



New Program Four Year Monitoring Report

Bachelor of Applied Health Program (undergraduate)

Summary

1. The Program Proposal Brief (PPB) was considered and approved by the Senate Academic Review Committee (ARC) May 1, 2019.
2. The Review Committee consisted of Louise Humbert (University of Saskatchewan).
3. This review was a Desk Audit (no site visit).
4. The Reviewers' Report was received September 22, 2019.
5. Required responses were received from the Program, Dean of Applied Health Sciences and UPC between October and December 2019.
6. The revised PPB was approved by ARC November 19, 2019.
7. The revised PPB was approved by Senate December 11, 2019.
8. The program was approved by the Quality Council August 21, 2020.
9. The program was approved by the Ministry May 19, 2021.
10. The first intake of students was September 2021.
11. The first Cyclical Academic Review is scheduled to take place in 2028-29.

This new program approval process was conducted under the terms and conditions of the 2016 IQAP.

The Monitoring Report for new programs carefully evaluates the program's success in realizing its objectives, requirements and outcomes. It provides an overview of any changes to the program since approval, evidence of student satisfaction, evidence of student success, and a reflection on the adequacy of new and existing resources.

The Report is to be submitted to the Office of the Vice-Provost and Associate Vice-President, Academic no more than four (4) years following the first intake of students. The Report is reviewed by the Academic Review Committee (ARC) and following approval provided for information to Senate. It is then submitted to the Quality Council and posted on the University Quality Assurance website.

Please provide a response to each of the questions below.

Reflecting on the program's implementation, as outlined in the approved Program Proposal Brief (PPB)

Describe how the program's objectives are being achieved.

The Bachelor of Applied Health (BAH) degree is a three-year program designed to support student retention at Brock University, aligning with the university's Strategic Plan (2018–2025). It is not a direct-entry program but offers an alternative path for students removed from Faculty of Applied Health Sciences (FAHS) four-year programs due to academic or clinical challenges.

The BAH allows these students to complete a health sciences degree through a broad or focused multidisciplinary curriculum, helping them stay enrolled at Brock and within the Faculty of Applied Health Sciences.

The BAH was developed with three main objectives:

1. Provide a viable degree option for students transitioning from other FAHS programs.

- The BAH provides a direct, credit-preserving pathway for students leaving FAHS four-year programs, offering flexible study options, recognition of prior learning, and proactive advising to support timely graduation.

2. Increase student retention at Brock University and within FAHS.

- The BAH keeps transitioning students connected to FAHS, minimizes academic disruption through seamless credit transfer, and fosters continued enrollment by reducing frustration and maintaining a sense of belonging.

3. Contribute to the mission and the strategic priorities of the Faculty of Applied Health Sciences and Brock University.

- The BAH aligns with Brock's Strategic Plan by advancing student success, flexibility, and retention; supporting FAHS's mission of accessible, high-quality health education; and strengthening institutional reputation through inclusive, adaptable program design.

These objectives are being achieved given that program intake has primarily come from students transferring out of other FAHS programs, most notably Kinesiology. Of the 89 students who have entered the BAH since its inception, a third of these students had graduated by the end of the 2024 academic year. In addition, a third of the students who transferred into the BAH were successful at transferring back into their original major.

Describe how the program's requirements are being achieved.

Again, based on the program's enrolment, retention and degree completion data we feel that the requirements are being achieved. As many students were able to complete the program within two to three years, reflecting both the transferability of credits and the program's capacity to facilitate timely degree completion.

The Bachelor of Arts in Health (BAH) is supported by three FAHS departments—Recreation and Leisure Studies (RECL), Kinesiology (KINE), and Nursing (NUSC)—whose courses students may take toward their degree. To graduate, students must complete a total of 8.0 credits within the Faculty of Applied Health Sciences, with at least seven credits drawn from KINE, NUSC, and RECL courses. Progression to Year 2 requires a minimum 60% average in Year 1 Applied Health courses. The 2025 program requirements are listed below, with minor updates to course options reflecting changes made by the home departments.

Year 1

Biology:

- BIOL 1P91 – Introduction to Biology I
- BIOL 1P92 – Introduction to Biology II
- BIOL 1P23
- BIOL 1P24 – Learning and Memory: A Human Perspective

Social Sciences / Humanities / Electives:

- One Social Sciences context credit
- One Humanities context credit
- One elective credit

Kinesiology / Nursing / Recreation options (choose one credit):

- KINE 1P88 – Foundations of Human Anatomy
- KINE 1P90 – Human Systems Anatomy
- KINE 1P93 – Foundations of Movement Studies
- KINE 1P98 – Musculoskeletal Anatomy
- KINE 1P99 – Foundations of Human Anatomy and Physiology
- NUSC 1P01 – Nursing Fundamentals 1
- NUSC 1P02 – Nursing Fundamentals
- NUSC 1P03 – Nursing Clinical Judgement & Skills
- NUSC 1P04 – Health Assessment
- RECL 1P90 – Introduction to Recreation and Leisure Studies
- RECL 1P99 – Leadership in Parks, Recreation and Leisure Services

Year 2

Electives:

- Two elective credits

Research (choose one-half credit):

- KINE 2P08 – Research Design in Kinesiology
- NUSC 2P70 – Nursing Research
- RECL 2P07 – Introduction to Research Design and Evaluation

Core / Program Courses (choose two and one-half credits):

- KINE 2P09 – Human Physiology
- KINE 2P20 – Introduction to Nutrition
- KINE 2P41 – Health and Physical Activity Promotion
- KINE 2P44 – Physical Activity and Aging
- KINE 2P84 – Human Growth and Development
- KINE 2P85 – Psychology of Health Behaviours
- NUSC 2P07 – Theory 1: Care of the Adult and Older-adult
- NUSC 2P08 – Theory 2: Care of the Adult and Older-adult
- NUSC 2P10 – Nursing Theory: Nursing Care of the Young Family

- NUSC 2P14 – Nursing Theory: Care of the Acutely Ill Client
- NUSC 2P17 – Lab 1: Care of the Adult and Older-adult
- NUSC 2P18 – Lab 2: Care of the Adult and Older-adult
- NUSC 2P19 – Pharmacology in Nursing
- NUSC 2P20 – Ethics in Nursing Care
- RECL 2P02 – Foundations of Therapeutic Recreation
- RECL 2P11 – The Social Psychology of Leisure and Recreation
- RECL 2P15 – Understanding Communities and Community Organizations
- RECL 2P25 – Child and Youth Work in Community Recreation
- RECL 2P52 – Therapeutic Recreation and Persons with Disabilities

Year 3

Electives:

- Two elective credits

Research / Quantitative & Qualitative Analysis (choose one-half credit):

- KINE 3P08 – Quantitative Analysis
- KINE 3P17 – Qualitative Approaches to Inquiry
- NUSC 3P08 – Quantitative Analysis
- RECL 3Q07 – Quantitative Analysis
- RECL 3Q17 – Qualitative Approaches to Inquiry

Core / Program Courses (choose two and one-half credits):

- KINE 2P91 – Social History of Physical Education and Sport
- KINE 2P92 – Foundations in Adapted Physical Education and Disability Studies
- KINE 2P95 – Sport Psychology
- KINE 3P10 – Biomechanics
- KINE 3P41 – Communications in Kinesiology
- KINE 3P65 – Interventions in Physical Activity
- KINE 3P70 – Sociology of Sport I
- KINE 3P85 – Exercise Psychology
- KINE 3P95 – Applied Sport Psychology
- NUSC 3P01 – Advanced Nursing Topics 1
- NUSC 3P02 – Advanced Nursing Topics 2
- NUSC 3P11 – Nursing Care of the Young Family
- NUSC 3P12 – Experiencing Chronicity
- NUSC 3P14 – Promoting Mental Health
- NUSC 3P15 – Mental Health Across the Lifespan
- NUSC 3P20 – Nursing Ethics
- NUSC 3P50 – Health Education
- NUSC 3P72 – Community, Population & Global Health
- NUSC 3P76 – Equity, Diversity & Inclusion in Health
- NUSC 3P80 – Nursing in Advanced and Altered Contexts 1
- RECL 3P04 – Leisure and Health Promotion
- RECL 3P11 – Sociological Aspects of Leisure and Diversity
- RECL 3P12 – Leisure and Aging
- RECL 3P25 – Community Development in Recreation: Philosophy and Practice
- RECL 3P36 – Adventure-Based Learning in Recreation
- RECL 3Q46 – Wilderness First Responder
- RECL 3Q92 – Therapeutic Recreation and Behavioural Health
- RECL 3Q99 – Therapeutic Recreation and Physical Rehabilitation

Describe how the program's outcomes are being achieved.

The unique nature of the program results in various potential pathways students. Consequently, the specific learning outcomes also vary, but the overall program learning outcomes align with the university's UDLEs.

With the six categories of the university's undergraduate DLE's including:

Depth and Breadth of Knowledge by providing students with an understanding of health and health sciences in general along with discipline-specific knowledge,

- 1a: An understanding of health as a combination of psychological, social, and biological processes.
- 1b: An understanding of fundamental interdisciplinary knowledge, theories, skills, values, and current trends in health sciences and their specific yes.
- discipline.
- 1c: Knowledge of the historic and contemporary development of the discipline.
- 1d: Understanding of the relevance of knowledge as it relates to issues within the field of study.

Knowledge of Methodologies by requiring each student to participate in an introductory methodology course,

- 2a: General knowledge of qualitative and/or quantitative approaches used in health sciences research.
- 2b: The ability to locate, interpret, evaluate, and use academic and professional literature related to the field and discipline.
- 2c: Ability to comment on, interpret, and communicate current research/scholarship in the field/discipline.

Application of Knowledge by providing students with opportunities to participate in practicums, placements, group activities, and simulations requiring them to apply the knowledge they are gaining,

- 3a: Ability to apply scholarly sources to both formulate and answer questions specific to the field/discipline.
- 3b: Translation of core principles of good practice to the population specific to the field of study.
- 3c: The ability to apply concepts learned, develop creative solutions and use previous solutions in creative and adaptive ways to generate new techniques or strategies within the field/discipline.
- 3d: An array of skills particular to the discipline.

Communication Skills through the provision of opportunities to work with others and learn to communicate knowledge in both oral and written formats,

- 4a: Ability to articulate and analyze arguments within their field.
- 4b: The ability to communicate effectively with professionals and patients/clients in their specific field of health.
- 4c: An ability to express and communicate health knowledge to others in both written and oral form.
- 4d: An ability to discern which form of communication is most effective for a specific incident/population.

Awareness of Limits of Knowledge through the promotion of social and cultural awareness and sensitivity and the knowledge of what various professionals can add to the discipline,

- 5a: Social and cultural awareness, sensitivity, respect, and support of patients/clients/participants within their discipline from multiple perspectives.
- 5b: The ability to recognize and appreciate what other professionals contribute to the health and well-being of patients/clients/participants.
- 5c: Sensitivity to the limitations of their knowledge and practical application with a variety of populations.

Autonomy and Professional Capacity by providing students opportunities to plan projects and work as part of a team within their discipline.

- 6a: The ability to function as part of a team in designing interventions/programming for patients/clients/participants.
- 6b: The ability to plan a project that will positively contribute to the health and well-being of others.
- 6c: Develop/maintain social and cultural sensitivity and respect for multiple perspectives and exhibit personal and social responsibility, and ethical and professional behavior in various settings.

A table of the course map of the PLOs is in Table 1, below.

Table 1. Course map of Program Learning Outcomes in Bachelor of Applied Health program.

Bachelor of Applied Health

Course No.	Course Title	Depth and Breadth of Knowledge				Knowledge of Methodologies			Application of Knowledge				Communication Skills				Awareness of Limits of Knowledge			Autonomy and Professional Capacity		
		LO1a	LO1b	LO1c	LO1d	LO2a	LO2b	LO2c	LO3a	LO3b	LO3c	LO3d	LO4a	LO4b	LO4c	LO4d	LO5a	LO5b	LO5c	LO6a	LO6b	LO6c
RECL 1P90	Introduction to Recreation & Leisure Studies		2,4,9													2,4,5	2,4,5					
RECL 1P99	Leadership in Parks, Recreation, & Leisure Services		2,8	2,8	2,8				5,6					3,9	7,9	3,5,8	3,4,7,9	2,8				2,8
NUSC 1P10	Professional & Therapeutic Communication													2,4,5	2,4,5	2,4,5	2,4,5	5,8	5,8			5,8
NUSC 1P12	Nursing and Health Promotion: The Canadian Context	1,2,9	1,2,9	1,2,9	1,2,9				7,9	7,9	7,9					5,7,9	1,2,9					1,2,9
NUSC 1P14	Nursing Theory: Experiencing Illness and Hospitalization	1,5,7	1,5,7		1,5				5,7	5,7	5,7	5,7										5,7
NUSC 1P16	Nursing Practice: Experiencing Illness and Hospitalization	1,10	1,10						8,10	8,10	8,10	8,10		10		8,10				8,10	8,10	8,10
KINE 1P90	Human Systems Anatomy	1,11	1,11																			
KINE 1P98	Musculoskeletal Anatomy	1,2	1,2								12	12										
RECL 2P00	Recreation Programming	2,4	2,4						4,9,10							2,4,8,9,10				8,10	8,9,10	9,10
RECL 2P07	Introduction to Research Design and Evaluation					2,5,12	2,5,12	2,5,12														
RECL 2P11	The Social Psychology of Leisure and Recreation	1,2,3,5,9	1,2,3,5,9	1,2,3,5,9	1,2,3,5,9											1,2,3,5,9	1,2,3,5,9	1,2,3,5,9				
NUSC 2P10	Nursing Theory: Nursing Care of the Young Family	1,2,4,9	1,2,4,9					4,9	4,9									1,2,4				
NUSC 2P12	Nursing Practice: Nursing Care of the Young Family	8,10							10,12	10,12	10,12	10,12		7,8,9,10	7,8,9,10	7,8,9,10	7,8,9,10	7,8,9,10	7,8,9,10	7,8,9,10	7,8,9,10	7,8,9,10
NUSC 2P14	Nursing Theory: Care of the Acutely Ill Client	1,11	1,11						1,7,11	1,7,11	1,7,11	1,7,11		1,3,7	1,3,7	1,3,7	1,3,7	1,3,7				1,3,7
NUSC 2P16	Nursing Practice: Care of the Acutely Ill Client								1,2,8,10	1,2,8,10	1,2,8,10	1,2,8,10		10	10	10	8,10	8,10	8,10	8,10	8,10	8,10
NUSC 2P30	Health Assessment I	1,2,12	1,2,12		1,2,12				1,2,7,12	1,2,7,12	1,2,7,12	1,2,7,12	4	4							1,2,7,12	1,2,7,12
NUSC 2P70	Nursing Research					2,5	2,3,5	2,3,5	2,3,5													
KINE 2P05	Foundations of Motor Behaviour	2	2						2,9	12	12	12										12
KINE 2P08	Research Design & Evaluation					1,11,12	1,11,12	1,11,12					1,11,12									1,11,12
KINE 2P09	Human Physiology	2,11	2,11																			
KINE 2P84	Human Growth & Development	2	2				2	2														

Degee of Implementation:
 Introduced
 Reinforced
 Mastered

Legend of Assessment Types: 1=Test/quiz; 2=Midterm/final examination; 3=Presentation; 4=Seminar participation; 5=Research essay; 6=Document study; 7=Case study; 8=Reflections; 9=Group project; 10=Placement assessment; 11=Online activities; 12=Lab reports

*Note: The first two years of 'core' courses from each of the three departments are shown here. Students would additionally complete a selection of year three courses through which program learning outcomes will continue to be reinforced and mastered.

Have there been challenges? If so, how are they being addressed and what opportunities for improvement have been identified as a result?

1. Adjudication Process into the BAH

Current Issue:

- When students are adjudicated out of their original program, there is no option to place them directly into the BAH. Instead, they are automatically placed into Bachelor of Social Sciences or Bachelor of Science 3-year pass degrees.
- Some students do not recognize they are no longer in FAHS, requiring them to change majors into the BAH manually.

Opportunity for Improvement:

- Adjust processes through the Office of the Registrar and Enrolment Services (ORES) to allow direct placement into the BAH when appropriate.
- Improve communication among Academic Advisors at the time of adjudication so that students can be tracked as they move out / in programs. Improve communication with students once they are adjudicated out, clearly outlining steps to remain within the Faculty of Applied Health Sciences.

2. Prescriptive Nature of the Program:

Current Issue:

- The program is highly prescriptive, requiring specific courses (e.g., BIOL) even when not necessary for certain students (e.g., RECL students only require a science context credit). This is an issue for students who have the goal of returning to their original major.
- Limited course options for BAH majors often lead to multiple substitutions of program requirements.

Opportunity for Improvement:

- Make the program less prescriptive by removing lists of required courses and allowing all FAHS courses to count toward the degree, provided students meet prerequisites.
- Replace BIOL-specific requirements with general Science context credits where appropriate.

3. Access to FAHS courses for BAH Students:**Current Issue:**

- Limited access to FAHS courses can slow student progress through the program.

Opportunity for Improvement:

- Work with FAHS departments to provide earlier access to courses for BAH students, ensuring they can progress without delays.

4. Access to BAH program for students with low GPA:**Current Issue:**

- The current 60% average requirement to enter BAH restricts access for students with GPAs lower than 60%, negatively impacting retention.

Opportunity for Improvement:

- Remove the entry requirement and retain the average requirement only as a graduation standard, allowing more students to access the program and continue their studies.

Reflecting on the assessment of teaching and learning, as outlined in the approved Program Proposal Brief (PPB)**Describe the methods being used to monitor and assess student achievement of the program-level learning outcomes. Have they been effective?**

Student achievement of the program-level learning outcomes is monitored and assessed using a variety of methods, grouped into the following categories:

- **Examinations and Written Assessments:** tests, quizzes, examinations, essays, written assignments (analysis or opinion), and reports.
- **Experiential and Applied Learning:** experiential education opportunities, placement assessments, program development projects, and experiential learning reflections.
- **Collaborative and Interactive Learning:** discussion groups, seminar participation, group projects, and presentations.
- **Analytical and Reflective Activities:** observations, reflections, program assessments, and case study analysis.
- **Online and Blended Learning Activities:** online learning activities integrated into course delivery.

These assessment methods have been effective in measuring progress toward the program-level learning outcomes. In addition, each student is assigned an Academic Advisor who works closely with them to clarify goals, develop a tailored academic plan, and monitor their progress throughout their degree.

Have there been challenges? If so, how are they being addressed and what opportunities for improvement have been identified as a result?

Diverse Entry Backgrounds: BAH students come from various FAHS programs, so prior courses may not cover all PLOs.

Potential Gaps: Lab-based courses, clinical placements, and other experiential learning may be missed.

Limited Experiential Education (EE) Opportunities: Access to courses with strong experiential components (labs, placements, internships) is more difficult for BAH students, affecting the “Application of Knowledge” outcomes.

What early program specific feedback (on their experience thus far) has been collected? What has this feedback revealed? Is there evidence of student satisfaction with the program?

Early feedback on the Bachelor of Applied Health (BAH) program was collected through a student questionnaire and advisor reports. Results show that most students transferred into the program due to academic difficulties, with many describing the transfer process as smooth, program requirements as manageable, and course availability as generally satisfactory. However, students also reported frustrations with restricted access to required courses, feeling like “outsiders” within their field of study, and questioning the degree’s standalone value.

Overall, students expressed qualified satisfaction, viewing the program as a supportive safety net that allowed them to remain on track academically, with advising support highlighted as a strength. While the program is meeting its retention goals, improvements in course access, communication, and program recognition are needed to enhance the student experience.

How is the collected information being used to inform continuous program improvement?

The collected feedback is being used to identify barriers such as limited course access, perceptions of being outside the discipline, and questions about the degree’s standalone value. These insights are guiding adjustments to program structure, advising strategies, and communication, with particular focus on improving course availability and integrating BAH students more fully into Faculty offerings. Positive feedback on advising and program accessibility is also being reinforced.

Overall, the information is shaping ongoing improvements and will inform the cyclical review process to ensure the BAH remains inclusive, flexible, and supportive of student success.

Have there been changes to the program since its approval?

Describe any changes to the program since its approval (e.g., mode of delivery, faculty complement, course requirements)?

Since its initial approval, the BAH program has not undergone any major structural changes. Minor adjustments have been made to course listings to reflect updates from the home departments, including changes to course names and titles, ensuring the program remains aligned with current departmental offerings.

There are significant proposed changes going forward in the Fall 2025 UPC submission. One proposed change is to remove of the 60% average requirement to proceed in the BAH, while retaining the 60% requirement for graduation, aimed at improving accessibility and supporting student retention. Another change is to revise the program requirements further enhance flexibility and alignment with student needs. The proposed changes are below:

Program Notes

1. To proceed to year 2, a minimum 60% average in Year 1 Applied Health course(s) is required to continue in the program.;
1. Students must complete 8.0 credits from within the Faculty of Applied Health Sciences. of which seven of the eight credits must be from the following departments: Kinesiology, Recreation and Leisure Studies or Nursing. A maximum of eight credits may be numbered 1(alpha)00 to 1(alpha)99; at least three credits must be numbered 2(alpha)90 or above; and the remaining credits must be numbered 2(alpha)00 or above.
2. Courses that are cross-listed with the Faculty of Applied Health Science and another Faculty (or Faculties) will be counted toward the total number of credits taken within the Faculty of Applied Health Sciences (see program note 2).
4. Students who have transferred from the Loyalist College Nursing program will receive equal credit for all of their courses. Specified transfer credits would be recognized as equivalent to NUSC courses at Brock University.;
3. Students must check to ensure that prerequisites are met. Students may be deregistered from any course for which prerequisites and/or restrictions have not been met. There is limited enrolment in some FAHS courses.
6. In 15 credit degree programs a maximum of eight credits may be numbered 1(alpha)00 to 1(alpha)99; at least three credits must be numbered 2(alpha)90 or above; and the remaining credits must be numbered 2(alpha)00 or above. In some circumstances, in order to meet university degree and program requirements, more than 15 credits may be taken.

Required Courses

- one Social Sciences context credit
- one Science context credit
- one Humanities context credit
- eight credits from Applied Health Sciences (see program notes 1 and 2)
- four elective credits (see program notes 1 and 2)

Describe any initiatives or changes that have been made in relation to continuous program improvement?

FAHS Academic Advisors have engaged in ongoing informal discussions to identify both challenges and opportunities for strengthening the BAH program. Insights from these conversations have informed the development of a draft proposal outlining potential structural and policy changes, which is currently being circulated for feedback among relevant departments. Specific proposed changes are detailed above and will be submitted to the Undergraduate Program Committee (UPC) in Fall 2025.

Reflecting on enrolment, retention and degree completion

Describe a) enrolment numbers, b) intake, c) quality of the applicant pool, and d) time-to completion.

Enrolment: Table 5 shows that in total, 89 students have entered the BAH since its inception, with a third of these students having graduated by the end of the 2024 academic year. Enrolment shows modest growth, with 3 students entering in 2021–22 and 20 in 2022–23, for a total of 23 students across the two years.

Intake: Has primarily come from students transferring out of other FAHS programs, most notably Kinesiology. This indicates that the program serves as a viable pathway for some students seeking to complete a degree after leaving more specialized disciplines.

While GPA and admission averages are not available, the **applicant pool** can be considered strong, as these students were originally admitted into competitive FAHS programs and have demonstrated strong outcomes: by the end of 2024, several had graduated, the majority with a BAH. Importantly, many students were able to complete the program within two to three years, reflecting both the transferability of credits and the program's capacity to facilitate **timely degree completion**.

Table 1: Summary of Brock University Students who Enter the Bachelor of Applied Health Program in the 2021-22 Academic Year. Highlighting the students Previous Department, if they Return to their Original Department and if they Graduated (with a BAH) by the end of the 2024 Calendar Year.

Original Department	Entered BAH in 2021-22	Returned to Original Department	Moved to Another Department Besides Original	Graduated	Graduated with BAH
Kinesiology	3	0	0	1	1
Total	3	0	0	1	1

Table 2: Summary of Brock University Students who Enter the Bachelor of Applied Health Program in the 2022-23 Academic Year. Highlighting the students Previous Department, if they Return to their Original Department and if they Graduated (with a BAH) by the end of the 2024 Calendar Year.

Original Department	Entered BAH in 2022-23	Returned to Original Department	Moved to Another Department Besides Original	Graduated	Graduated with BAH
Health Sciences	1	0	0	0	0
Kinesiology ¹	15	6	0	6	6
Nursing	1	0	0	0	0
Recreation and Leisure Stud	3	1	0	1	1
Total	20	7	0	7	7

¹Three of these students were originally in Kinesiology and then moved into Social Science (Faculty) prior to moving into BAH in 2022-23

Table 3: Summary of Brock University Students who Enter the Bachelor of Applied Health Program in the 2023-24 Academic Year. Highlighting the students Previous Department, if they Return to their Original Department and if they Graduated (with a BAH) by the end of the 2024 Calendar Year.

Original Department	Entered BAH in 2023-24	Returned to Original Department	Moved to Another Department Besides Original	Graduated	Graduated with BAH
None ¹	1	N/A	1	1	1
Kinesiology ^{2,3}	43	23	0	5	5
Nursing	2	0	1	0	0
Recreation and Leisure Stud	2	0	0	0	0
Total	48	23	2	6	6

¹This one student in particular has no previous record of enrolment or transfer, it appears the student was admitted into Community Health in 2023-24 but their first record of enrolment (Fall 2023) indicates they were in BAH.

²Three of these students were originally in Kinesiology and then moved into Mathematics and Science (Faculty) prior to moving into BAH in 2023-24

³Five of these students were originally in Kinesiology and then moved into Social Science (Faculty) prior to moving into BAH in 2023-24

Table 4: Summary of Brock University Students who Enter the Bachelor of Applied Health Program in the 2024-25 Academic Year. Highlighting the students Previous Department, if they Return to their Original Department and if they Graduated (with a BAH) by the end of the 2024 Calendar Year.

Original Department	Entered BAH in 2024-25	Returned to Original Department	Moved to Another Department Besides Original	Graduated	Graduated with BAH
Kinesiology ^{1,2}	17	0	0	0	0
Nursing	1	0	0	0	0
Total	18	0	0	0	0

¹One student was originally in Kinesiology and then moved into Mathematics and Science (Faculty) prior to moving into BAH in 2024-25

²Three of these students were originally in Kinesiology and then moved into Social Science (Faculty) prior to moving into BAH in 2024-25

Table 5: Summary of Brock University Students who Enter the Bachelor of Applied Health Program from Academic Years 2021-22 to 2024-25. Highlighting the students Previous Department, if they Return to their Original Department and if they Graduated (with a BAH) by the end of the 2024 Calendar Year.

Original Department	Entered BAH	Returned to Original Department	Moved to Another Department Besides Original	Graduated	Graduated with BAH
None ¹	1	N/A	1	1	1
Health Sciences	1	0	0	0	0
Kinesiology ^{2,3}	78	29	0	12	12
Nursing	4	0	1	0	0
Recreation and Leisure Stud	5	1	0	1	1
Total	89	30	2	14	14

¹This one student in particular has no previous record of enrolment or transfer, it appears the student was admitted into Community Health in 2023-24 but their first record of enrolment (Fall 2023) indicates they were in BAH.

²Eleven of these students were originally in Kinesiology and then moved into Social Science (Faculty) prior to moving into BAH

³Four of these students were originally in Kinesiology and then moved into Mathematics and Science (Faculty) prior to moving into BAH

How do the enrolment numbers compare to anticipated targets, as outlined in the approved PPB?

The anticipated target enrolment outlined in the approved PPB are below.

PROJECTED INTAKE AND ENROLLMENTS Undergraduate Programs					
YEAR	FULL-TIME		PART-TIME		TOTAL ENROLMENT
	Intake	Enrollments	Intake	Enrollments	
2020/21	95	95	5	10	100
2021/22	95	190	5	15	200
2022/23	95	285	5	15	300
2023/24	95	285	5	15	300
2024/25	95	285	5	15	300

Actual student enrolment in the BAH is below anticipated targets, for a few reasons. One reason is the adjudication process: because students cannot be directly adjudicated into the program and are instead placed into 3-year pass degrees in Social Sciences or Sciences, some students miss enrolling in the BAH. Another reason is the restrictive nature of the program and GPA entry requirements, especially the 60% average. A third reason is the implementation of improved retention strategies in other FAHS programs, which has resulted in fewer students being adjudicated out of their home departments into the BAH.

Reflecting on the initial administration of the program

Describe the appropriateness of the program governance.

Program governance was proposed as follows: all degree programs within the Faculty of Applied Health Sciences are department-based, with each Department assigning an Academic Advisor for that discipline. This structure would remain for the BAH, as Departmental Advisors are already familiar with students' strengths and weaknesses. The program will be housed within the Faculty and administered by the Office of the Associate Dean of Teaching and Undergraduate Studies, with no formal BAH program committee.

So far, this approach to governance has been appropriate. Strengths of this approach include flexibility for departments to contribute or participate as they wish. However, a drawback is that departments are sometimes not well informed about the BAH program and its articulation with other programs.

Describe the adequacy of the administrative support.

The administrative support to the BAH is one Academic Advisor dedicated to students in the BAH. This level of administrative support is adequate.

Describe the adequacy of resource allocation (e.g., staffing, financial).

The resources allocated to the BAH are adequate. The BAH program draws on the course offerings across the Faculty. It has not required the addition of any new courses. It is not anticipated that the program will grow beyond proposed enrolment targets, and so the current allocation of resources will be adequate moving into the future.

Reflecting on Brock's (new) [Academic Plan \(2025-2030\)](#) and its four strategic directions: 1) Shape tomorrow through research, discovery and knowledge, 2) Build sustainable futures, 3) Realize you matter, and 4) Bring the world to Brock and Brock to the world.

Describe how your program already aligns.
<p>High-quality and meaningful educational experience – Students remain engaged in relevant coursework within the Faculty of Applied Health Sciences, ensuring their studies are still tied to their academic and career goals rather than being redirected to unrelated programs.</p> <p>Accessible, flexible, and customizable – The BAH degree provides an alternative degree pathway for students, offering flexibility to either transition back to their original program or complete a degree tailored to their interests and completed coursework.</p> <p>Supportive and student-centred – By allowing students to remain in their home Faculty and supported by a FAHS Academic Advisor, the program acknowledges individual challenges and supports their ongoing academic journey rather than closing off opportunities.</p> <p>Equitable, diverse, and inclusive – The pathway reduces barriers for students from varied backgrounds and academic situations, ensuring they have equitable access to degree completion.</p> <p>Future-oriented – The program keeps students connected to experiential learning opportunities and faculty expertise, equipping them for future studies or careers within health sciences.</p>
Describe any initiatives or changes to enhance alignment ahead of your cyclical program review (in 2028-29).
<p>As noted in an earlier section, planned initiatives include allowing all FAHS students to change majors into the BAH 3-year pass degree, removing restrictive requirements that hinder degree completion, and strengthening connections with other FAHS programs to improve awareness and integration.</p>
Comment on the fulfilment of any conditions of approval from the Quality Council (e.g., Report Back Notes).
If required at the time of program approval, describe how new and existing resources required to deliver the program are in place and adequate to ensure a quality student learning experience.
<p>At the time of program approval, all necessary resources to deliver the BAH were in place and deemed adequate to ensure a quality student learning experience. Following Year 3 (Fall 2024), Report Back Notes were submitted to the Quality Council and accepted, confirming that the program continues to be supported with the appropriate academic and administrative resources.</p>
Specify any new resources since the start of the program.
<p>N/A</p>

Additional Comments

Please provide any additional comments relating to the new program since its launch.

Decanal Comments

**The Dean(s) are required to review and comment on this report prior to it being submitted.
Their comments can be attached a separate document or inserted below.**

The program continues to serve its purpose of student retention and is supported with the appropriate academic and administrative resources. It allows FAHS students to change majors into the BAH 3-year pass degree, removing restrictive requirements that hinder degree completion, and strengthening connections with other FAHS programs to improve awareness and integration.

Panagiota (Nota) Klentrou, PhD, FCSEP
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