

## British Columbia Physical Education and Kinesiology Articulation Committee

### May 1- 2, 2017 Annual Articulation Meeting Hosted by Hosted by the University of British Columbia Okanagan

An acknowledgement and sincere thank you to Tanya (UBC-O) and Amber (BCPEKA Chair, UFV) for hosting and organizing a wonderful meeting

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*In Attendance:* Amber Johnston (UFV), Emma Russell (CapU), Ann Holmes (CNC), Jani Vogell (CotR), Lara Duke (Douglas), Ryan Cawsey (Langara), Tony Leyland (SFU), (UBC-O), Paul Kennedy (UBC-V), Brad Reimer (VIU), Gord Inglis (Camosun), Wendy Wheeler (OkC), David Erickson (TWU), Brian Chapel (Douglas College, BCCAT representative), Tanya Forteris (UBCO), Tatiana Little (TRU)

*Regrets:* Jani Vogel (CoTR), No representative this year (UVic), Sally Willis Stewart (UBC-O)

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The meeting was called to order on Monday, May 1<sup>st</sup> @ 1:00 pm with a welcome message from Tanya and agenda overview from our Chair, Amber.

#### 1. BCCAT Update (Brian)

- Report on JAM (Joint Articulation Meeting):
  - o Resurgence of students transferring to the college system from the universities, the barriers are being reduced for students moving between institutions, indicating the model is flexible. Some key words for the overall transfer system in BC: convenience, two-way transfer, flexibility
  - o Proposed changes to the K-12 system (exams beginning in grade 10 for numeracy and literacy), how this will impact the post-secondary system and how will the institutions respond with these new standards?
  - o The systemic issues in individual institutions that impact the transfer system
  - o US accreditation and the international student influx – pathways to programs need to be identified, transfer credits must be understood
  - o Future directions – interprovincial pathways and possible nationwide transfer, federal and provincial priorities, internationalization, expanded access
  - o For further information on JAM please visit: <http://www.bccat.ca/articulation/jam>
- More information can be found by clicking on the following link:
  - o Articulation Committee Companion: <http://www.bccat.ca/articulation>
  - o TI Funding (Transfer Innovation): <http://www.bccat.ca/articulation/projects>
  - o Associate Degrees and Flexible Pre-Majors

#### 2. viaSport Update (information circulated by Eric Sinker, who was unable to attend)

- Information is similar to last year but there has been little movement on the project
- Update email from viaSport:

*Hi everyone!*

*As many of you know, Eric Sinker has now left viaSport and has moved back to Ontario, where is family is. He's working with the Government of Ontario in sport (coaching) so this was a very good fit for him! He will be missed, but we know this is a good move for him.*

*I have accepted the position of Manager of Coach Development, and am fortunate enough to have been able to hire a contractor, specifically to work with post-secondary institutions on integrating NCCP content into their curriculums. Regan Taylor is one of our most valued multi-sport Learning Facilitators. She is also a teacher, a skating coach, a graduate of the National Coaching Institute and has just begun her PhD. She will be your main contact moving forward, when it comes to working with viaSport and the NCCP. Her email is [regant@viasport.ca](mailto:regant@viasport.ca).*

*I'm still open (and happy!) to having discussions and supporting you in any way I can.*

### **3. Student Mentorship, Transitioning from high school & Educational Leadership (Amber/Tanya)**

- Explanation of why student mentorship is important to incoming students
- ACHA NCHA II (2013) study and the mental health issues and stress of school
- Overview of the mentorship and KINPALS program at UFV (see Amber for more information)
- Educational Leadership stream and information – at faculty level and for students (see Tanya for more information)
  - o Online community of practice for teaching HK – website
  - o Improving stress & well-being to enhance academic achievement
    - U of T Flourishing and Keys study
- Links to the studies:
  - o Contact Amber if you would like links for the student mentorship research and presentation.

### **4. CSEP Update and Information Handout (Kathryn Moore & Bridget Lett)**

- Statistical review – numbers in both CPT & CEP categories have increased in last year
- New resources in 2016 – useful for candidates in process of application
- 2017 – CPT PATH prep module including demo videos (online learning platform)
- CSEP recommended course maps for institutional courses that contribute to core competencies (changes take place in summer) – [www.csep.ca/rcm](http://www.csep.ca/rcm)
- National Student Award – information circulated
- Par-Q is being reviewed to look at current updates
- 2018 Meeting – Burnaby, B.C.

### **5. BCAK (Daryl Reynolds)**

- Overview of Kinesiology across Canada
  - o BC has 975 members (Ontario has 1400)
- Goal is to get over 1000 members, so the government will be interested in regulating the profession
- According to the survey, the majority of members are from the Injury Assessment & Rehabilitation area
- Auditor General's Performance Audit – mental health, chronic disease management and rural health are all potential areas that BCAK can potentially fit in as a niche
- Discussion of positives and negatives and goals of the profession (breadth & depth of the scope of practice)
- Overview of COKO (Ontario)
- Key requirements for regulation in BC:
  - o Public demand
  - o Demonstrated risk to public health and safety

- Acceptance by current health professionals (scope of practice which is significantly distance from other regulated health professions)
  - Enhancement and standardization
- Discussion about a post-diploma or post-degree credential so students could move from the theoretical learning to practical hands-on experience, and then achieve the professional affiliation
- PowerPoint will be circulated by Amber (see attached)

Meeting suspended for the evening at 4:50 pm.

Tuesday, May 2<sup>nd</sup>, 2017 @ 9:15 am

## 6. Institutional Reports

### *Camosun College*

- Enrollment continue to be strong, especially BAET (increased from 35-40 in first year, 80 on the waiting list)
- Moved from cohort based to open enrollment
- Bachelor of Sport Management program will be a new offering a degree
- Discussing indigenization of curriculum at the university and department
- A new Adventure Education PDD is developed and launched (30-credits): <http://camosun.ca/learn/programs/adventure-education/>
- New Health & Wellness Centre (Health Sciences building) is currently under construction
- For more information please refer to the institutional report (prepared by Gord Inglis [inglisg@camosun.bc.ca](mailto:inglisg@camosun.bc.ca))

### *Capilano University*

- Exercise Science seems to continue to dominate the pedagogy/PE stream
- 2019 will eliminate PE and will be replaced by a Health Promotion concentration or stream
- Performance courses will be eliminated and replaced with a Leadership course
- For more information please refer to the institutional report (prepared by Emma Russell [erussell@capilanou.ca](mailto:erussell@capilanou.ca))

### *College of New Caledonia*

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- For more information please refer to the institutional report (prepared by Ann Holmes [holmesa@cnc.bc.ca](mailto:holmesa@cnc.bc.ca))

All is good and continues to be so as nothing much changes in the north. The program has transitioned into a Kinesiology Diploma granting program. Approximately 30 students registered in first year with another 20 students in second year, numbers that are strong. 10 students will receive their credential this spring. Second year of offering the CSEP-CPT test with 11 students registered. Looking to make articulation more seamless between CNC and UBCO. This would involve embedding lab activities into courses, to give students the requisite information to articulate courses for upper level transfer (particularly for exercise physiology and anatomy + physiology courses). This would move from a 3-0 course to a 2-2 course.

### *College of the Rockies*

- Jani was unable to attend so Amber gave the COTR report
- No program changes for the current year

### *Douglas College*

- Terminology (at administration level) has changed, now will become “concentration”
- Numbers for the program were down slightly but the quality of students remains high

- Recruiting in the high schools continues (counselors and PE teachers)
- Partnership with a college in Shanghai and will work on a pilot project combining Sport Science and ESL
- Exploring a potential partnership North Carolina University
- For more information please refer to the institutional report (prepared by Lara Duke [dukel@douglascollege.ca](mailto:dukel@douglascollege.ca))

*Langara College*

- College has been increasing the recruitment of international students (rapid increase in numbers as well as a drop in domestic students due to catchment area demographics)
- Increase in the sections offered (mainly funded by International Education)
- The Science & Technology building is open with a teaching lab and research lab for HK
- A degree option is being explored for a Kinesiology degree in Ergonomics
- For more information please refer to the institutional report (prepared by Ryan Cawsey [rcawsey@langara.bc.ca](mailto:rcawsey@langara.bc.ca))

*Okanagan College*

- Remains as a 2-year terminal diploma, increasing in numbers
- HKIN pathway with Business Degree program is popular
- Changes coming this summer with new faculty hires
- Success in indigenization in the last few years, this will continue with the increasing numbers of aboriginal students
- Some interesting partnerships and collaborations in the community with students and faculty
- For more information please refer to the institutional report (Wendy Wheeler [wwheeler@okanagan.bc.ca](mailto:wwheeler@okanagan.bc.ca))

*Simon Fraser University*

- Discussions to reduce the teaching load of research teaching faculty
- An embedded Professional Kinesiology Certificate (PKC) is moving forward. This certificate has a focus on practical skills and can include a co-op stint.
- For more information please refer to the institutional report (prepared by Tony Leyland [leyland@sfu.ca](mailto:leyland@sfu.ca))

*Thompson Rivers University*

- Stable enrollment, but overall direction of the program within the university is still somewhat unclear. Seems to be a feeder program for education and interdisciplinary studies.
- Current courses are being maintained but no new course development.
- Challenge is coordinating various courses within PE.
- For more information please refer to the institutional report (prepared by Tatiana Little [tlittle@tru.ca](mailto:tlittle@tru.ca))

*Trinity Western University*

- Bachelor of Human Kinetics in Kinesiology is popular but the PE stream is dwindling
- Leadership credits are required in all streams (usually in 3<sup>rd</sup> and 4<sup>th</sup> year) – 90-150 hours of practical experience

- Total of 200-220 students in HK program
- Model of Teaching, Research, Service combination is helping faculty serve to their strengths
- For more information please refer to the institutional report (prepared by David Erickson [david.erickson@twu.ca](mailto:david.erickson@twu.ca))

*University of British  
Columbia Okanagan*

- Slight drop in numbers last year but applications are up this year
- Two streams but not formally declared at the moment
- New honors program – students do a research project in this course
- HEAL 100 – new course open to any students (except for HK students) as a general health & well-being course
- New course in development – Professionalism in Kinesiology that would have a practicum
- 65% maintenance GPA is new in HK
- Q & A sessions for first/secondary year students and transfer students coming in at third year
- For more information please refer to the institutional report (prepared by Tanya Forneris [tanya.forneris@ubc.ca](mailto:tanya.forneris@ubc.ca))

*University of British  
Columbia Vancouver*

- After several years of change, the program had a year of stability
- For more information please refer to the institutional report (prepared by Paul Kennedy [paul.kennedy@ubc.ca](mailto:paul.kennedy@ubc.ca))

*University of the Fraser  
Valley*

- Program Changes, Entrance requirement changes, and full course reviews.... A lot of work for Amber
- Adding a 3<sup>rd</sup> year Ethics course into core (total of 9 credits = Physical Literacy, ... moving these courses from electives to core courses)
- More flexibility in 3<sup>rd</sup> and 4<sup>th</sup> year with filling courses for degree
- New specialization in Active Health – this will be declared by 2<sup>nd</sup> year, specialization will be conferred on Degree
- For more information please refer to the institutional report (prepared by Amber Johnston [amber.johnston@ufv.ca](mailto:amber.johnston@ufv.ca))

*University of Victoria*

- Amber presented the report
- For more information please refer to the institutional report (prepared by Sandra Hundza [shundza@uvic.ca](mailto:shundza@uvic.ca))

*Vancouver Island  
University*

- There have been some changes to faculty in the last year
- Enrollments are stable
- Program review was completed and changes will be implemented in the fall (2017)
- For more information please refer to the institutional report (prepared by Brad Reimer [brad.reimer@viu.ca](mailto:brad.reimer@viu.ca))

## **Discussions:**

### **7. BCAA Moving Forward (Lara/Wendy)**

- This is a follow up from the discussions from the 2016 Articulation meeting on Kinesiology core competencies at the undergraduate level
- Question posed – “What is our vision as to how can we (BCPEKA) work with the BCAA?”
  - o BCPEKA member institutions are good provincial representations (rural and urban), also have program advisory committees to get the message across (use the network of institutions)
  - o Seats at the table – be part of the discussion – a voice into the curriculum
    - Change or add because COKO
    - How to embed the core competencies
  - o Regulation – offer Specialization within KINS
  - o Educating the public – what does this look like, what can we do?
    - Who lobbies the government?
  - o Association vs. College – regulatory body, discipline/misconduct, advocacy
  - o Standard foundational knowledge
  - o Institutional research departments – data to tie training to labour market (like a HR study)
  - o Hire consulting company (beyond the membership survey)
  - o SUB-GROUP to liaise with BCAA for the next year to report back (formal channel)
    - Lara, Wendy, Tanya/Sally, Gord/Kirsten Lang, Amber

### **8. Admissions (Wendy)**

- Objectives: accessibility, common requirements, understanding what is happening around the province at all institutions
- Summary of requirements for direct high school entry (but we may want to identify the requirements for international students)
- Attached is Wendy’s summary report
- Health program/Nursing admission requirement – skills and ability declaration (vs. requirements being a graduation requirement)
- Requirements at UFV are for specific courses rather than program entrance requirements

### **9. What is the value of the diploma? (Ann)**

- Laddering is valuable
- Might have to continue to look at each receiving institution on an individual basis and no blanket diploma program will work for everyone

### **10. Invitation to Alberta Institutions to attend BCPEKA meeting (Amber)**

- Will continue to extend the invitation for 2017
- If you have any additional contacts please send to Amber

### **11. K-12 Curriculum (Amber)**

- Implementation will be in 2018/19 (delay of one year)
- 2018 – numeracy assessment will be required for graduation
- 2019 – literacy assessment will be required for graduation
- Still unclear how these will impact admission requirement for students coming out of high school
- Important to connect with High School Counselors to help students figure out their pathway in grade 10 for our programs

## **12. Indigenization of Curriculum in KINS**

- How to do this in a thoughtful and meaningful manner?
- Example from UFV with course reviews:
  - o Indigenization will occur in the following ways
    - Ensuring that all students see themselves and their realities reflected in the material;
    - Through the legitimization of different ways of learning, teaching, and knowing;
    - Establishing rapport between students and with instructors;
    - Recognizing that learners take responsibility for their own learning and personal growth, and honoring the importance of reflection in such growth;
    - Ensuring that Aboriginal and non-Aboriginal students leave our program with knowledge and skills to work and live alongside one-another.
- Implementation seems to be very broad, not within a rigid structure
- Inclusion is key (Paul has to put an inclusivity statement as part of the course outline)
- Include indigenization practices as a part of the UPEKE conference
  - o Perhaps a panel discussion about ideas on ways to include indigenization in our programs – to honor the culture and be inspired rather than be mandated

## **13. Discussion: 2018 UPEKE Conference & Next Meeting (Amber)**

- UFV has volunteered to host the Conference and the BCPEKA meeting
- Emma will work on the committee
- Ryan, Lara, Ali, Amber
- Starting budget of \$3500 – attracting a keynote speaker and make more of a professional development opportunity (Indigenization)
- May 9<sup>th</sup> & 10<sup>th</sup>, Conference on May 11<sup>th</sup>
- Panel Discussion on health promotion, communities, chronic disease issues
- Specific Content ideas:
  - o HEAL (UBCO) & Human Flourishing (TWU) course as a specific content session (dimensions of health)
  - o Exercise is Medicine – health and medicine working together (physicians & nurses, Health Authorities)
  - o Research Methods

The meeting was adjourned on Tuesday, May 2, 2017 @ 2:45pm

Lab tour

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