

**Cyclical Program Review of Academic Programs in the School of Kinesiology and Health Studies
One Year Progress Report on Implementation Plan**

Date: February 7, 2017

Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation	Please indicate whether the implementation is on target and on time, and provide a brief description.
<p>1. As noted by the review team, the most pressing issue for the School of Kinesiology and Health Studies is to consider restructuring the programs offered by the school. In particular, the school should review the physical education program and determine how its continuation aligns with societal needs, fiscal viability and future developments in the kinesiology</p>	<p>Discussion at Spring 2015 unit meeting to develop action plan</p>	<p>Director and associate dean Arts and Science</p>	<p>Dean of Arts and Science's <i>annual report</i> to the provost 2016</p>	<p>The implementation of this recommendation is on target and on time.</p> <p>At the Spring retreat in May 2015, faculty members in SKHS unanimously agreed to propose a temporary suspension of the BPHE program. This decision was announced at the Faculty Board meeting in September 2015, which initiated further research (e.g. review of admission trends, job market analysis, etc.) and a series of consultations with students, faculty/staff, alumni and industry stakeholders. In March 2016, Faculty Board approved the temporary suspension of admission into the BPHE, effective Sept 2017. In October 2016, the Interim Dean of Arts and Science announced a proposal to move forward with the closure of the BPHE. Further consultations took place within SKHS and the Dean's Office. On January 27th, Faculty Board approved a motion to close the BPHE, which is expected to be approved by</p>

<p>and health studies programs.</p>				<p>SCAD on Feb 8, 2017. The motion will then go to Senate for final approval.</p> <p>A detailed report of all consultations and research undertaken to support this decision has been shared with the Provost Office.</p> <p>A summary of the rationale and decision is publicly available on the Faculty of Arts and Science website: http://www.queensu.ca/artsci/about/suspension-of-admission-to-the-phys-ed-program</p>
<p>2. The School of Kinesiology and Health Studies should take concrete actions that will lead to a better integration and cohesion between courses and students in the health studies and kinesiology programs. In particular, the health studies program would benefit from a more focused curriculum.</p>	<p>A curriculum mapping of all courses to DLEs, LOs and other indicators of achievement in conjunction with the Centre for Teaching and Learning</p>	<p>Director, associate deans Arts and Science</p>	<p>Dean of Arts and Science's <i>annual reports</i> to the provost 2016</p>	<p>The implementation of this recommendation is on target and in progress.</p> <p>A task group comprised of faculty members, the Undergraduate Chair and student representatives was struck in May 2015. The objectives of the task group are: (1) to generate a proposal for re-branding health studies to better differentiate it from life science/health science programs at Queen's and across Canada; (2) to strengthen the curriculum by developing an over-arching pedagogical framework for the program; (3) to evaluate the effectiveness of the program in preparing students for a range of post-graduate opportunities; (4) to develop recommendations for better integrating HLTH students with PHE/KIN students.</p>

				<p>Over the past year and a half, a number of actions have been taken to meet the objectives above. Specifically:</p> <ul style="list-style-type: none">• The task group completed an environmental scan of all health studies programs in Ontario and selected comparators outside of Ontario;• The group conducted a curriculum review of the Health Studies program, identifying areas of strength, gaps and opportunities. A curriculum map was developed to show course progression from a broad- multidisciplinary foundational experience in YR 1 – 2 to areas of specialization in upper years. Curriculum changes were proposed and later approved by the Undergraduate Subcommittee including: providing access to some courses offered in the kinesiology program that align well with the health studies program (i.e., KNPE 225, KNPE 265); program restrictions were added to a foundational 200-level course (HLTH 205) to support an enriched academic experience for HLTH students joining the program; a new 300-level 'community-based internship' course was developed to enhance and grow experiential learning opportunities in the HLTH program.
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				<ul style="list-style-type: none">• To support greater parity among students in the health studies and kinesiology programs, SKHS has been working with the HLTH DSC and PHEKSA executives to support greater collaboration between the two student associations through joint events. A new annual 'orientation' event was also initiated to welcome HLTH students into the School each September.• Additionally, a key focus of consultations with students about the closure of the BPHE has been a realignment of courses and curriculum in the Health Studies and Kinesiology programs. HLTH students provided input into possible curriculum changes and new experiential learning opportunities that would be made possible with the closure of the BPHE program. <p>Finally, SKHS was successful in securing a replacement faculty position for the HLTH program. Based on identified gaps in the program, the School is currently recruiting a new faculty member in the area of Indigenous/global health. This position will undoubtedly further enhance the program by developing new course offerings in these important areas, as well as, increasing teaching</p>
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				capacity for our large, first year social determinants of health course (HLTH 101).
3. In order to reduce the overall times to completion and accelerate progression, the school should look for means to fast-track master's students into the Ph.D. program when warranted and possible.	Initiate meeting with director and associate deans (FAS and SGS)	Director, associate deans (FAS and SGS)	Vice-provost and dean of School of Graduate Studies <i>annual reports</i> to the provost 2016 Dean of Arts and Science's <i>annual reports</i> to the provost 2016	<p>The implementation of this recommendation is on track and on time.</p> <p>The School of Kinesiology and Health Studies (SKHS) Graduate Subcommittee discussed this issue at its meetings on 28 October and 23 November 2016. All SKHS faculty members discussed it at our Academic Council meeting on 1 December 2016. At these meetings, we reviewed the elements of master program and the learning objectives for our master's and PhD program.</p> <p>After undertaking this review, the SKHS faculty concluded that the elements of the master's program serve to meet the learning objectives of the master's degree only. That is, even where the learning objectives may appear to overlap, meeting the learning objectives of the PhD program requires that students complete all elements of both the master's and the PhD degree.</p> <p>Furthermore, it has been our experience that students require the full experience of completing their master's degree before they are ready to begin their PhD program. Any acceleration of the master's program, or early promotion into the PhD program, would</p>

				<p>disadvantage the student and likely lead to poor outcomes in the PhD program and subsequent poor post-PhD employment prospects. In fact, in no instances could a SKHS faculty member recall a current or former master's student who the faculty member would in good conscious recommend be accelerated into a PhD program. Faculty members are also concerned that, if an accelerated student's personal situation made it impossible for him or her to complete the PhD, he or she would leave our program with neither a master's nor a PhD degree.</p> <p>Given this assessment, we do not feel it is in the interest of either our students or our program to promote students to the PhD without completing a master's, or to offer an accelerated route to completion of the PhD.</p> <p>Furthermore, we note that, according to the document produced by the School of Graduate Studies "Graduate degree completion, attrition, and financial support at Queen's and in the U15" from August 2016, our doctoral program average time to completion is 13.43 terms (2005 cohort). This gives us the second shortest time to completion among all U15 Kinesiology doctoral programs, and is shorter than both the overall Queen's doctoral time to completion, and the overall U15 doctoral time to completion.</p>
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Additional Notes:

Please note any additional issues affecting progress, if necessary.