

Program Review Self Study Template FHP September 2012 to April 2013

Program Coordinator:	Mary Stever	School:	CD&H
Program Code:	52209	Date Completed:	April 2013
Program Name:	FHP Fitness and Health Promotion		
Indicator			
1.0 Industry Trends	Summary of Key Findings		
<p>1.1 Sectoral Standards and Industry Trends</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● New or emergent industry / sector themes or issues that may have a potential impact on program positioning ● Industry / sector issues identified by the Program Advisory Committee ● Recent labour market data or sector reports ● Recent or anticipated changes in occupational standards, level of entry and credential and / or standards of accreditation 	<p><u>Sectoral standards:</u> ACSM (American College of Sports Medicine)'s Predicted Trends for 2013: 1. Educated and certified fitness professionals- demonstrates the importance of strong education and need for value added certifications 2. Strength training 3. Body weight training 4. Children and obesity 5. Exercise and weight loss 6. Fitness programs for older adults 7. Personal training 8. Functional fitness 9. Core training 10. Group personal training (ACSM, 2012, found at http://www.acsm.org/about-acsm/media-room/news-releases/2012/10/29/body-weight-training-emerging-trend-in-annual-acsm-fitness-survey)</p> <p><u>Program Advisory Committee Input:</u> <i>Trends:</i> Children and youth programming, aqua fit instructors needed, sport and skill based programming, flex time and diverse job talents. <i>Graduates are job ready:</i> focus on soft skills: professionalism, responsibility,</p>		

<ul style="list-style-type: none"> ● Program alignment to labour market and sectoral trends ● Trends identified by the Program Advisory Committee 	<p>organization, integrity. <i>Areas to Improve:</i> encourage candidates to boast about program, graduate certificate <i>Areas Done Well:</i> Difficult and challenging program, in-curriculum certifications, job preparation <i>Common Features of Candidates:</i> Professionalism, willing to try things, enthusiasm, dependable <i>Technology Required:</i> MS Word, Excel, data management, develop policies for cell phones, technology, etc. <i>Key Regional Issues:</i> aging demographic (PAC minutes: November 26, 2013)</p> <p>In 2011, the percentage of the population aged 65 and over in Peterborough was 20.0%, compared with a national percentage of 14.8%. (Government of Canada, 2012, found at http://www12.statcan.gc.ca/census-recensement/2011/as-sa/fogs-spg/Facts-csd-eng.cfm?LANG=Eng&GK=CSD&GC=3515014)</p> <p>Summary: The Fleming College FHP program addresses the ACSMs top 10 predicted trends for 2013 throughout the curriculum. The program is well thought of within the local professional community. Faculty remain current and aware of fitness trends. The program is geographically well situated as Peterborough has a significant population of older population which is a benefit to FHP students during their formal education. It also gives them great opportunities for practise once the graduate if they choose to practice in Peterborough.</p>		
<p>1.2 Industry Liaison</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● Program initiatives to maintain involvement with the industry / sector such as field placement supervisions, clinical, faculty renewal, 	<p>Field Placement: faculty actively involved in placements as placement hosts and as faculty advisors, faculty involvement with community hosts, faculty visits on placements PD: every faculty must maintain certifications through attainment of CEC's through annual conferences and Professional Development Professional Affiliations: Canadian Fitness Education Services Board Members: Nick Stone, Carolyn Selkirk and Mary Stever Canfitpro protrainers: Mary Stever and Carolyn Selkirk</p>		

<p>professional learning, other professional affiliations, or community-based projects</p>	<p>NCCP Learning Facilitator: Mary Stever Ontario Society for Health and Fitness College Representative: Nick Stone Ontario Colleges, Fitness and Health Promotion Co Chairs (2012-2013): Mary Stever and Nick Stone National Coaching Certification Program- Coaching Association of Ontario: Level 3 Coach and representative: Mary Stever Trent Swim Club, Strength and Conditioning Coach: Nick Stone Community Based Projects: Caring for the Caregiver 2012, 2013: Nick Stone and Mary Stever, FHP Legacy Fund with donations to Jumpstart: Nick Stone and Mary Stever</p> <p>Summary: Field placements are well developed with a great deal of variety. The full-time and contract faculty are integrated in both classroom and field placement venues. The faculty are very involved at the local, provincial and federal level in their profession. They are current in a large number of certifications and have provided leadership to provincial educator's committees. The faculty team also supports the students to give back to their community through the Jumpstart program fundraisers.</p>		
<p>2.0 Curriculum Development and Framework</p>	<p>Summary of Key Findings</p>		
<p>2.1 Curriculum Framework</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> Describe how your program demonstrates a learner centered approach and addresses our core promise to students concerning personalized learning and support. 	<p><u>Learning Community</u></p> <p>Small faculty, integrated coursework, small cohort, student centered learning and student success valued, multiple and differentiated assessment of student learning</p> <p><u>Hands on/minds on learning</u></p> <p>Case study based learning, field placement, labs and seminars, outreach programs, multiple and differentiated assessment of student learning</p> <p><u>Innovation in programs and practices</u></p>		

	<p>In curriculum certifications, stream based learning, research driven, evidence based practice, interdisciplinary approach to learning, use of state of the art technology to facilitate learning</p> <p><u>Sustainability</u></p> <p>Sustainable community change, sustainable client focused lifestyle change, sustainable industry professionals through broad based curriculum with a business focus</p>		
<p>2.2 Outcomes from Curriculum Renewal</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● Key outcomes from the Curriculum Renewal processes of the past few years ● Progress to date in implementing the recommendations arising from Curriculum Renewal ● Success of the changes implemented and the means by which they are being evaluated 	<p><u>Information entered by Molly Westland based on Curriculum Renewal Document 2012</u></p> <p><u>Sem. One</u></p> <p><u>HLTH 65 Concepts in Health Care:</u></p> <p>-since lecture and seminar are now stand alone (HLTH 065 vs HLTH 243)- need to see if integration still going to work. Concern: overlap (leading to boredom) vs. integration (strengthening student learning)</p> <p>-review assessments: journal checks successful, check for adequacy of health promotion</p> <p><u>Need:</u> assessment of overall program Health Promotion focus and then use HLTH 243 for gaps</p> <p><u>Programming One:</u> Need to align assessment with purchasing equipment through School, need to research/ order equipment package</p> <p><u>ATE 1:</u> works well with FLPL 114 for FHP year 2. Some confusion re: Content- Need to review curriculum: reduce Open and Closed Kinetic emphasis and restore emphasis on basic anatomy/physiology. Need to assess efficiency of assessments. Need to assess efficient use of text book.</p> <p><u>Sem Two:</u></p> <p><u>Lifestyle Coaching One:</u></p> <p>-modified assessments due to room space issue: currently, need to ensure NCCP theme.</p> <p>-Need to redo assessment due to space issue- see how current course runs.</p>		

	<p><u>Field Placement Preparation:</u> how to make portfolio more meaningful</p> <p><u>ATE 2:</u> check on integration of FIS in this- currently. Need to review Canfit expectations and course expectations and make sure that Canfit rules are followed and evidence of content in course.</p> <p><u>Programming 2:</u> mandatory kit, reassess based on current development</p> <p><u>Sem Three:</u></p> <p><u>Performance Nutrition:</u> less performance and more nutrition coaching re: CFG</p> <p>-text change but possibly add another text: Can Fit pro nutrition and wellness certification text. Review cert. process and redesign assessments to match NWS?? If Canfit OK's this.</p> <p><u>Lifestyle Coaching 2:</u></p> <p>-Had to redo assessments due to larger numbers, need to integrate with Can Fit Pro NWS more. Need to watch National Coaching Certification Program theme and make sure strong- check assessments to ensure reflect content of NWS. Note: Canfit is changing the NWS Cert. so need to check when this will roll out as it will entirely change the content for Performance Nutrition and LSC 2.</p> <p><u>Field Placement One:</u></p> <p>Finding sites for larger cohort: esp. Health promotion is a concern for 2012 Add Health Promotion to assessment tools</p> <p><u>Strength: Awareness Through Exercise 1 and Field placement 1</u> (Field placement 1 had a placement with ATE to assess students form, delivery etc.) was a resounding success</p> <p>Informal survey to semester 4 students indicates they are happy with the content delivery and topics- Continues to be very successful.</p> <p><u>ATE 3:</u> Need to develop as problem with buy in especially with Massage Therapy Students. Review</p> <p><u>Biomechanics:</u> research software re. video analysis</p> <p><u>Ex. Prescription:</u> review and modify lab manual</p> <p><u>Sem Four:</u></p> <p><u>Advanced Leadership and Motivation:</u></p> <p>Room issue: very active and moving- multiple leadership and motivational</p>		
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	<p>exercises and skills. Larger cohort may be a problem: modify assessments: currently being done so change results pending. Consider new text.</p> <p><u>Adapted Fitness Programming:</u> Separate integration with ATE 4, redone course- results pending, assess costs</p> <p><u>Field Placement 2:</u> Locations for larger cohort- need to increase substantially- done for 2012 but needs to be done for 2013 Need to consider if should be student selected- need to examine with team pros and cons with team and staffing concerns. <u>ATE 4:</u> redone with Can Fit Pro PTS. Need to examine success.</p> <p>Summary: Fitness component piece is addressed thoroughly but our <u>health promotion</u> piece may not be getting as much attention relating to the actual definition or meaning of health promotion. Currently 7 week afternoon block in health promotion in FLPL113 coupled with awareness thru exercise. Need: more internal discussion re: focus of program and examination of all courses for integration of Health Promotion. Need to examine full curriculum and determine if focus is distributed appropriately. Because we have the term “health promotion” in our diploma but the students are not having a degree, they can’t be employed by public health as health promoters, so where do Fleming students fit as Health promoters? Public Health (Brian Hyndman): “The emergence of health promotion as a distinct specialty within public health has invariably given rise to debate about the imposition of formal parameters to better define the scope of health promotion practice.” Health promotion as per public health perspective: Degree students are more adequately prepared with the “health promotion” perspective. This doesn’t eliminate other employment opportunities (corporate health, entrepreneur)</p> <p>Concepts in Health Care seminar is totally dedicated to FHP & outcomes can be adjusted as required to meet program outcomes. On-going assessment required as no formal Health Promotion course is present in FHP yet it is a Fitness and Health Promotion program.</p>		
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	<p>Meet with FHP team and determine where the theme of Health Promotion is captured throughout the curriculum: Based on Advisory Panel (Nov. 2011) need to meet internally (FHP faculty) to identify degree of emphasis on this</p> <p><u>Mary Stever:</u> Placement sites/options need to be expanded, more sites needed for larger cohort fall 2012 and winter 2013- May need to adjust current placement locations and schedule to accommodate larger numbers. In need of health promotion sites Develop new formative and summative assessment pieces for FLPL 113: expand to include health promotion focus once determined Concepts Seminar needs to be reworked to meet program outcomes re. health promotion gaps Define Health Promotion emphasis for program internally Performance Nutrition: Can fit pro NWS link- review strength and needs and adjust LSC 2: Can fit pro NWS link- review strength and needs and adjust</p> <p>Field Placement: Place students with sites and confirm for Sept 2012 Work with Kristina Lonsberry and Nick Stone, Carolyn Selkirk (if allowed): ATE stream Work with Nick Stone; overview of curriculum, identify areas of integration, assessments Work with Nick Stone: review professionalism rubric and how to have integrated as key piece throughout FHP program DACUM charts: talk with Jim Drennan to see how to integrate into FHP if appropriate</p> <p><u>Nick Stone</u> Overall review of program: integration, assessments, focus, flow, content, consistency Review of plagerism standard within program Review ATE focus with team Review and modify individual courses Team review of HP and how to reflect this</p>		
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	<p>Field placement co-development Focus on learning; Aug 13-17 With team review Con. Ed opportunities</p> <p><u>Kristina Lonsberry:</u> MST development/ Biology development ATE stream development with team– need more integration with Adapted, Biomechanics and LSC 2 and Ex Rx</p> <p>2012-All of the above was accomplished.</p>										
<p>2.3 Curriculum Sequencing and Alignment with Standards</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● The Ontario College Credentials Framework and the extent to which the program aligns with the provincial standards. ● The program's current admission requirements and their suitability in relation to program rigour and student preparedness ● The extent to which course content, levels of learning, and assessment methodology are successfully sequenced and aligned between courses and across 	<p>ONTARIO COLLEGES OF APPLIED ARTS AND TECHNOLOGY – CREDENTIALS FRAMEWORK</p>	<table border="1"> <tr> <td data-bbox="808 623 1600 922"></td> </tr> <tr> <td data-bbox="808 922 1600 1024"> <p><i>Required Criteria</i></p> </td> <td data-bbox="808 922 1600 1024"> <p><i>Degree to which criteria are met</i></p> </td> </tr> <tr> <td data-bbox="808 1024 1600 1206"> <p>1. SCOPE OF CURRICULUM OUTCOMES: DEPTH AND BREADTH</p> </td> <td data-bbox="808 1024 1600 1206"></td> </tr> <tr> <td data-bbox="808 1206 1600 1375"> <p><i>1.1 Complexity of Knowledge and Vocational Outcomes</i></p> </td> <td data-bbox="808 1206 1600 1375"> <p>The vocational learning outcomes reflect an appropriate level of complexity to the rigour of the credential. They align directly to the 2003 MTCU program Fitness and Health Promotion programs.</p> </td> </tr> </table>		<p><i>Required Criteria</i></p>	<p><i>Degree to which criteria are met</i></p>	<p>1. SCOPE OF CURRICULUM OUTCOMES: DEPTH AND BREADTH</p>		<p><i>1.1 Complexity of Knowledge and Vocational Outcomes</i></p>	<p>The vocational learning outcomes reflect an appropriate level of complexity to the rigour of the credential. They align directly to the 2003 MTCU program Fitness and Health Promotion programs.</p>		
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semesters	1.2 <i>Essential Employability Skills</i>	The program meets the Essential Employability Skill requirements of the Program Standard. Many of the skills are embedded throughout all course curriculum and in some instances distinct and separate courses have been created to support the acquisition of the EES.		
	1.3 <i>General Education</i>	The program meets the General Education requirements of the Program Standard as evidenced by 4 General Education courses(one course per semester with 2 courses designed as mandatory and two courses offered as electives)		
	2. TYPICAL DURATION FOR COMPLETION	The total program is 1470 hours which aligns to the typical duration for completion of an Ontario College Diploma credential, as presented in the Credentials Framework.		
	<p>Minimum Admission Requirements</p> <p>OSSD with the majority of credits at the College (C) and Open (O) levels, including:*</p> <ul style="list-style-type: none"> • 2 College (C) English courses (Grade 11 and Grade 12) • 2 different Grade 11 or Grade 12 College (C) Science courses (Biology, Chemistry, Physics) • or 1 Grade 11 or Grade 12 College (C) Science course plus Grade 12 University (U) Exercise Science <p>*When (C) is the minimum course level for admission, (U) and (U/C) level courses are also accepted.</p> <p>OR General Arts and Science - College Health Science Option, Ontario College Certificate</p> <p>Recommended High School Courses:</p> <p>(Although not required for admission, these courses will help prepare you for this program).</p> <ul style="list-style-type: none"> • Grade 12 Healthy Active Living Education (O) • Grade 12 Exercise Science (U) Grade 11 Math (C) 			

	<p>Other program requirements:</p> <ul style="list-style-type: none"> • First Aid and Basic Rescuer Certificates Students who register in the program will be required to possess a standard First Aid course certificate (either St. John Ambulance or Canadian Red Cross) and a Basic Rescuer course certificate (Level C CPR) that is valid for the duration of the program. • Criminal Reference Checks Field placement agencies may require that criminal reference checks and vulnerable position screening be conducted prior to field placement. A criminal reference check/CPIC can be completed by local police departments upon payment of a fee. 		
<p>2.4a) Curriculum Map</p> <ul style="list-style-type: none"> • Review the Program Curriculum Map and discuss the extent to which there is alignment of vocational and course outcomes • Review / discuss the distribution and progression of Vocational Learning Outcomes, Essential Employability Skills, and General Education themes across the curriculum. 	<p>Program VLOs have been updated by Program Faculty (February 2013).</p> <p>Need to vet revised Program VLOs at next Program Advisory Committee meeting (Spring 2013)</p>		
<p>2.4 b) Curriculum Map Submit an updated curriculum map as an attachment to the Program Review Report</p>			

<p>2.5 Delivery Mode</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● The <i>primary</i> modes used to deliver curriculum such as lecture, seminar, lab, applied project, field camp and web based courses ● The rationale for, and appropriateness of, these delivery modes in relation to program learning outcomes ● The degree and depth to which the program is providing work integrated learning experiences ● The degree and depth to which the learning experiences are enhanced by the use of educational technology. 	<ul style="list-style-type: none"> ● Primary modes of delivery: lectures, labs, seminars, concurrent field placement in semester 3 and semester 4. Within these modes of delivery curriculum is presented in a scaffolded, differentiated manner. ● Rationale/appropriateness: hands on- minds on learning: very active constructivist learning strategies used: differentiated instruction and differentiated assessments. Elements of self-directed learning. Focus: achieve learning outcomes with increased engagement and improved retention ● Integrated learning experiences: case studies, client studies, client progression, student clients, in house and community based field placement experiences, volunteer experiences in community: Legacy Fundraising, Caring for the Caregiver, FHP Conference ● Educational Technology: web CT, google docs, I- worx labs, research, team based learning and use of google docs, PowerPoint, testing center, option to have on-line submission of assignments, email update, use of specific educational equipment: heart rate monitors, etc., SMART phone technology as appropriate, Twitter <p>Summary: a variety of innovative and blended approaches are available for the students in the FHP program. Faculty continue to seek out increased blended learning opportunities to stay current with learning methodologies.</p>		
<p>2.6 Assessment and Evaluation Methods</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● The program approach to learning assessment ● The balance and frequency of assessment types across the curriculum and their appropriateness to course / vocational outcomes ● Reflect and comment 	<p>Backwards design of courses to ensure that assessments reflect teachings/learning and representative of learning outcomes</p> <p>Flipped classroom approach</p> <p>Assessments respectful of taxonomy of learning</p> <p>Differentiated instructional practices</p> <p>Differentiated assessment strategies</p> <p>Assessments timed with consideration to other course assessments</p> <p>Examples of assessments: multiple choice, short answer, true and false, case studies, oral presentations, public speaking at conferences, group work process, written assignments: essays, research papers, brochures, advertisements, cover letters, portfolios, resumes, annual learning plans, coaching plans, etc.</p> <p>Semester 1: Multiple assessments: multiple teaching methodologies: very</p>		

<p>upon the variety of methods used to demonstrate outcomes. Are learner centered principles part of the assessment approaches?</p>	<p>differentiated learning. Effort made to link content to individual student-focus on self.</p> <p>Semester 2: Multiple assessments: multiple teaching methodologies: very differentiated learning. Effort made to link content to broader focus: shift from self to client. Introducing more formalized group work and emphasis on individual accountability.</p> <p>Semester 3: increasing effort to have student directed learning to prepare for semester 4- more emphasis on group work, group accountability, reflection and adult learning principles.</p> <p>Semester 4: students have choice over some assessments provided they demonstrate evidence of achievement of learning outcomes, students negotiate rubrics, students negotiate aspects of group work and group dynamics, teacher facilitated and supported, emphasis on group work, group contracts, reflection as a tool for adult learning.</p> <p>Summary: A great variety of assessment tools used to evaluate learning that are balanced to reflect the outcomes of learners. Very scaffolded to allow for development of learning skills throughout the semesters progression (1-4) building on self and group accountability, reflection as a tool for adult learning.</p>		
<p>2.7 Curriculum and Diversity</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● Program strategies that support student diversity and promote understanding of diversity, including program culture / climate, curriculum content and approaches to teaching and learning 	<p>FC FHP has traditionally not been a very diverse population of students. Peterborough is not a center of cultural diversity however, with close proximity to Toronto, faculty do make attempts to address cultural diversity.</p> <p>Sem. One: HLTH 243: addresses issues in FHP- including need to be mindful of cultural diversity, cueing, and unique approaches that may be needed to respect diversity.</p> <p>This theme is continued in Sem 2- HLTH 181, in Sem 3: HLTH 182, and in sem 4: HLTH 185, HLTH 186</p> <p>FHP has had International student enrollment and faculty work diligently to support international student success through the use of differentiated instruction and assessments. FHP faculty work with and consult with the Diversity Office.</p> <p>Summary: Faculty are mindful and respectful of cultural beliefs and work to</p>		

	establish this in the students. A greater view of the local First Nations communities and the effects of increased immigration would support additional diversity in the curriculum.		
2.8 Learning Pathways Review / discuss: <ul style="list-style-type: none"> Recent or anticipated initiatives that promote student pathways including high school articulations, dual credit, program laddering, dual diplomas, and university transfer, articulations, and partnerships 	<ul style="list-style-type: none"> Look at health promotion pathway at UWaterloo, check pathway to Grad Cert at Centennial University Transfer Agreements <u>University of Guelph-Humber</u> UOIT Griffiths Tralee (Ireland- currently case by case, formal agreement pending curriculum changes) 		
3.0 Student and Graduate Satisfaction	Summary of Key Findings		
3.1 Formal Measures of Student and / or Graduate Satisfaction Review / discuss: <ul style="list-style-type: none"> Key Performance Indicator results for the program with a focus on #s 4, 8, 9, and 11 Program status and 	<u>KPI4-Graduation Satisfaction-Generic and Vocational learning outcomes</u> 2011 Program-96 (n=2) College-87 (n=87) System-91 (n=120) 2012 Program 84 (n=7) College-87 (n=87)		

<p>positioning in relation to the KPIs of other programs of a similar type (where applicable)</p> <ul style="list-style-type: none"> • Feedback and summary report from Learning Support Services (LSS) summary • Themes or issues emerging from a review of course evaluation summaries (Chair/Dean response here) 	<p>System-83 (n=83)</p> <p>The program has excellent results in this KPI. I would caution though that the (n) is very small in both years and concerned that it is not large enough to be considered to be significant. The program is also very new and has only had two year of this data collected.</p> <p><u>KPI8-Student Satisfaction-Learning Experience</u></p> <p>2011 Program-94 (n=40) College-81 (n=3686) System-85 (n=830)</p> <p>2012 Program-94 (n=45) College-82 (n=3893) System-85 (n=1022)</p> <p>The program is tracking well above the college and system averages in this KPI. This has been reasonably consistent amongst the four years that this data has been collected for this program. The (n) have been more substantial.</p> <p><u>KPI9-Student Satisfaction-Teachers</u></p> <p>2011 Program-85 (n=40) College-75 (n=3686) System-78 (n=830)</p> <p>2012 Program-91 (n=45) College-76 (n=3893) System—78 (n=1022)</p> <p>The program is tracking well above the college and system average in this KPI. This has been reasonably consistent with this year being the highest in the four years of the collection. The four year average has been 88.</p>		
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	<p><u>KPI11- Graduate Satisfaction-Program</u></p> <p>2011 Program-63 (n= 6) College-83 (n=1627) System-89 (n=205)</p> <p>2012 Program-73 (n=12) College-83 (n=1852) System—83 (n=296)</p> <p>This KPI has consistently been significantly below the system and college average. The (n) have also been very small over the past two years. As the number of graduates increases, a more adequate sample size may yield more accurate results.</p> <p>Summary: Low KPIs in KPI 11, relating to graduate satisfaction with the program. The faculty will review expectations of the program by the students at a variety of points during the curriculum to assess whether or not students are feeling they are getting what they need from the program.</p> <p>The highest number of requests for tutoring experienced by LSS is for SCIE 18 (37 requests) and SCI 22 (29 requests). These are the two science courses taken by FHP students. These courses are shared with MST and OTA/PTA and there are no statistics to determine which program the students are from however, due to the lower level of literacy seen in the FHP students than the other two groups, it can be extrapolated that they could have a greater difficulty with these courses. Current review is occurring with BIO group to look at the biology courses to identify efficiencies and possible better fit for the programs.</p>		
<p>3.2 Other Measures of Student and Graduate Satisfaction</p>	<p>Faculty Observations: students very satisfied with the quality of learning, struggle at times with quantity of learning required, appreciate supports of faculty. Students express appreciation for the high standard that is</p>		

<p>Review / discuss outcomes from:</p> <ul style="list-style-type: none"> ● Student focus groups (mandatory component) ● Student Advisor observations / reports ● Formal or informal discussions with students and graduates such as class councils, class representatives, individuals or delegations ● Debriefing sessions following a field placement, clinical placement, or practicum 	<p>expected and the professionalism that is modeled and expected. Students appreciate that the 2 full time and one contract staff have similar expectations and work extremely well as a team. 2 Students on PAC starting Fall 2012 and expressed interest in continuing with this process. Students enjoy the field placement experience but report a “disconnect” or difficulty with returning to school after being away for 2 days of the week in Semester 4. Students enjoy the practical application of placement and enjoy 4th semester when they have more choice in the placement process. Students understand and appreciate that field placement is an extended job interview. Faculty course and evaluation scores are consistently above the college average.</p> <p>Focus group results (April 15, 2013- Conducted by Molly Westland): The students continue to be very happy with the quality of the FHP program. They felt that the highlights of the program include “wheel chair basketball” and the Adapted class. They expressed appreciation for the wide range of activities that they have access to in the program and the extent of the clinical placements. They wish they had more aquatic theory (not necessarily practise) and additional fitness related business and entrepreneurial skills. They expressed a desire to have less business theory. They also expressed that the semester four content was “overkill” and that much of it seemed repetitive. This seemed most evident in coaching and leadership classes. They all agreed that the certificates gave them an advantage over other graduates. They appreciated the faculties’ approach to student centered learning and appreciated the detailed and timely feedback they received. They were concerned about some of the general electives in relation to not having appropriate and timely feedback. They were interested in having the CanFit Pro PTS before their placement as it would allow them to fully participate in placement. They felt it should be done before Nutrition.</p> <p>Faculty Caveat: The information gathered during the focus group on April</p>		
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	<p>15, 2013 is somewhat confusing because although the students report that the 4th semester is 'overkill' and 'repetitive' a number of students who challenged external examinations on April 16th 2013 were not successful. This is despite the 4th semester being totally devoted to preparing graduates to challenge the external certifications in a polished and professional manner.</p>		
4.0 Employment Trends	Summary of Key Findings		
<p>4.1 Employment</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● Graduate employment statistics over the last few years, including those of students employed in the field, in a related field, outside the field, or unemployed, and any emerging patterns in this data ● Student preparedness for entry-level positions ● Emergent employment trends such as new types of positions, changing job market, regional distinctions, changing employer profile, or emerging skill shortages 	<p>Marketing interns completed a study and determined that there was a moderate demand for employment for the graduates, however, this was primarily based on sport specific job market. A collection of data from broader sources assisted in more accurately determining trends.</p> <p>There are currently graduates working in Alberta in gym based and health promotion settings, at Trent University, Peterborough Sport and Wellness Center, Honda Plant Recreation Supervisor, Lindsay Recreation Center, YMCA, and many private consulting businesses.</p> <p>There is great feedback from employers and students on comprehensiveness of program and their preparations for success.</p> <p>Peterborough has current economic and employment challenges with a need to attract more business such as health promotion and fitness.</p> <p>According to the United States Bureau of Labor Statistics (BLS), "employment of fitness workers is expected to increase 29% over the 2008-2018 decade, which is much faster than the average for all occupations." the facts that support BLS employment predictions</p> <p>Statistics from the US Centers for Disease Control (CDC) and the World Health Organization (WHO) underpin BLS's optimistic findings.</p> <p>CDC National Fitness Statistics</p>		

	<ul style="list-style-type: none"> ● 65% of adults in the US are either overweight or obese - ● that's the majority ● 17% of children in the US are obese (compared to 5% in 1980) ● over \$147 billion is spent each year on obesity-related medical expenses in the US ● #1 cause of death in the US is cardiovascular disease ● over 50% less risk of death from cardiovascular disease attributed to being fit ● Nine examples of serious health conditions linked to obesity are: <ul style="list-style-type: none"> ● 1. cardiovascular disease (coronary heart disease, stroke) ● 2. breast cancer ● 3. colon cancer ● 4. endometrial cancer ● 5. type-2 diabetes ● 6. Osteoarthritis ● 7. liver and gallbladder disease ● 8. sleep apnea ● 9. infertility ● Two positive modifiers most recommended for disease prevention are 1. exercise and 2. nutrition <p><i>WHO Global Fitness Statistics</i></p> <ul style="list-style-type: none"> ● 1.6 billion adults worldwide were overweight in 2005. ● 2.3 billion adults worldwide are expected to be overweight by 2015. ● Over 20 million children worldwide were overweight in 2005 <p>Retrieved: March 8, 2013: http://www.aapt.edu/Employment.html</p> <p>Examples of Occupational Titles</p> <ul style="list-style-type: none"> ● camp co-ordinator ● exercise physiologist ● exercise therapist 		
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	<ul style="list-style-type: none"> ● fitness appraiser ● fitness consultant ● fitness supervisor ● kinesiologist ● personal trainer ● recreation consultant ● sports consultant ● sports policy analyst ● sports program supervisor ● Coach ● Health educator ● Lifestyle consultant <p>.</p> <ul style="list-style-type: none"> · According to the data from the Quebec Department of Education, Recreation and Sport's Relance survey, the two programs that turn out the most graduates working in this occupation are undergraduate programs in human kinetics and recreology. The unemployment rate among graduates of these two programs is relatively low, but employment status is a different story altogether. In human kinetics, the placement rate in training-related jobs is usually lower among graduates with a bachelor's or master's degree in those fields than among graduates as a whole. In contrast, they are most likely to pursue their studies, often in other disciplines. The placement rate in training-related jobs for recreology graduates varies from year to year, sometimes higher, sometimes lower than that of all graduates. <p>Trends</p> <p>Employment growth in this occupation depends mainly on the demand for sports and recreation, and on government funding.</p> <ul style="list-style-type: none"> · Demand for sports and recreation <p>The demand for sports and recreation varies according to the client.</p>		
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	<p>Families look for a wide range of activities, both in sports and recreation. Older clients are more aware than ever of the link between physical activities and quality of life; they look for services that are well adapted to their individual needs. Younger clients hope to improve their performance or physical appearance. There has been an interesting level of growth in programs to rehabilitate accident victims. In this more recent business opportunity, members of this profession design personalized programs in cooperation with doctors and physiotherapists. These trends lead to increased demand for personalized programs, which benefits members of this profession.</p> <p>However, this demand also changes depending on the industry. For instance, these factors have had a greater impact on the hiring of these supervisors and consultants in sports and recreation clubs and in health and fitness clubs. This trend should continue over the next few years.</p> <p style="padding-left: 40px;">. Government funding</p> <p>Budget cuts affecting municipalities, education sector and, to a lesser degree health and social services during the 1990s have had a clear negative impact on employment in this occupation in that decade. In the municipalities, partnership activities with community associations have been stepped up, translating into a decrease in employment in the municipalities and an increase in civic and fraternal clubs, sports and recreation clubs, and health and fitness clubs. Now that this transfer of employment is over, the number of recreation and sports program supervisors and consultants remained fairly stable in the municipalities in recent years.</p> <p>In the 1990s, these supervisors and consultants were greatly affected by the budget cuts in education. Since the number of teachers is usually determined by student enrolment numbers, the educational institutions had to severely restrict hiring and sometimes even abolish non-teaching positions such as this one. However, this situation changed. The concerns of public and social health organizations about lack of physical activity</p>		
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	<p>and the substantial rise in obesity among young people promote the development of extracurricular sports activities and the hiring of recreation and sports program supervisors and consultants.</p> <p>In the health and social services sector, the impact of the budget cuts of the 1990s appears to have been offset by vigorous demand for the development of customized rehabilitation programs. The effects of the aging of the population and of the increase in government investment in this sector should promote employment in this occupation even further in the coming years.</p> <p>In view of these factors, the number of recreation, sports and fitness program supervisors and consultants is expected to increase significantly over the next few years.</p> <ul style="list-style-type: none"> · Employment characteristics <p>According to census data, women held approximately 61% of the jobs in this occupation in 2006, a percentage that has been rising slightly since 1991 (52%). The annual employment income (\$41,627) shown in the "Characteristics" section of the "Statistics" applies only to the 55% of people in this occupation who worked full time and full-year in 2005. The average employment income for those who did not work full time and full-year was \$21,541. Even though the large majority of these were salaried, in 2006 there were a certain number of self-employed workers (8% of jobs compared with 11% for all occupations).</p> <p>Working conditions vary considerably depending on the employer and the speciality. Employment for kinesiologists, recreationists, supervisors and consultants in the public and semi-public sectors is generally full-time and year-round. In sports and recreation clubs and health and fitness clubs, salary conditions are not as good and part-time work is quite common. The most intensive work period generally covers September to June, with work during evenings and weekends. These conditions explain why the turnover rate is so high. Many people take these positions until they find a better job. A relatively high number of people leave for a</p>		
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	<p>better-paying job and when they do not find one, they go back to school.</p> <ul style="list-style-type: none"> <p>Requirements</p> <p>Employers seek candidates who master their area of speciality. These candidates must have excellent listening skills and analytical and problem-solving skills. They must be strong in the areas of client motivation, communication and teamwork. In some specialities, they should have an aptitude for writing. Employers desire experience and knowledge of management for supervisory positions. Bilingualism is often required.</p> <p>Education and Training</p> <p>Employers' requirements vary considerably depending on the job. In all cases, experience as a program leader or instructor in recreation, sport and fitness (see 5254) is an asset. For some jobs, candidates have to at least have a DEC (Diploma of College Studies) in a field related to sports, recreation or fitness. For other jobs, candidates are required to have a university degree in a field related to physical activity, such as a bachelor's degree in kinetics or recreology. A master's degree in kinetics, sports management or kinesiology is sometimes required. First aid and cardiopulmonary resuscitation (CPR) courses are generally required. Success in the Fitness Appraisal Certification and Accreditation Program (FACA) is an asset. Information on this program can be obtained through the Canadian Society for Exercise Physiology or the Fédération des kinésiologues du Québec. Links to the Web sites of the organizations are provided in the References section. Experienced sports and recreation supervisors have access to management positions.</p> <p>Important Considerations</p> <p>In view of the increase in demand for sports and recreation, the number of recreation, sports and fitness program supervisors and consultants is expected to increase significantly over the next few years.</p> 		
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	<p>Opportunities will arise mainly in sports and recreation clubs and health and fitness clubs, where the turnover rate is very high because of difficult working conditions.</p> <p>Competition is fierce to obtain regular positions in the public and semi-public sectors.</p> <p>The labour market status of graduates in bachelor of recreology programs is relatively good, but worse for graduates with a bachelor's degree in physical education.</p> <p>(Retrieved: March 8, 2013: http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/4167.shtml)</p> <p>Summary: These studies determine that there is a growing strong threshold for employment in the fitness and health promotion sector. The graduates of the program have been successful in employment in a variety of placements and need to continue to recognize and “brag” about the successes of the program at job interviews.</p>		
<p>4.2 Other Graduate Destinations</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> Alternative graduate destinations such as further education, international opportunities, volunteer service, or other experiences 	<p>Therapeutic recreation, OTA and PTA, Athletic therapy, kinesiology, business, recreation and leisure.</p> <p>International Opportunities: in process of negotiating possible bridge with Tralee College, Ireland, Griffith University- Australia</p> <p>Volunteer Services: fire fighting</p> <p>Summary: There is a wide range of post graduate possibilities for graduates.</p>		
<p>5.0 Strategic Positioning</p>	<p>Summary of Key Findings</p>		

<p>5.1 College Alignment</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● Program alignment with college priorities such as vision, mission, values, strategic plan, academic framework, and the educational mandate, and / or academic priorities of the School ● Opportunities for new program initiatives based on Program, School, or community strengths and alliances 	<p>As documented in section 2, the program is aligned with the college priorities and core promise. The mission, vision and teaching philosophies align with both the college and school priorities. The program team provided a detailed strategic planning proposal to the school to assist with a larger proposal for dedicated space for Community Development and Health. This document is provided in supporting documents section of the program review binder. The program's proposal very closely aligned with Fleming College's SMA also. It was a high quality submission that is featured in the School's integrated plan.</p> <p>There is an opportunity to continue to offer strong FHP 2 year program with consideration to a specialised 3rd year that offers a streamed approach (business etc), potential dual diplomas such as recreation and leisure studies and outdoor education. The faculty continues to seek out applied research with opportunities with community partners.</p>		
<p>5.2 Competitor Programs</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● Key parallels and differences between this program and those of its closest competitors, where applicable ● 'Value-added' program distinctions and their attractiveness to prospective students 	<p>Key parallels of the Fleming program to other programs in the province include a curriculum designed to meet learning outcomes of the CSEP-CPT with key learning outcomes in exercise science similar to other FHP programs. There is the ability for successful graduates to write the CSEP-CPT exam.</p> <p>Differences in the broadness of coverage while maintaining a standard of excellence in meeting learning outcomes sets the FHP program at Fleming apart from its peers. It strives to give the student a very broad basis from which to potentially work and pursue further education: coaching, personal training, lifestyle consulting, Wellness consulting.</p> <p>There is a distinct value added feature in the program, that distinguishes it from its competitors. These include the unique coaching stream, opportunities to have additional certifications: Canfitpro fitness instructor</p>		

	specialist, Canfitpro personal trainer specialist, national coaching certification program introduction to competition theory part A, national coaching certification program introduction to competition theory part B.		
6.0 Enrolment Trends	Summary of Key Findings		
6.1 Demand for the Program Review / discuss: <ul style="list-style-type: none"> ● Patterns in the number of program applicants, qualified applicants, and actual registrants over the past 6 years ● Changes, if any, in the student demographic profile, including level of maturity, diversity, prior knowledge, technological literacy, work experience, and expectations ● Impact, if any, of this changing student profile on program curriculum 	<p>A market analysis completed in the summer of 2012 by marketing interns, determined that there is a strong demand by students for this program. Fleming had a mean growth rate of 33% which was well above the system rate of 22%. The applications for the program have risen steady each year since its inception to a high of 319 in 2011. Also the registration numbers have also increased annually save for 2010-2011 where there was a reduction of 9 %. There are a variety of similar products on the market including a certificate, advanced diploma and degree options. Fleming is currently well placed amongst these with the appropriate product for our local market. A variety of graduate certificates such as therapeutic recreation (beginning Sept 2013) and Fitness Leadership and Wellness and Lifestyle management may have opportunities for graduates of the program. Those products have shown marginal growth in other colleges.</p> <p>There is an expectation due to the aging demographic in the Peterborough area that there may be a corresponding aging of the students attracted to Fleming. The loss of manufacturing jobs in the area has increased the number of second career students who may be attracted to this growing industry. The impact to the curriculum may include a greater emphasis on wellness and management of health club facilities.</p>		
6.2 Student Progression Review / discuss: <ul style="list-style-type: none"> ● Patterns of student 	<p>Traditionally, significant attrition between semester one and two, smaller attrition between sem. 2 and 3, and sem 3 and 4. This pattern has been consistent throughout the duration of program offering. Retention Strategies have included: identification of at risk students</p>		

<p>success and retention on a semester by semester basis over the last six years</p> <ul style="list-style-type: none"> • The effectiveness of any strategies adopted to improve student success and retention 	<p>and early advising, offering strategies for success, differentiated teaching and assessment strategies, multiple assessments, review of material prior to new lesson to activate prior schema, attendance taking and addressing issue of poor attendance, arranging tutoring at the testing center in advance of need. Due to the youth of the program, no direct success has been attributed to these strategies.</p>		
<p>7.0 External Relations</p>	<p>Summary of Key Findings</p>		
<p>7.1 Alumnae Review / discuss:</p> <ul style="list-style-type: none"> • The type and range of alumnae involvement in the program • Current and future strategies to engage alumnae in the program 	<p>There is limited alumni involvement at present. Alumni are involved as guest speakers and host sites for placements. Alumni communication is shared with current students as motivational tools. A variety of communications are present in the program review binder as evidence of the success of the alumni.</p> <p>Summary: Although there is contact with alumni, no formal process is conducted and it is usually driven by the alumni. Mary Stever has created a list of successful alumni. A formal plan to track and connect with alumni would assist in this tracking success and follow up.</p>		
<p>7.2 Community Relations Review / discuss:</p> <ul style="list-style-type: none"> • Significant partnerships, relationships, connections, or offers of support from the community that help to enrich the program and the student experience 	<p>Field placements: many community organizations are hosts and actively support the program- offering invaluable learning opportunities for the students. A list of 2012 community placement sites is available in the program review binder as a resource. Semester 4 students offer a FHP Conference showcasing their learnings. This conference is open to hosts, and the larger community. Semester 4 students fundraise for a legacy fund to donate to a charity organization of their choice: Volunteer opportunities; open house, caring for the care giver, fundraising to support the FHP Legacy Fund- a list of community based projects is present</p>		

<ul style="list-style-type: none"> ● Faculty, staff, and student involvement in volunteer projects and events ● Contributions to the not for profit sector such as committee or board service by program-associated faculty and staff ● Community recognition in the form of student bursaries, awards and scholarships 	<p>in the program review binder.</p> <p>Board members of Canadian Fitness Education Services, Co-chairs of the Ontario College FHP coordinators- 2012-2013, Member of the Ontario Society for Health and Fitness, Member of Team Ontario for Coaching Association of Ontario, Canfitpro protrainers</p> <p>Faculty Awards: 2012- Canfitpro in curriculum protrainer of the year for Canada-Awarded to Mary Stever- Presented at canfitpro conference, Toronto, 2012</p> <p>Student Awards: Faculty awards for year one and year two students, faculty actively involved in writing support letters for bursaries and scholarships.</p>		
<p>7.3 Program Advisory Committee</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● The distribution of Committee membership by constituency, sector, and / or region ● The vitality of the Committee such as the frequency of meetings, and members' level of participation, engagement, and turnover ● The extent to which Committee operations are aligned with the Fleming College Advisory Committee Orientation Manual and Advisory Committee policy. 	<p>Summary: Initial program advisory committee was established prior to program start up. These included members that were selected full time faculty were hired. Many PAC members have not attended meetings for the past few years. Very reliable core group on PAC that is invaluable to program success. Faculty would like to have some new members join PAC for example representatives of small, independent gym settings, and health promotion representatives. Current list is present in the program review binder. Faculty have asked alumni to join and 2 student representatives to join for 2013. The program's program advisory committee aligns with the policies of Fleming College.</p>		

8.0 Program Resources	Summary of Key Findings		
<p>8.1 Human Resources</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> ● The number and distribution of all faculty, technicians, and technologists associated with the program including full-time, part-time, sessional, and cross-appointments ● Profile of the Dean, faculty, and staff associated with the program including cumulative credentials, scholarship, work-related and teaching experience, and expertise in education ● Significant faculty or staff accomplishments such as professional recognition and awards, achievement of credentials, and appointments ● Contributions to the professional community or industry by program-associated faculty and staff including board / committee service, research, and presentations / publications ● Current staffing levels for the program in relation to program numbers, curriculum, delivery 	<p>The current staffing model of two full-time faculty members supported by one primary partial load faculty supports the program needs very well. The addition of the full-time faculty in late 2011 was a real advantage to the program. The program is also supported by the biology program group of full-time and contract faculty. All are long standing stable members of the team. Communications, computers and general electives are provided for the program by the School of General Arts and Science. This group provides these courses for the entire college to best utilize the talents of a dedicated group of specialized faculty who are experts in their subject area. Resumes are available in the program review binder. The faculty have a variety of professional certifications that place the Fleming program ahead of its competitors.</p> <p>Administratively, the program is supported by the Dean Carol Kelsey, Chair Molly Westland and Operations Leader Sherry Gosselin. There is also the support of two school operation liaisons that assist program faculty in the clerical and operational needs of the programs. The continuing education lead Linda Poirier is a valuable resource to assist the program to extend its reach to the local community's learning needs.</p> <p>The College continues to work on its emphasis on Applied Learning. The addition of support staff specializing in applied learning placement advancement could reduce the duplication and placement exhaustion seen by the local environment due to an increasing number of programs requiring similar placements.</p> <p>Mary Stever, Carolyn Selkirk and Nick Stone require annual training and continuing education credits to maintain certification status: Canfitpro requirements: mandatory attendance at Toronto conference as protrainers, 4 CEC for each certification, annual CPR, and annual membership fees.</p>		

<p>modes and areas of specialization / generalization</p> <ul style="list-style-type: none"> • Hiring priorities over the next few years based on the above • Current professional development and renewal plans in relation to program or student needs 	<p>National Coaching Certification Program: Annual membership fees, annual professional development training as Learning Facilitator Provincial Coordinator: annual meeting- currently co-chairs, 2013-2014:outgoing chairs CSEP requirements: attendance at CSEP annual national conference or similar CSEP endorsed conference, attendance at provincial annual AMM, 15 professional development credits annually, annual CPR, annual membership fees</p>		
<p>8.2 Physical Resources</p> <p>Review / discuss:</p> <ul style="list-style-type: none"> • Program costing information • Scope of current program resources such as laboratory equipment, software, library holdings, or tools essential to or which enhance program delivery or student learning • The adequacy of above resources in the context of program outcomes, program currency, and student numbers • Program specific external revenue such as sponsorships, grants, donations or gifts-in-kind • Other externally 	<p>Currently, many of the program’s classes take place at the newly constructed Peterborough Sports and Wellness Centre. Although this new state of the art facility is a wonderful resource, the program’s usage as well as, the other programs such as police foundations and recreation and leisure studies has already maximized its usage and there is no room for the program to grow further. Currently, some classes which would be best suited in a sound-proof room with minimal impediments like desks and chairs is taught in classrooms at the college where there is the concerns about the noise that is emitted and disrupts nearby classrooms.</p> <p>The program’s Intergrated Strategic Plan proposal demonstrated exceptional need and desire to have dedicated space for fitness classes, sound proof rooms for teaching motivational and loud activities and additional equipment for teaching of exercise sciences. The proposal was well developed and multidisciplinary. They demonstrated exceptional detail and this material will be placed in the school’s larger proposal for specific dedicated space.</p> <p>It was very evident by the requests of the program that equipment and dedicated space is required to continue to allow the program to grow and flourish.</p> <p>The program’s net contribution to overhead is 36.3%. This is adequate to meet the recommended contribution of 35% break-even point. With the addition of the space provided in the integrated plan (if approved) would allow for the potential of income generation for the program through</p>		

generated revenues, if applicable	applied research opportunities and potentially profitable fitness assessments and possibly fitness classes.		
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File Program Review report in: **S:\shared data\CLT\School Name\Program Name**

Attach copies of existing and revised bench marks

Attach an updated Program Curriculum Map

Based on an analysis of your key findings, identify areas that require attention.

Develop recommendations and an action plan that reflects the program's priorities and its capacity to achieve them.

Program Review Action Plan	Responsibility	Timeframe
Recommendations:		
Review of biology courses with biology to identify if the right course content and level is available for the FHP students.	Biology group	June 30, 2013
Dedicated space for work out rooms and noise protective rooms on campus	Administration	Going to ELT in June 2013
Continue to support the health of the PAC by inviting new membership.	Mary Stever	November 2013 meeting
Health Promotion Stream Creation Health Promotion 1 Health Promotion 2 Health Promotion 3	Nick Stone Mary Stever Carolyn Selkirk	Sept 2014

4 th semester comprehensive applied experience		
Refinement of Coaching Stream Coaching 1 Group Fitness Instructing Coaching 2 4 th semester comprehensive applied experience	Nick Stone Mary Stever Carolyn Selkirk	Jan 2015
Refinement of Exercise Science Stream Intro to Weight Training Fitness Assessment Applied Anatomy Exercise Physiology Exercise Prescription Biomechanics Nutrition 4 th semester comprehensive applied experience	Nick Stone Mary Stever Carolyn Selkirk	Sept 2014
Business Stream Currently under Review	Deb Holts Roberta Legacy Nick Stone Mary Stever Carolyn Selkirk	Sept 2015
Refinement of Field Placement Stream Field Placement Prep Field Placement 1 Field Placement 2	Nick Stone Mary Stever Carolyn Selkirk	Jan 2015
Creation of Research related course Currently under review	Dennis VanderSpek Lisa Stefaniak Nick Stone Mary Stever Carolyn Selkirk	Sept 2014

Course Codes & Name & Course Descriptions	Nick Stone Mary Stever Carolyn Selkirk Pauline Smiley	Sept 2013
Pre and Co Requisites	Nick Stone Mary Stever Carolyn Selkirk Pauline Smiley	Sept 2013
Course Specific Aim & Learning outcomes & Vocational outcomes	Nick Stone Mary Stever Carolyn Selkirk Pauline Smiley	Sept 2013
Updating FHP Website/marketing publications to reflect new curriculum	Nick Stone Mary Stever Carolyn Selkirk Pauline Smiley	Sept 2013
Revisit entry requirements Both academic and non-academic	Nick Stone Mary Stever Carolyn Selkirk Pauline Smiley	Sept 2013