

School of Kinesiology

Faculty of Health Sciences

Dean's Summary

Submitted by:

Dr. Lara Duke, Dean, Faculty of Health Sciences

Accepted by:

Senate in February 2026

Academic Planning and Priorities Committee in January 2026

MEMORANDUM

Academic Planning and Priorities Committee

TO: James Mandigo, Chair, Senate

FROM: Tracy Ryder Glass, Chair, Academic Planning and Priorities Committee

CC: Lara Duke, Dean, Faculty of Health Sciences
Chris Campbell, Director, Program Development and Quality Assurance

DATE: January 30, 2026

RE: Program Review – School of Kinesiology

The School of Kinesiology underwent a program review in 2025. The Academic Planning and Priorities Committee reviewed all of the documentation related to the program review and accepted them at its January 28, 2026 meeting and recommend to Senate for acceptance.

A brief overview was given and a big thank you was given for the leadership that was provided by the School of Kinesiology. The external reviewers were excellent and provided some exciting recommendations including encouragement to explore the development of an outdoor space for teaching, socializing, and studying. The APPC recognized the work of everyone involved and acknowledged the recommendations related to artificial intelligence and noted that Provincial and UFV guidelines may help inform next steps.

Attachments:

- Memo to APPC
- Action Plan and Dean's Summary

Program Review: Action Plan
School of Kinesiology

Curriculum and Assurance of Learning

Goal #1: Course Offerings: Consider increasing the breadth of offerings with the inclusion of older adult and neuroscience courses; recommend that the Women’s Health course, currently being offered as a special topics course (KIN 499), be regularized into the curriculum.

In considering the breadth of course offerings in the School of Kinesiology alongside the many paths graduates can take following graduation, noticeable gaps in the available curriculum revolved around health, wellbeing and aging, and the neuroscience of movement. The special topics Women’s Health course was well received by students, who noted that the content was incredibly valuable and that this demographic represents ~50% of the population. The addition of these courses to the courses offered in kinesiology would benefit students who go into kinesiologist positions as well as those who pursue further education in the rehabilitation sciences as post-graduate degrees.

Tasks to complete the goal (add rows as needed):
Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Pedagogy Discontinuance	See Goal 3 Planning and Sustainability	Summer 2026	Director
Free up FTE	Initiate discontinuance of some pedagogy current courses	Fall 2026- Winter 2027	Lab Instructor 1
Develop new courses	Have course outlines approved by UEC and Senate	Fall 2027- Winter 2028	KIN Faculty members

Goal #2: Incorporate Artificial Intelligence (AI) Into Curriculum: Provide education and training for the students regarding AI and how it is being used in their profession, considering potential benefits, harms and ethical use.

AI will revolutionize health care, the workplace environment, and society in general. Introducing students to AI will ensure they are prepared for the current and future uses of AI in their lives. Furthermore, while there is great potential for AI to have a positive impact on health, there is also the possibility of harm, which requires students to be educated on the risk versus benefits of AI, its ethical use, considerations for protection of privacy, and awareness of its substantial consumption of natural resources.

Tasks to complete the goal (add rows as needed):
Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Develop KIN AI Guidelines	Development of Guideline document	Completed	Director, Assistant Professor 1, Associate Professor 1
Incorporation of AI training into all courses	General adoption of how AI is used in Kinesiology. Complete integration may require on-going pan-institutional supports.	Underway	KIN Faculty

Goal #3: Honours Degree: The kinesiology program should explore formal recognition for students who conduct independent research projects and complete thesis work at the level of an Honours degree.

Given the current structure, we suggest creating a course offering that allows for students to take what is now KIN 401 (rename and renumber) or KIN 455. A third option would be for students wishing to pursue an Honours degree to take KIN

401 and KIN 402 and receive credit for an Honours degree. Rationale: Inclusion of an honours program will enhance academic rigor and recognize the valuable research contributions by these students. Additionally, it will benefit them in future studies and/or career opportunities. It will also support faculty by formalizing an avenue for scholarship support via undergraduate research assistants.

Tasks to complete the goal (add rows as needed):
 Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Exploration phase	Recommendations	2028-29	Director; KIN faculty
Implementation phase	Changes passed at Senate	2029-30	Director; KIN faculty

Student Achievement

Goal #4: Facility and Equipment: It is imperative that the institution support a retrofit of some existing space, possibly in the V building, for the strength and conditioning equipment necessary for students to acquire CSEP certifications, otherwise it will not be possible to offer students the opportunity to prepare for these credentials. The space should be of sufficient size and structural integrity to house weight lifting equipment, and include space for at least 18 students to be physically active.

The CSEP-CEP credential has been identified by the B.C. Ministry of Health as necessary for exercise professionals working in the health care system. The expertise to support this curricular pathway exists within the School of Kinesiology as does much of the necessary curriculum. The primary impediment is a lack of physical space to house the strength and conditioning equipment, needed for students to learn proper movement technique and resistance training progressions, as well as to support practicum requirements for CEP candidates.

Tasks to complete the goal (add rows as needed):
 Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Identify existing space	Develop a list of potential spaces	Fall 2026	Dean in consultation with the Director
Space planning changes	Develop a report for space planning changes	Fall 2026-2027	Dean in consultation with the Director

Goal #5: Indigenous Targets: Explore Indigenous targets for admissions and a recruitment officer who specifically reaches out to Indigenous groups to ensure Indigenous representation in line with the population.

Indigenous enrollment in the program lags behind representation in the community. The partnership that kinesiology has made with the First Nations Health Authority Fraser Salish Region is a positive step in developing relationships that may encourage Indigenous youth to apply to the kinesiology program, however, a more focused approach to intentionally attract Indigenous learners to the program is warranted.

Tasks to complete the goal (add rows as needed):
 Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Initiate discussion with Registrar	Development of a path forward	2026-2031	Director
Seat reserves implemented	Seat reserves implemented	2026-2031	Dean support through SEM-SIG, Provost's Cabinet

Goal #6: New Student Orientation: Reconsider how new student orientation is configured to maximize student engagement, including information on advising and where to find advising materials, and future volunteer and practicum opportunities. Alternatively, if in-person delivery of this information is not feasible, a series of easily located, SHORT videos on a variety of topics related to university life and the program would be helpful. It is also advised to send out welcome materials (electronic or paper) to the students after acceptance to the program.

Despite the efforts that are currently being made to provide incoming students with information about progress through the degree, and degree options, it does not appear to be resonating with them in a meaningful way. Students seemed generally unaware of advising resources and found it challenging to identify official advising resources (e.g., Roadmaps). Most students indicated that their course choices were informed more by their peers than anything else. Realizing that there may be a discrepancy between what students are provided and what they recall, nonetheless, we heard from students that greater clarity about access to information to guide their progress through the degree would be appreciated.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Registration package	Develop registration package	2026-27	Director, Lab Instructor 1, Academic Advisor, School Coordinator
Create short video series	Develop videos with UFV Marketing to support students through their UFV learning journey.	2026-2028	Director

Goal #7: Student Success Monitoring: It is recommended that the program track student performance in core courses (drop/withdraw/fail rates) as well as student demographics to evaluate the impact of the move to a competitive GPA as an entrance requirement.

The program has recently changed how students are admitted to a competitive GPA system. The rationale for the change was threefold: (a) that the first-come, first-served admission system advantaged students who applied first and not necessarily those with the highest levels of knowledge and academic skills, (b) that students who may not be aware of the first-come, first-served admission system may have submitted their applications later than others who were “in the know”, and (c) that students in rural areas with unreliable Wi-Fi would be disadvantaged compared to students in urban areas once registration opens. While the rationale for the change was strong and related to student success, it would be valuable for the program to follow up with student data. Specifically, tracking student performance in the core courses and population demographics will provide evidence to determine if the change to a competitive admissions process is having a positive impact on student success and diversity.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Ask UFV IR to track student drop/withdraw/fail rates for all classes	UFV IR to provide data on drop/withdraw/fail rates compared to before GPA requirement	2026-27	Director; UFV IR
Continue to monitor for four years	Monitor annually	2026-2030	Director

Governance and Resources

Goal #8: Student Registration: Consider moving to full-year registration that occurs earlier in the registration cycle. In addition, provide a publicly available (website) listing of planned course offerings for the subsequent four years.

The UFV services a large geographic area and students are frequently required to commute long distances to campus. Students also have many other commitments that they need to schedule around their studies. Furthermore, not all courses are offered every year/semester making it difficult for the students to map out their courses. The current semester-by-semester registration timeline creates many scheduling challenges for the students, full year registration that occurs earlier in the academic year would allow them to effectively coordinate their schedules. A four-year map that indicates when courses are likely to be offered allows them to better plan their degree trajectory to ensure they can meet the graduation requirements in a timely manner.

Tasks to complete the goal (add rows as needed):
 Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Develop Fall and Winter schedules simultaneously	Submit Fall and Winter schedules simultaneously	Winter 2026	Director
Full year registration	Registrar must initiate		Registrar
Planned course offerings	See the goal below re: Roadmaps	2026-27	Director, School Coordinator

Goal #9: Align the “Roadmaps” course planning document that is provided to the students by academic advising, with the course offerings. Additionally, when creating course offerings, scheduling should proactively consider (a) which courses have the highest likelihood of being repeated, (b) the fact that students typically take longer than 4 years to graduate, and (c) that students rely on course offerings in the summer semester to complete the requirements of their degree.

The current scheduling process is reactive rather than proactive. The creation of a “Roadmaps” document that outlines how the students should progress through the degree is a positive change since the previous review, however, the scheduling process needs to ensure that it is possible for the students to follow the “Roadmap”. Planning out the courses to ensure that sufficient sections are being offered and that required courses don’t conflict with each other will ensure students can follow the recommended plan.

Tasks to complete the goal (add rows as needed):
 Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Update existing Roadmaps	Roadmaps documents made consistent with calendar offerings	2026-27	School Coordinator
Initiate refresh cycle	Make Roadmaps consistent with course offerings	Annual in May	School Coordinator
Develop Roadmap infographics	Complete infographics	2026-2027	Director
Social media	Send social media notifications at the beginning of each semester that the revised Roadmaps are now available	Tri-annually Sept, Jan, May	School Coordinator

Goal #10: Consider using reserve seats (by program and possibly by year) during registration to ensure Kinesiology students can access the courses they need to progress through their degree, especially in the second-year cohort. Reserve seats could also be used to form kinesiology cohorts within a first-year course, such as KIN 161, to create community and provide a line of communication to these students early in their degree.

Discussions with the students and academic advisor highlight that it can be difficult to obtain access to the required courses, especially in the second year. The current registration model allows for second year students to register last. The second-year courses are also in high demand, as they can be filled by students outside the program and upper year students, prior to the second-year registration. This can negatively impact their progression through the degree, as these courses are frequently pre-requisites for other courses. Holding seats for this cohort will improve their access. Another concern that came from discussion with the students, was the need for a better communication pathway. The complexities of the program and after-degree options requires that faculty and the academic advisors are able to directly communicate with the students about options early in their degree. As the introductory kinesiology courses can be taken by all UFV students, selecting a course and creating sections that are designed for the kinesiology students would allow for the creation of a strong kinesiology student community and an opportunity for better communication regarding kinesiology student related topics.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Begin discussions with the Registrar	Meet with Registrar	2026-27	Director, Lab Instructor 1
Implement seat reserves 161	Seat reserves implemented in one KIN 161 section per semester	2027-28	Director, Registrar
Implement seat reserves 270	2 nd year seat reserves of 50% implemented for all KIN 270 sections	2026-27	Director, Registrar

Goal #11: Strength and Conditioning Facilities: Retrofit space to offer the strength and conditioning content required for CSEP certifications.

The B.C. Ministry of Health has indicated that the CSEP-CEP certification will be the standard for exercise and health clinicians. The program is well situated to prepare the students for this certification from a staffing and curricular perspective. The creation of the strength and conditioning space is the last requirement. The space is essential to ensure the program's relevance and success. The need for this space is immediate and cannot wait for the OneHealth building. There appear to be unused spaces that could be used as a temporary solution. While the faculty have created a space with some strength and conditioning equipment, the space is not large enough to accommodate a class of a minimum of 18 students.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Identify existing space	Develop a list of potential spaces.	Fall 2026	Dean in consultation with the Director
Space planning changes	Develop a report for space planning changes	Fall 2026-2027	Dean in consultation with the Director

Goal #12: Facilities: Retrofit some existing space, possibly in the V-building, for flexible multipurpose use including lab space and research space with dedicated storage.

Currently faculty are needing to transport lab equipment as well as rearrange tables and chairs in larger classrooms in order to complete lab and experiential learning activities. Faculty have been very creative in generating experiential learning activities because of a lack of space; however, this level of creativity cannot totally compensate for the fact that the lack of

space can make delivery and assessment of experiential learning activities challenging.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Identify existing space	Develop a list of potential spaces.	Fall 2026	Dean in consultation with the Director
Space planning changes	Develop a report for space planning changes	Fall 2026-2027	Dean in consultation with the Director

Goal #13: Campus Supports: Expand access to student services and supports on the Chilliwack campus. Suggestions include increasing the hours of the cafe, healthy pantry and care cupboards, a space for the student society, and extending the bookstore hours.

Currently there is a cafe available for the students to obtain foods and beverages while on campus, however, the Spirit Bear Cafe has limited hours. Additionally, there do not appear to be other food options available within a short walking distance from the campus. The extension of food services and options will promote student wellness and food security. Extending the bookstore hours will also support the students by providing them with better access to resources. Creating a space for the student society will also build a sense of community and belonging. Furthermore, it creates another avenue for communicating with the students.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Communicate need to Senior Administration that is supported by annual student survey date	Present the need to PAC or SRAC	Fall 2026	Dean in partnership with VP, students, and colleagues

Goal #14: Staffing: There is an urgent need for a permanent laboratory technician position to maintain equipment, manage purchasing of supplies, clean and sterilize materials, and ensure safety and biohazard training, at a minimum. Ideally the position should be full-time, however, at the very least a part-time role is required.

Kinesiology has numerous laboratory-based courses and research initiatives, all of which require equipment and consumables. Despite the clear need for oversight, presently there is no one person dedicated to maintenance of the equipment or ordering of consumables. Our understanding is that prior to the COVID pandemic, a faculty member was provided with a one course release to take on some of this work, however, there is currently no release or individual dedicated to ensuring the presence and maintenance of the equipment and consumables required for laboratory experiences. The creation of a lab position will ensure that they are able to run effectively. It also provides an opportunity to increase student safety when performing maximal tests or other higher-risks tests, as there will be a dedicated first responder.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Communicate the urgent need for a Lab Technician to	Analyze budget 2026-2027 then explore	Winter 2026	Dean in consultation with the Director

senior administration	options to source position		
<p>Goal #15: Equipment: Develop a lifecycle plan for the laboratory equipment and use this information to determine needs when there is the opportunity for capital requests. Tracking and ordering of the consumables for the lab would also be beneficial. As previously mentioned, this should be performed by a laboratory technician.</p>			
<p><i>The equipment required for the delivery of a Kinesiology program is expensive and is challenging to replace in a short timeframe. Proactive life cycling will ensure that the equipment necessary to run the courses is available and in good working order when needed. Tracking of the equipment will also ensure the kinesiology program is prepared with their highest priorities when there are calls for capital requests. Currently, the model is that faculty are fixing the equipment themselves, which is unsustainable and relies on faculty having skills that are unrelated to their job. It also does not address when there are issues with the equipment that require replacement rather than maintenance. Finally, tracking and ordering consumables in a proactive manner will allow courses and labs to run without interruption.</i></p>			
<p>Tasks to complete the goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i></p>			
Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Lifecycle plan	Start plan with faculty who need service and interest	Spring 2026-ongoing	KIN Faculty with Lab interests

Planning and Sustainability			
<p>Goal #16: Post-degree Planning: Faculty and academic advising need to provide frequent and clear communication to the students regarding how their course selection within the program impacts their post-degree options, especially as it relates to continuing education or certification. While this is broadly needed, it is critical in helping students identify if they should select the Active Health versus Exercise Science stream.</p>			
<p><i>Examples include: (a) communicating that the Active Health specialization is appropriate for those wishing to pursue teacher education, but that their Bachelor of Education would need to be completed elsewhere; (b) communicating that the Exercise Science specialization is appropriate for those pursuing the CEP certification, communicating the course and practicum requirements for CEP certification, and communicating that CEP certification is issued by CSEP and not earned as a function of completing UFV Kinesiology graduation requirements.</i></p>			
<p><i>Rationale: The kinesiology degree at UFV prepares the students for many different life paths. While the diversity of careers students can pursue post-degree is a strength of the program, the uncertainty and plethora of choice can be confusing and overwhelming for them. Frequent and clear communication regarding post-degree options, the required courses, and any additional steps, requirements or application criteria will ensure the students are adequately prepared for success post-graduation.</i></p>			
<p>Tasks to complete the goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i></p>			
Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Meet with advisor in first year	Implementation of multi-level approach including infographics, social media, and continued new student orientation sessions.	2026-2029	Academic Advisor, Director
Develop clear messaging	Developing a standard lecture for all KIN 161 sections regarding the	2026-2027	Director, Lab Instructor 1

	Active Health and Exercise Science options		
<p>Goal #17: Certifications: The faculty identified providing their students with the option for a two-year exit with a Canadian Society for Exercise Physiology (CSEP) - Certified Professional Trainer (CPT) certification and a four-year exit with a CSEP-CEP certification as a potential future move. UVF is strongly encouraged to follow through and develop these options to align with the kinesiology entry to practice requirements mandated by the B.C. Ministry of Health.</p>			
<p><i>The province of B.C. is recognizing the CEP certification for employment as an allied health professional. The option of being prepared to write the national CEP exam and complete all of the practical components in the program would be student friendly, strengthen the program, and ensure its future relevance. The option of a two-year exit with a CPT certification would benefit the students who either desire a career in personal training and do not need the full four-year option or who are unable to pursue their studies at that time. As noted above, this would require space and equipment to offer the strength and conditioning content. Otherwise, however, the changes would only require minor curriculum adjustments and would be well worth the investment.</i></p>			
<p>Tasks to complete the goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i></p>			
Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
1.1 Discontinuance	Completion of the discontinuance process	Summer 2026	Director
1.2 Develop courses	Development of courses will be contingent upon discontinuance and space to run KIN 299	2027-28	Director, Lab Instructor 1, KIN faculty
CPT certification	*CPT certification will be contingent upon formalizing of KIN 299 and space	2027-28	Lab Instructor 2, Director, Lab Instructor 1
CEP certification	CEP certification can be accomplished with modifications to KIN 462, formalization of a weekend preparation course, and hoisting the certification examination.	2027-28	Lab Instructor 2; Associate Professor 2
<p>Goal #18: Discontinuance of the Pedagogy Specialization: The School of Kinesiology has initiated the process of discontinuing the Pedagogy specialization and it is recommended that they follow-through with the process.</p>			
<p><i>The case for discontinuance is strong and is related to resources, lack of demand, and post degree options. With the kinesiology program having reduced/no access to the recreational facilities on the Abbotsford campus, they are unable to run many of the courses in the Pedagogy specialization. Furthermore, the specialization is not in high demand by the students, and the courses frequently do not fill, making it challenging from both a scheduling and budget perspective. Finally, faculty confirm that the curriculum offerings in the Active Health specialization would allow students to pursue a Bachelor of Education post-graduation, making the Pedagogy specialization redundant.</i></p>			
<p>Tasks to complete the goal (add rows as needed): <i>Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.</i></p>			
Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Discontinuance	Passing UEC precheck, CWC, UEC, Senate	Summer 2026	Director
<p>Goal #19: Faculty Training and Support: UFV needs to provide guidance, professional development, and technology support for faculty regarding the use of artificial intelligence (AI) in their teaching and assessments.</p>			
<p><i>AI is rapidly evolving and has significantly impacted, and will continue to revolutionize, postsecondary education. Assisting faculty to integrate AI into teaching, update curriculum, provide robust assessments, and promote academic integrity is</i></p>			

imperative. Supporting faculty with training, resources and policies on AI use will promote effective and ethical use of AI. Training will ensure digital literacy and better situate faculty to prepare their students for this evolving technology.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Curate AI training as noted in KIN and School AI Guidelines	Use AI Guidelines and update annually	2025-ongoing	Dean and Director
Advocate for additional UFV training	AI Courses for UFV and PD workshops become a regular on the menu of offerings	2026-ongoing	Dean and Associate Dean

Other

Goal #20: Post-degree Planning: Faculty and academic advising need to provide frequent and clear communication to the students regarding how their course selection within the program impacts their post-degree options, especially as it relates to continuing education or certification. While this is broadly needed, it is critical in helping students identify if they should select the Active Health versus Exercise Science stream.

Examples include: (a) communicating that the Active Health specialization is appropriate for those wishing to pursue teacher education, but that their Bachelor of Education would need to be completed elsewhere; (b) communicating that the Exercise Science specialization is appropriate for those pursuing the CEP certification, communicating the course and practicum requirements for CEP certification, and communicating that CEP certification is issued by CSEP and not earned as a function of completing UFV Kinesiology graduation requirements.

Rationale: The kinesiology degree at UFV prepares the students for many different life paths. While the diversity of careers students can pursue post-degree is a strength of the program, the uncertainty and plethora of choice can be confusing and overwhelming for them. Frequent and clear communication regarding post-degree options, the required courses, and any additional steps, requirements or application criteria will ensure the students are adequately prepared for success post-graduation.

Tasks to complete the goal (add rows as needed):

Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Same as goal under Planning and Sustainability	This goal is very similar to another that has been addressed.		
Meet with advisor in first year	Implementation of multi-level approach including infographics, social media, and continued new student orientation sessions.	2026-2029	Academic Advisor, Director
Develop clear messaging	Developing a standard lecture for all KIN 161 sections regarding the Active Health and Exercise Science options	2026-2027	Director, Lab Instructor 1

Goal #21: Outdoor Space: Explore options for creating more outdoor socializing/study and possibly teaching space.

The campus is beautifully situated in the Fraser Valley and there may be opportunities to create additional outdoor spaces. There are established wellness benefits to connection with the outdoors and nature. The use of outdoor space can both

promote wellness and expand the footprint of the campus. There may also be the opportunity to use the space for physical activity (cardio/flexibility and relaxation) and land-based learning courses with creative thinking.

Tasks to complete the goal (add rows as needed):
Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Identify outdoor space options	A list of potentially available spaces	Fall 2026	Director
Space planning changes	Propose space planning changes to senior administration	2026-2027	Dean to lead in consultation with Director

Goal #22: Student Alumni/Graduates: It would be valuable for the panel to meet with recent graduates or student alumni.

The perspective of recent graduates on the program and how it has prepared them for future steps would provide additional insight into the program relevance and content as well as the student experience. Often students do not appreciate the value of what they are taught in the program until they apply it to the workforce or graduate studies.

Tasks to complete the goal (add rows as needed):
Identify the task(s) and describe the specific steps needed to address the goal, including key milestones and measurable outcomes. Identify potential issues and barriers, if relevant.

Task	Key Milestone or Measurable Outcome	Timeline	Assigned to
Permission to track	When applying for graduation, advisor asks for contact information and permission to contact	3 x per year	Academic Advisor
Develop questionnaire	Develop and administer questionnaire regarding post-grad activities	Annual	Director
Contact during Program Review	School Coordinator attempts to contact alumni	2032	School Coordinator

Dean's Summary Statement

The School of Kinesiology engaged in its third program review for the Bachelor of Kinesiology (BKIN) since the first one in 2010 and the second in 2018. This is the second review since the program has been offered primarily at the UFV Chilliwack campus. The self-study, external review panel report, and resulting action plan reflect an on-going commitment to advancing UFV's mission of engaging learning, building communities, and transforming lives.

The external review panel included numerous commendations and 22 recommendations. Those recommendations are present in the action plan and task tracking document. Throughout the self-study, site visit, and action plan, the School of Kinesiology endeavored to be succinct and efficient with reflecting on the past and describing possibilities for the future of the Bachelor of Kinesiology.

Curriculum and Academic Innovation (Engaging Learning)

The School of Kinesiology plans to expand course offerings by introducing women's health, older adult health, and a neuroscience course, addressing gaps and preparing students for diverse career paths of a kinesiology degree. Also, they plan to develop clear pathways for CSEP-CPT and CEP certifications to align with provincial Ministry of Health requisite certifications for allied health professionals working in health care in BC. An honours degree pathway will be formalized to recognize research excellence and enhance academic rigor for which kinesiology students are well recognized and honoured at UFV. The school identified important program pieces to cease which include the discontinuance of the BKIN - Pedagogy specialization. This major program change will streamline the curriculum and optimize resources within the school while retaining pathways for students to pursue teacher education programs. Artificial Intelligence (AI) education and implementation will be integrated across the curriculum, with a need for school and pan-institutional faculty training in AI tools and ethical guidelines to ensure responsible use. These curricular-focused initiatives foster engaging learning through innovative design, experiential opportunities, and future-ready skills.

Student Success and Community Building (Building Communities)

The action plan emphasizes student success and community engagement through specific strategies. Indigenous recruitment would be strengthened by reserving seats and building partnerships with local communities, while orientation and advising will be redesigned with multimedia resources to improve providing real time information for student engagement. Student success will be monitored through performance and demographic data with IRP, ensuring equity and informed admission practices. Also, full-year registration and proactive scheduling aligned with advising roadmaps, will further enhance student persistence in BKIN. Alumni engagement will be enhanced through feedback and mentorship opportunities. In addition, senior leader level advocacy and work for expanded student services on the Chilliwack campus, including food access and timeliness as well as student society space, will further support belonging. These goals build communities by promoting inclusion and creating strong support networks for students for them to persist on their student journey at UFV. The school will require strong internal partnerships with Office of the Registrar, UFV marketing, IRP, UFV Advising, and UFV Ancillary Services to animate these activities and supports in the coming years.

Infrastructure, People, and Sustainability (Transforming Lives)

Infrastructure improvements are required to transform learning environments and ensure program sustainability with the planned curricular revisions. These plans include securing dedicated strength and conditioning facilities and equipment as well as flexible lab/research spaces to support experiential learning and CSEP-CPT and CEP certification requirements. Outdoor learning spaces could be explored to provide land-based and wellness-focused teaching environments, especially at UFV Chilliwack. Lifecycle planning for equipment and the addition of a permanent lab technician will ensure safety and continuity. Understanding the budget climate of 2025-2027, alternative options to a new staff position will be explored until a permanent role is secured and hired into. These operational actions support learning environments that enable active learning, wellness, and long-term program sustainability.

In summary, this program review has affirmed the high quality BKIN program that UFV offers. The proposed action plan enables the School of Kinesiology to continue delivering high-quality education, fostering inclusive and supportive learning communities. The staged activities planned over the next seven years will enable the school and program to prepare graduates for meaningful contributions to health and wellness in the Fraser Valley. As well the program revisions will enable pathways for students to pursue health care positions or prepare for a variety of graduate programs.

Action Plan reviewed and approved by:

Information verified by:

Director: Michael Gaetz Date: November 28, 2025

Dean: Lara Duke Date: December 16, 2025