

Implementation Plan

1 - Cover memo

Department of	<u>Health, Kinesiology, and Applied Physiology</u>	Year of program review	<u>2024</u>
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To: Deputy Provost and Vice-Provost, Student Life and Experience
From: Faculty Dean
Faculty of: Arts and Science
Date:

Please find enclosed the finalized Implementation Plan for the Department cited above as part of the academic program reviews process. This Plan was duly discussed with:

- ☒ The Department Chair
- ☒ The Dean of Graduate Studies (if applicable)

As mentioned in the Concordia University Academic Program Review Manual, 6th edition, September 2024, the Faculty and Department will follow-up on this Plan in two years, when prompted by your office.

Sincerely,

Faculty Dean's name Pascale Sicotte

Faculty Dean's signature *Pascale Sicotte*

PROGRAM REVIEW DOSSIER

DEPARTMENT OF HEALTH, KINESIOLOGY, AND APPLIED PHYSIOLOGY

The review was initiated in 2024.

The dossier contains the following:

Document	Finalized on:
1. Department Program Review Committee (DPRC) Reports	April 2025
2. Report from External Evaluators	October 15, 2025
a. Response to EE Report	November 30, 2025
3. University Program Review Committee (UPRC) Report	April 27, 2026
a. Response to UPRC Report	May 29, 2026
4. Summary chart	June 4, 2026
5. Dean's Implementation Plan	September 15, 2026
6. Progress Report	To be initiated Fall 2028

Note:

- *The External Evaluators' visit was held from October 1 to 3, 2025.*

Implementation Plan

2 - Summary

The mission of the Department of Health, Kinesiology, and Applied Physiology (HKAP) is to advance research, knowledge, and training to improve human health and wellness. Faculty members have expertise in the areas of cardiovascular and metabolic health, neurophysiology and motor control, injury prevention and rehabilitation, sports medicine, exercise physiology, behavioural medicine, public health and health equity, and sleep physiology. At the undergraduate level, the Department offers a Major and Honours in Athletic Therapy, Exercise Science, and Kinesiology and Clinical Exercise Physiology. At the graduate level, there is a MSc and PhD program in Health and Exercise Science. HKAP participates in the Kaié:ri Nikawerá:ke Indigenous Bridging Program which provides alternative entry to eligible Indigenous students with non-traditional academic backgrounds to transition to the program of their choice. The Department also offers students the opportunity to join the Institute for Co-operative Education. As of January 1, 2025, the Department has 15 tenured or tenure-track faculty members and 2 Teaching Professors (Senior Lecturers) including 1 CRC, 1 CIHR Chair, and 3 CURCs. The Department staff consists of 1 technical staff, 4 internship coordinators, and 2 administrative staff (Department Administrator and Graduate Program Assistant) with additional academic advising and lab instructors on timesheets. Faculty members are associated with the School of Health, Centre for Structural and Functional Genomics, and the Centre for Studies in Behavioural Neurobiology. Average class sizes are 62 to 85 at the 200-level and 35 to 53 at the 300- and 400-levels. An average of approximate 37% of HKAP courses are taught by part-time faculty members. The BScAT program is accredited by the Canadian Athletic Therapists Association and the BSc in Kinesiology and Clinical Exercise Physiology follows standards from the Fédération des Kinésiologues du Québec (FKQ).

Department strengths were noted in practical training including Athletic Therapy and Kinesiology clinics, community outreach, and innovative pedagogy that cuts across disciplines. The UPRC notes HKAP students report high levels of student engagement, high retention levels, and student satisfaction with programs. Opportunities include potential increased interdisciplinary collaboration, particularly with Psychology and Applied Human Science for community engagement. HKAP contributes to the FAS 5 Commitments with its dedication to experiential learning as well as its collaboration with the School of Health and commitments to health research and improvement via training. Exceptional facilities in the Department include the specialized labs and clinics for training in Athletic Therapy and Kinesiology.

The Faculty of Arts and Science has reviewed the Department Program Review Committee, External Evaluator, and University Program Review Committee reports and provides the following recommendations for implementation. Joint solutions to shared issues among Science units are encouraged wherever possible. A recommendation to standardize lab credits and hours which emerged from the Program Reviews in Physics and Chemistry should be examined across all Science units where feasible as a strategy to improve student experience and success in introductory lab courses.

Implementation Plan

3 - Recommendations

The Faculty Dean is invited to include a numbered list of recommendations for improvement, as well as a rationale and implementation schedule (an Excel spreadsheet is also available by request to the Program Review Lead).

Recommendations	Prioritized time-line for completion	Responsibility	Dean's comments and resource implications
1. Create the conditions to maintain CATA accreditation with the plan to transition to the MScAT.	Short- to mid-term (1-3 years)	Department, FAS, SGS	While the MScAT degree is still in the approval process, it will be important to maintain accreditation with CATA for the unit.
Rationale: UPRC-2, EE-3. Transitioning from the BScAT to MScAT program structure will bring challenges, including staffing and career pathways for undergraduate and graduate students. Concerns were expressed by the UPRC and EE that the teaching faculty to student ratio may become an issue. Maintaining excellent KCEP student performance in FKQ certification is also important.			
2. Expand student recruitment with increased communication of pathways from undergraduate into graduate programs and available awards as well as increase students' opportunities and applications for funding.	Short- to mid-term (1-4 years)	Department, FAS, SGS, Advancement, UCS, Financial Aid and Awards	
Rationale: UPRC-1, UPRC-8, EE-10, EE-11, EE-12, EE-13, DPRC-10.1. In the Department's response to the UPRC, an emphasis on international recruitment which requires more student			

financial support opens the potential to work with Advancement and Graduate Studies to develop additional fellowships and implement measures to encourage student applications for fellowships at Concordia and externally. Additional graduate student enrollment will support HKAP's call for more TA funding and address the need for individuals with expertise to manage labs to expand undergraduate teaching capacity. The EE and UPRC note the appeal and uniqueness of the direct entry PhD and Integrated Pathways.			
3. Strengthen student advising and support mechanisms, including peer mentorship and community building within the unit.	Short- to mid-term (1-3 years)	Department, FAS, Dean of Students Office	
Rationale: UPRC-4, EE-6, EE-15, EE-16, DPRC-4.2, 10.2, 10.4, 10.5, 10.8, 10.10, 10.15, 10.18. UPRC and the EE note positively the living labs for students and suggest their expansion, if possible, and encourage increasing opportunities (events) and spaces for student interaction and studying. The Department recommends increasing the visibility of the Academic Advisor and Student Success Centre for students and developing an early alert system to identify students at risk earlier in the semester.			The Department response to the UPRC uses an excellent term "student support infrastructure." FAS sees the potential that this might be shared among multiple units with similar needs.
4. Promote professional development of students with programming for career readiness and transitioning to the workforce drawing on alumni and community relationships.	Mid-term (2-4 years)	Department, FAS, GradProS- kills, Student Success Centre	
Rationale: UPRC-3, DPRC-8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 9.2, 9.6. EE notes that HKAP programs prepare students for the Canadian Athletic Therapist Association (CATA), Canadian Society for Exercise Physiology (CSEP), and Fédération des Kinésio-logues (FKQ) certifications and careers in academics, industry, and public health. The Department has excellent proposals to			

develop Career Pathways Toolkits, Research Activity Bulletins, track and publicize student success, and improve student preparation for certification exams.			
5. Assess classroom and field training capacity and needs including active learning classrooms and equipment packs plus actively seek additional sources of support including government, industry, community, and alumni avenues.	Mid- to long-term (3-5 years)	Department, FAS, Facilities, SOH	Careful analysis of the use of resources, and available internal and external funding opportunities, will be reviewed by the Dean to see if redistribution is possible for developing classroom space and equipment for student training in courses.
Rationale: UPRC-6, UPRC-7, EE-5, EE-7, DPRC-9.1, 11.9. Department's response to the UPRC includes a suggestion to leverage institutional assets such as the School of Health and PERFORM Centre in order to increase experiential learning and health research and training at Concordia.			
6. Develop mechanisms for continued curriculum review and development of programs in line with clearly agreed on learning objectives and necessary competencies.	Mid-term (2-3 years)	Department, FAS, CTL	
Rationale: UPRC- 5, EE-9, DPRC-7.1, 7.2, 7.4, 7.5, 7.7, 7.9, 7.10, 10.3, 10.9, 10.14. This recommendation is echoed across all three committees and enables the curriculum to remain current, effective, and attractive to future students.			