



DOUGLAS COLLEGE

Comprehensive Program Review

Faculty of Science & Technology

Bachelor of Physical Education & Coaching
Sport Science Diploma

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Scope of this Self-Study

Name of DDP (Example)	Sport Science Department		
Full title of all credentials reviewed (e.g., certificate, diploma, degree)	Enrolment Category	Year of Program Launch	Year of Most Recent CR
Bachelor of Physical Education and Coaching	Limited Enrolment	2007	N/A
Sport Science Diploma	Limited Enrolment	1998	N/A

Recommendations: Summary List

List of Recommendations (unranked)

Recomm. Number	Related Report Component	Recommendations	Status / Timeline
1.	Section I	Complete Curriculum Guideline reviews for SPSC 1192 and SPSC 1105.	SPSC 1105 completed September 2022. SPSC 1192 completed September 2023.
2.	Section II	Update Core Competencies and Program Outcomes to reflect the breadth and depth now offered in our programs.	BPEC in progress, expected 2025/26 Diploma planned for discussion 2025/26.
3.	Section II	Update Core Competencies and Program Outcomes to reflect the certification requirements of professional bodies (e.g., Ministry of Education, BCAK)	BPEC in progress, expected 2025/26 Diploma planned for discussion 2025/26.
4.	Section II	Update our Program Requirements and Curriculum to stay up-to-date with the admissions requirements of teacher education programs, graduate programs, and professional certifying bodies (e.g., BCAK)	BPEC completed Winter 2025
5.	Sections II & V	Update our BPEC Core Competencies and Outcomes to align with the Strategic Plan (2020-2025) theme of Social and Environmental Responsibility, particularly with respect to diversity and inclusion.	New Strategic Plan pending
6.	Sections II & III & IV	Ensure 1xxx and 2xxx-level classes incorporate more applied learning – including guest speakers – in the breadth of sub-fields within Sport Science.	Ongoing

7.	Section III	Re-establish a relationship with the CO-OP office to ensure we are aware of recent changes in rules and processes.	Ongoing
8.	Section III	Review our Fieldwork Program to ensure it meets the needs of (a) students (b) receiving institutions (e.g., PDP, B. Ed) (c) governing/licensing bodies (e.g., BCAA) and (d) employers.	Ongoing
9.	Section III	Develop a system to monitor quality of experiential learning in various courses.	Not yet addressed
10.	Section IV	Support faculty who show interest in online and hybrid delivery and engage students in further conversations about their needs and wants with respect to delivery modes.	Ongoing
11.	Section IV	Ensure special evaluation requirements are either (a) included in CGs, especially in the case when they vary from the College's Evaluation Policy, and/or (b) removed to be in line with current CGs.	Ongoing
12.	Section IV	Request that the Registrar's Office add "regular course offerings" to the course description (e.g., note when it is regularly offered).	Not yet addressed
13.	Section IV	Incorporate course planning and graduation requirement discussions into Portfolio and Fieldwork Courses.	Ongoing
14.	Section IV	Encourage students to meet with their respective credential coordinators.	Ongoing
15.	Sections V, IX & XI	Attract and retain qualified and experienced faculty who meet our present and future needs.	Ongoing
16.	Section V	Continue to look for ways to help students meet changing career goals in the Sport Science field.	Ongoing
17.	Section VIII	Review the need for non-academic graduation requirements for BPEC students and their associated additional costs.	Completed Winter 2025
18.	Section VIII	Consider creation of a BPEC Program Advisory Committee.	Not yet addressed
19.	Section VIII	Find ways to grow our fieldwork placement opportunities, with particular attention to clinical settings, possibly with advice from a Fieldwork Advisory Committee.	Ongoing

20.	Section IX	Investigate department wide PD opportunities around the following main areas: assessment, and DEI (diversity, inclusion, equity).	Ongoing
21.	Section IX	Create a more collaborative culture that encourages faculty to share experiences and knowledge from a cross curricular perspective.	Ongoing
22.	Section IX	Convert some classrooms to “collaboration classrooms” with moveable furniture to allow for more active modes of instruction.	One classroom converted for Fall 2023. More pending.
23.	Section X	Re-establish ongoing dialogue with the Biology Department to ensure disciplinary and student needs are met.	Ongoing
24.	Section XI	Increase student access to upper-level non- Sport Science electives (i.e., minors, secondary areas of study)	Good progress and ongoing

COMPREHENSIVE REVIEW – EXTERNAL REVIEW

Douglas College Sport Science Department:

Bachelor of Physical Education and Coaching

Sport Science Diploma

External Reviewer(s):

Brad Martin, Dean, Faculty of Education, Health & Human Development, Capilano University

Jeff Dyck, Associate Dean, Faculty of Science, Kwantlen Polytechnic University

Date: July 2, 2025

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1. Environmental Scan

As noted in Table 1.2 of the Comprehensive Review, there are numerous programs and credentials offered in BC that encompass some degree of overlap with the SPSC offerings. For the purposes of this external review, an examination of other BC-based programs was performed. Since there are multiple possible competitors within BC, the scope of the environmental scan was limited to BC; a national environmental scan was not performed.

On page 6 of the CR, the committee wrote, “Douglas College is the only institution that offers a degree centered on physical education and coaching.” We would concur with this statement. Many of the PSI’s listed in Table 1.2 offer credentials that have an overt focus on human kinetics, whether at a diploma level (e.g. Langara, College of the Rockies or College of New Caledonia) or degree level (UBC, SFU, Camosun College). However, this kinesiology content is not contextualized within the practices of education and coaching as it is in SPSC.

The comprehensive review cites the major competitors as UFV and UVic. Each of these programs was reviewed in greater detail.

UFV offers a Bachelor of Human Kinetics degree, within which there are three “Program Plans”: Active Health, Exercise Science and Pedagogy. At first glance, the pedagogy focus may appear to be similar to SPSC, albeit configured in the somewhat opposite manner as SPSC (the core of SPSC is physical

education & coaching, with human kinetics as a specialization within that; UFV's core is kinesiology, with the purported teaching focus within that core). On closer examination of the UFV curriculum, however, the pedagogy specialization has minimal content about education, particularly in the K-12 context. There are some specialized courses on teaching particular sports (e.g. KIN 220D – Teaching Basketball and Volleyball) but little content on physical education. Indeed, it appears that the sole courses with this focus are KIN 221 – Instructional Design and Analysis of Physical Education and Sport Programs and KIN 302 – Measurement and Evaluation in Physical Education. The inventory of offerings appears to have more of a community-based focus rather than school-based. No explicit course content on coaching was noted.

The information included in the comprehensive review about UVic's BA in Physical and Health Education is accurate and appears to share more similarities with SPSC than do UFV's offerings. The program has a clear focus on physical education, though there is not evidence of a coaching focus. This BA includes a focus on health promotion, and it is possible that this will become a primary focus in the future, by virtue of the fact that the program has just migrated from the Faculty of Education to the Faculty of Health, effective May 2025. In addition to this program, UVic offers additional pathways to becoming a physical education teacher (majoring in physical and health education; minoring in physical education; majoring in kinesiology with a focus on physical and health education teaching). As such, UVic can be considered a genuine competitor to SPSC. However, DC's more modest admission requirements confer a competitive advantage.

Vancouver Island University offers a physical education diploma that is embedded within the Bachelor Kinesiology program. The diploma purports to support students seeking employment in the health and fitness industry, municipal parks and recreation programs. Content on education, however, appears to be limited to one course: KIN 203 - Instructional Strategies for Sport and Physical Education.

The annual review (p.94) identifies Capilano University as a key competitor. Capilano indeed has recently launched a Bachelor of Kinesiology but the content and structure of this credential do not appear to directly compete with SPSC.

In summary, competitors in BC occupy spaces that partially replicate the scope and content of SPSC without wholly doing so. The combination of admissions requirements that are achievable for a large proportion of students, unique content and credentials, locations that are centrally located in the lower mainland region, and affordable tuition and fees constitute a highly competitive position in the provincial market. The strong sense of community among students and faculty, and the priority placed on high-quality in-person learning that the reviewers discovered during their site visit, represent additional distinguishing features of SPSC that could be leveraged.

2. Audit of Self-Study Report

The self-study report is fundamentally sound. As noted by numerous people we spoke with, however, the data that form the foundation of the report are confounded by two factors: firstly, the fact that the

data are approximately five years old; secondly, that the data are grounded in the covid-19 pandemic, which created unique challenges and circumstances that may not have existed prior or since. The report must be read and interpreted in this context. This reality makes the annual reviews that have been included particularly helpful.

In addition to surveying students and alumni from both the diploma and BPEC programs, surveys were sent to adjacent academic and service units and to faculty and instructional staff. In addition to these surveys, it would have been helpful to survey industry. Graduates from both programs go on to varied positions within the education and health sectors. Eliciting input from teachers, administrators and technicians in these sectors could have provided a useful complement to the data from within DC. These informants are able to provide insights into post-graduation transitions and the quality of preparation in addition to those provided by the graduates themselves. In the experience of the reviewers, input from industry partners is normative in such comprehensive reviews so its omission from this review is atypical.

The self-study report includes a large number of recommendations. The reviewers found some of these recommendations to be overly general or vague and have made suggestions in the table below to refine them. Some of the recommendations would have benefited from more action-oriented language; suggestions to this effect have been made in the table below as well. Broadly speaking, the recommendations address current challenges and potential areas of improvement without conveying a strong sense of where SPSC may go in the future. Therefore, one of the recommendations the reviewers have added below involves the development of a longer-term vision and strategic plan for the area. Finally, we noted that Section XI of the report identifies a large number of risks and challenges for SPSC, but recommendations to address many of these items are not included in the report.

3. Assessment of Recommendations

Self-Study Recommendations		External Reviewer Assessment			
No.	Content	Agree ✓	Disagree ✓	Other ✓	Comments / Rationale
1	Complete Curriculum Guideline reviews for SPSC 1192 and SPSC 1105.	✓			It's commendable that there have been relatively recent reviews of all the other courses, though some were completed five or six years ago.
2	Update Core Competencies and Program Outcomes to reflect the breadth and depth now offered in our programs	✓			

3	Update Core Competencies and Program Outcomes to reflect the certification requirements of professional bodies (e.g., Ministry of Education, BCAK)	✓			
4	Update our Program Requirements and Curriculum to stay up-to-date with the admissions requirements of teacher education programs, graduate programs, and professional certifying bodies (e.g., BCAK)	✓			The reviewers understand that BCAK updates have recently been completed.
5	Update our BPEC Core Competencies and Outcomes to align with the Strategic Plan (2020-2025) theme of Social and Environmental Responsibility, particularly with respect to diversity and inclusion.	✓			<p>The reviewers understand that significant progress has already been made in this area.</p> <p>Encourage exploration of other areas of possible alignment with the new DC strategic plan.</p>
6	Ensure 1xxx and 2xxx-level classes incorporate more applied learning – including guest speakers – in the breadth of sub-fields within Sport Science.	✓			Applied learning is critical in this field and a potential distinguishing feature for SPSC. Guest speakers are important, but applied learning more generally should be prioritized wherever possible.
7	Re-establish a relationship with the CO-OP office to			✓	If enrollment, learning and outcomes have thrived during a multi-year absence of co-op, it may not be necessary to invest

	ensure we are aware of recent changes in rules and processes.				resources in rekindling this. If these resources are invested in rekindling co-op, it will be important to clarify its value in relation to field school opportunities and field work course components.
8	Review our Fieldwork Program to ensure it meets the needs of (a) students (b) receiving institutions (e.g., PDP, B. Ed) (c) governing/licensing bodies (e.g., BCAA) and (d) employers.	✓			Feedback from the surveys and directly from the students appears to indicate the students' needs and expectations are being met. Suggest using the PAC to achieve (d).
9	Develop a system to monitor quality of experiential learning in various courses.	✓			Suggest liaising with DC's Learning Centre, who are likely to have evaluation resources or recommendations. It is unlikely the department would need to develop a system.
10	Support faculty who show interest in online and hybrid delivery and engage students in further conversations about their needs and wants with respect to delivery modes.		✓		Suggest using the two criteria of teaching/learning quality and enrollment as the determining factors, rather than individual faculty members' interests or preferences. A comprehensive strategy regarding online and hybrid delivery modes could be developed that takes into account current technology options and best practices.
11	Ensure special evaluation requirements are either (a) included in CGs, especially in the case when they vary from the College's Evaluation Policy, and/or (b) removed to be in line with current CGs.	✓			Agree that consistency and transparency are important in the domain of evaluation.

12	Request that the Registrar's Office add "regular course offerings" to the course description (e.g., note when it is regularly offered).	✓			Agree that this could proactively reduce barriers to progression and enhance course planning
13	Incorporate course planning and graduation requirement discussions into Portfolio and Fieldwork Courses.	✓			
14	Encourage students to meet with their respective credential coordinators.	✓			There may be benefit in making such meetings mandatory, rather than encouraged. More structured opportunities and tools could be provided to students for course and graduation advising.
15	Attract and retain qualified and experienced faculty who meet our present and future needs.	✓			This is unequivocally important, but the recommendation should identify particular areas or specializations to recruit for. For example, on p. 49: "Another area we should be concerned about is dwindling department expertise in two areas: (a) pedagogy delivery and (b) exercise physiology/biomechanics." Specific strategies for attracting and retaining faculty in key areas should be developed and implemented.
16	Continue to look for ways to help students meet changing career goals in the Sport Science field.		✓		This activity is certainly helpful, but the way that it is expressed is too vague to be measurable or actionable.

17	Review the need for non-academic graduation requirements for BPEC students and their associated additional costs.	✓			This is a valuable exercise. Costs associated with some non-academic requirements were raised as a problem by faculty – particularly BCRPA credits.
18	Consider creation of a BPEC Program Advisory Committee.	✓			This is a priority. The lack of a PAC to this point is surprising and engaging with educators, clinicians and other members of industry in this way can have multiple benefits for SPSC. The PAC would be a critical resource for maintaining program quality and relevance.
19	Find ways to grow our fieldwork placement opportunities, with particular attention to clinical settings, possibly with advice from a Fieldwork Advisory Committee.	✓			It is possible that a robust PAC could perform many of the same functions. The creation of a separate Fieldwork Advisory Committee may result in duplication of work and make unnecessary demands of community partners.
20	Investigate department wide PD opportunities around the following main areas: assessment, and DEI (diversity, inclusion, equity).	✓			The review articulates the need for more expertise around assessment and pedagogy but the reviewers did not see evidence of lapses in diversity, equity and inclusion.
21	Create a more collaborative culture that encourages faculty to share experiences and knowledge from a cross curricular perspective.	✓			It would be helpful to identify one or more actionable initiatives that could help achieve this goal.
22	Convert some classrooms to “collaboration classrooms”	✓			This may be beyond the department’s scope, due to the budget implications. The recommendation might be more

	with moveable furniture to allow for more active modes of instruction.				accurately captured by making a capital request.
23	Re-establish ongoing dialogue with the Biology Department to ensure disciplinary and student needs are met.	✓			
24	Increase student access to upper-level non-Sport Science electives (i.e., minors, secondary areas of study)			✓	The rationale for this recommendation is demonstrated clearly, but it is likely beyond the department's scope to achieve it independently.

4. Additional Recommendations

While the comprehensive review is fundamentally sound and there is no reason to doubt its reliability and validity, the reviewers would add some additional recommendations:

1. Evaluate the fit of the two BPEC specializations. The annual review (p.83) states that “students ... overwhelmingly graduate with the Kinesiology Concentration” and that the “Health Promotion Concentration continues to be negligible.” The chair made the point that it costs the department nothing in terms of resources or staffing to offer the health promotion concentration. However, this alone does not justify its existence if uptake is so low. To a prospective applicant, it appears that the BPEC has two equal streams. In reality, though, the kinesiology concentration is by far the norm. If the department wishes to maintain two unique streams (in addition to the interdisciplinary stream) it may be worth engaging in a strategic discussion about whether the second stream should be health promotion.
2. Elicit input from industry about the quality and relevance of grads and – by extension – the curriculum. As noted above, a PAC would be a useful forum for doing so and would have the additional benefit of expanding the potential pool of fieldwork placements.
3. Reconsider admission requirements. Specifically, whether to include biology 12 and whether to eliminate the need for reference letters. The nature of course content and feedback from the students suggest that biology 12 is important for success in the required DC BIOL courses. Reference letters have not been shown to be a reliable differentiator between students who are likely to succeed and those who do not.

4. Reconsider the move away from PLAR that is described on p. 33. PLAR is proven to support learner flexibility and enrollment which may benefit students and the department.
5. Develop a comprehensive, future-focused 5-year plan and vision in alignment with the DC Strategic Plan. This will assist in addressing many of the risks and challenges identified in Section XI of the self-study report and enable faculty, staff, and administrators to be proactive in identifying emerging opportunities to maintain program distinctiveness in an increasingly competitive landscape.



DOUGLAS COLLEGE COMPREHENSIVE REVIEW (CR)
RESPONSE FROM THE
OFFICE OF THE VICE-PRESIDENT, ACADEMIC AND PROVOST

Douglas College Administration policy A38: Program Review requires a follow-up plan be developed by the Vice President, Academic and Provost, in response to the Self-Study and External Report.

FACULTY (Lead Dean/Associate Dean)	Applied Community Studies	
Department / Program	Sport Science Bachelor of Physical Education & Coaching Sport Science Diploma	
Date Submitted	July 2025	
External Review Panel (ERP) [List all]	Brad Martin	Dean, Faculty of Education, Health & Human Development, Capilano University
	Jeff Dyck	Associate Dean, Faculty of Science, Kwantlen Polytechnic University
Reason for Timing of Comprehensive Review	<input checked="" type="checkbox"/> Schedule (routine) or <input type="checkbox"/> Off-cycle, due to emergent concerns (specify below) <ul style="list-style-type: none"> <input type="checkbox"/> Changes in discipline/field/licensing <input type="checkbox"/> New program development <input type="checkbox"/> Demand/enrolment/budget concerns <input type="checkbox"/> Other (specify) 	
Date of last Comprehensive Review	2011	
RESPONSE/RECOMMENDATIONS		
SUMMARY RESPONSE AND VPA&P RECOMMENDATIONS In particular, DDP name should focus on the following:	<p>The external reviewers to the Sport Science (SPSC) Comprehensive Program Review (CPR) assessed the competitive landscape in sport science and kinesiology programs within BC. The reviewers identified the University of the Fraser Valley and the University of Victoria as major competitors with the Douglas College program. Nevertheless, despite the overlaps in programming, the reviewers concur with the statement found in the self-study that <i>“Douglas is the only institution that offers a degree centered on physical education and coaching.”</i></p> <p>Among the many competitive advantages of the Douglas SPSC credentials, the external reviewers noted:</p> <p><i>“The strong sense of community among students and faculty, and the priority placed on high-quality in-person learning that the reviewers discovered during their site visit, represent additional distinguishing features of SPSC that could be leveraged.”</i></p>	

	<p>The external reviewers note that <i>“The self-study report is fundamentally sound”</i> with the caveat that some of the data forming the foundation of the report is now five years old, and data grounded in the covid-19 pandemic will be affected by the unique challenges and circumstances of that period. The Reviewers also acknowledged the value/importance of the annual reviews conducted by the Department in support of the CPR.</p> <p>Regarding Self-Study recommendation #6: The VPA&P agrees with the reviewers’ observation that more guest speakers will not necessarily achieve the important goal to improve/expand Applied Learning.</p> <p>Regarding Self-Study recommendation #10: The College recognizes that online and hybrid modes of teaching are able to support students who live beyond a commuting distance from the college or are otherwise unable to attend in-person classes – and encourages these modes accordingly. However, Douglas College has also made a commitment to being a predominantly in-person institution, noting that our students generally have the best outcomes with in-person modes of instruction. The VPA&P therefore agrees with the external reviewers’ comments that further moves towards online learning should be driven by clear pedagogical considerations, rather than faculty or student preferences.</p> <p>Regarding Self-Study recommendations #16 and #21: The goals/sentiment in these self-study recommendations are highly laudable. However, the VPA&P agrees with the external reviewers that these recommendations are lacking in specifics which would make them measurable and actionable.</p> <p>Regarding Self-Study recommendation #18: The creation of a Program Advisory Committee is long overdue and should be a very high priority for the Department, especially given how many other recommendations touch on the advice of industry and external parties.</p> <p>The VPA&P accepts the additional ‘exploratory’ recommendations provided by the external reviewers. The VPA&P requests that the Dean and Associate Dean work with the Department to establish a Program Advisory Committee and support the Department’s efforts to implement the Self-Study recommendations as amended/adjusted by the external review.</p> <p>The VPA&P thanks and commends the Department Chair, Coordinators, faculty and staff for the preparation of a comprehensive Self-Study report and for their attention to the external review. The VPA&P also thanks the external reviewers for their thoughtful and thorough examination of the Department and its credentials.</p>
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	As per the College's routine follow-up to comprehensive program reviews, the Department is to submit its <u>Implementation and Action Plan (IAP)</u> to the Dean within 45 days of receipt of this Report, and to report back to the Dean one year after submission of the IAP to account for progress made.
All Self-Study recommendations accepted?	<input checked="" type="checkbox"/> Yes – with the adjustments provided by external review. Note recommendation #10.
All External Report recommendations accepted?	<input checked="" type="checkbox"/> Yes
Next scheduled PR (5 – 7 years):	2030



 Vice-President, Academic and Provost

August 19, 2025

 Date