result of the previous step by the number of respondents. The N/A votes were not included in the average calculation.*

*The consensus of the committee is that the courses highlighted in yellow are to be maintained for the High Performance concentration.*