British Columbia Physical Education and Kinesiology Articulation Committee

May 11-13, 2016 Annual Articulation Meeting
Hosted by the College of New Caledonia, Prince George

An acknowledgement and sincere thank you to Ann, Kathy, and CNC for hosting and organizing a wonderful meeting.

In Attendance: Emma Russell (CapU), Ann Holmes (CNC), Jani Vogell (CotR), Lara Duke (Douglas), Dana Maslovat (Langara), Tony Leyland (SFU), Peter Moyls (TRU), Sally Stewart (UBC-O), Paul Kennedy (UBC-V), Alison Pritchard Orr (UFV), Brad Reimer (VIU).

Regrets: Gord Inglis (Camosun), Wendy Wheeler (OkC), David Erickson (TWU), No representative this year (UVic)

The meeting was called to order on Wednesday, May 11th at 12:45pm with a welcome message and agenda overview from our Chair, Sally Stewart.

1. BCCAT Update (Sally, Brian)
Changes will be made to the way that students apply to postsecondary institutions in BC. The Ministry of Advanced Education has accepted recommendations from a working committee to integrate ApplyBC services with the Education Planner. As these services are integrated, there should be no disruption to the current application services for institutions. BCCAT will be reaching out to post-secondary system partners in the weeks ahead to discuss plans for the online application platform. More information can be found by clicking on the following link: http://www.bccat.ca/about/epbc

An overview of the transformation of innovation projects, current publications, and ongoing projects of interest, was provided. These items can be found by entering “spring report 2016” into the search bar on the BCCAT website: http://www.bccat.ca/. There is a lot of useful and important information on the site, which may be useful for those looking to make changes to their program.

2. Associate Degrees (Dr. Brian Chapel, Systems Liaison Person)
An Associate degree is an undergraduate academic degree awarded by colleges and universities upon completion of a course of study lasting two years. Associate's degree students can take courses in preparation for a specific career, or they can take classes in general studies. Credits earned for an associate's degree can also be counted toward completion of a bachelor's degree. Although several institutions offer Associate Degrees, currently no Physical Education or Kinesiology program offers an Associate Degree option for students.

Typically, students that complete an Associate Degree from a recognized college or university college in BC or the Yukon, are guaranteed full transfer credit (60 credits) for the work done for their associate degree when admitted to a 4-year Bachelor’s degree program. Students, however, must still meet all 100- and 200-level course requirements for specific degree programs (e.g., majors, honours, faculty-level requirements) and this may require students to take more than 120 total credits to earn their degree. Regardless, an Associate Degree option may be a way of creating a block transfer agreement between institutions.
Points raised during the discussion on Associate Degrees include:

- Although an Associate Degree may not benefit students looking to transfer, it may be useful to those looking for an exit point
- May be useful for students looking for further credentials (and for something to hang on the wall)
- May be of interest to international students that struggle with lab-based activities or new Canadians looking for a work-permit
- Associate Degrees are credentials (e.g. points towards fire-fighting training, pilot training programs)
- An Associate Degree would provide students who don’t know where they are going a foothold and provides them with an identity
- Could create an Associate Degree in Arts or Science with Kinesiology (may have to define KIN courses as either an Art or a Science course)
- All institutions would have to agree to the core set of courses, but individual institutions could add additional course requirements
- Since an Associate Degree is a collection of courses, the curriculum consultation process may not be as cumbersome
- As long as courses listed in the Associate Degree are open enrolment, most of the details could be handled through the Registrar’s Office (low maintenance option)
- CNC is currently exploring the feasibility of an Associate Degree and whether or not this would be an attractive option for students in the Kinesiology program.

3. **JAM Summary (Amber)**

   The BC Transfer System is widely recognized as the most comprehensive and adaptive credit equivalency system in Canada for accommodating unique student pathways across differentiated institutions. This system, however, is limited to programs in British Columbia. The 2015 Joint Annual Meeting examined the process of articulation and considered whether inter-provincial transfer would be feasible. Some of the items discussed at the meeting were:

   - Current transfer practices and how to advance student mobility (i.e. best practices)
   - Using BC practices as a platform for the development of provincial and national resources
   - Developing tips for running articulation meetings as well as templates for institutional reports
   - Proposing common themes or discussion points for articulation meetings
   - Overlapping articulation meetings to allow groups to network and meet together

   Should the British Columbia Physical Education and Kinesiology Articulation Committee invite representatives from programs in Alberta (or other nearby provinces) to attend the 2017 meeting? There was consensus from the group that this idea is worth exploring.

   A breakout session led by Nancy Johnston examined experiential learning. With no formal definition on what this entails, BCCAT is attempting to define experiential learning, distinguish it from experiential education, provide a list of best practices and high impact programs, and provide recommendations and suggestions for those looking to get involved.

   A plenary session led by Jan Unwin examined the BC education plan and curriculum development. There are changes coming to the curriculum for years K-9 and 10-12. Post-secondary institutions can play a vital role in shaping and supporting those changes.

   A document summarizing the meeting was circulated to the group. More information about the 2015 Joint Annual Meeting, including the slides presented at the keynote and breakout sessions, can be found by clicking on the following link: [http://www.bccat.ca/articulation/jam](http://www.bccat.ca/articulation/jam).
The next Joint Annual Meeting will be held on November 10th, 2016 at the Westin Wall Centre Vancouver Airport Hotel.

4. **Transfer Innovation Funds Update**
   The Ministry is still reviewing the Associate of Degree Interdisciplinary Studies/Health Sciences. There is a deadline in early September, so is any further information required?

5. **viaSport (Eric Sinker)**
   viaSport British Columbia is a not-for-profit organization created in 2011 as a legacy of the 2010 Olympic and Paralympic Winter Games. Their mandate is to increase awareness, opportunity and participation in sport across the province at every stage of life and in every community. Through the coaching program, viaSport has committed to providing coaches in BC with greater resources and more opportunities to improve and streamline current coaching practices. Coaches are recognized as the leaders in both sport and in our communities, and as such ongoing coach development in BC remains a high priority. Information about viaSport can be found by clicking on the following link: [www.viasport.ca/](http://www.viasport.ca/)

   viaSport is looking to support physical education and kinesiology programs with their coaching pathways (courses that could prepare students to receive NCCP certification). Sports modules are typically delivered either in community settings or online. There may be a way to incorporate viaSport multisport modules into the curriculum. Fundamental movement skills learning outcomes, for instance, are often covered in growth and development courses.

   The following points were raised during the discussion:
   - Need to identify current courses that already meet coaching learning outcomes
   - Courses that are in development might want to make use of the multi-sport modules
   - Students would need to purchase textbooks through viaSport if the content is not already covered in the current course text (sold at cost through viaSport)
   - Students would not be expected to do all the work for certification in the curriculum but could do other courses or collect competencies out in the community
   - viaSport will make the electronic content available to instructors to evaluate whether or not components are covered in their courses
   - Learning outcomes for every single coach module will be available through a dropbox link (or other avenue)
   - The NCCP course descriptions can be found by clicking on “NCCP course descriptions” on the following page: [www.viasport.ca/coaching/homestudy](http://www.viasport.ca/coaching/homestudy)
   - viaSport would ask instructors to register students that complete the NCCP components in their courses
   - viaSport would also like to have the ability to hold courses in spaces at partner institutions to help manage the costs of operating their programs

   Action: Eric to email Sally a summary action plan to circulate to BCPEKA so each program can assess the implementation of this program and Eric will then follow-up.

6. **K-12 Physical and Health Education Curriculum (Sally)**
   British Columbia’s curriculum is being redesigned to respond to the demanding world students are entering. Information about BC’s new curriculum can be found here: [https://curriculum.gov.bc.ca/curriculum](https://curriculum.gov.bc.ca/curriculum). The K-9 curriculum has been established and will be introduced to students shortly. Development of the curriculum for years 10-12 is ongoing with the aim to first offer the material in 2017. Teachers will be given a year to try (test out) the new curriculum and submit feedback to the ministry. However, questions about this process remain.
Who will be testing out the new curriculum (i.e. how many individuals), will teachers receive training on the new curriculum, and how will the changes be implemented? If teachers do not receive the support that they need to develop and deliver the new curriculum, they may revert to the old ways of teaching physical education.

Feedback on the new curriculum was provided in form of a letter written by Sally on behalf of, and based on the comments from the whole BCPEKA committee:

- **Positives include:**
  - The big ideas of core curriculum and options
  - Development of physical literacy
  - Promoting an active lifestyle thorough curriculum and skill development
  - Document demonstrated a greater flexibility on teaching methodologies

- **Areas to improve:**
  - More movement and physical literacy in grade 10
  - More error detection in grade 11
  - Greater focus on healthy populations in grade 12
  - Increase awareness of chronic diseases in grade 12
  - Need to be more clear about outcomes and big ideas (particularly in grade 12)

- **Other comments:**
  - Want to see something in grade 11 or 12 being mandatory for graduation
  - Adolescents transitioning into adulthood need more training on healthy lifestyle and lifetime health and fitness (skills needed to become healthier adults, particularly at a university setting)
  - Students need to develop self-regulation skills, skills to develop personal fitness plans
  - The changes made at the high school level (elimination of standard testing) means that students are coming to post-secondary institutions without the skills needed to be successful (both in and out of class)
  - Students are having difficulty managing workload (which increases levels of stress, anxiety, and depression), so how are post-secondary institutions going to deal with these issues (and how can we work with high schools to better prepare students)
  - Tests are removed to not overload the students but then students lack preparedness
  - KIN programs can play a role in educating students about what it means to be healthy and how to handle stress

For those interested in seeing the full letter outlining the feedback to the Ministry and BCPEKA’s perspective on the new curriculum, please contact Sally Stewart at sally.willis-stewart@ubc.ca.

7. **Update from the US Articulation Leadership Workshop (Lara)**

The American Kinesiology Association (www.americkinesiology.org/) and the National Association for Kinesiology in Higher Education (www.nakhe.org/) are two of the leading organizations in the US that promote kinesiology as a unified field of study and advance its many applications. In January 2016, the AKA sponsored a Leadership Workshop that focused on “Innovation and Entrepreneurship in a Time of Shrinking Budgets”. Some of the issues that were explored at this meeting include:

- Many kinesiology programs in the US are only assisted by government funding and are therefore heavily dependent upon tuition moneys to run their program. Funding for many programs has
been cut or eliminated altogether. Therefore, many programs look to connect with alumni for resources.

- Customer relationship management (CRM) is a term that refers to practices, strategies, and technologies that organizations can use to manage and analyze customer interactions with the goal of improving relationships. Although often used for sales and marketing, many academic institutions are using a similar approach to examine their relationship with students and ways that programs can improve the student experience.

- "Exercise is medicine" is taking shape on many US campuses. Students are forming clubs that promote health awareness and academic programs are creating courses that examine physical and mental wellness as well as ones that promote wellbeing.

**Something to consider:** create avenues to promote the types of projects/initiatives faculty and students are involved that promote “exercise is medicine”. There are a lot of great initiatives taken place across the province at it would be nice to see what others are doing (information sharing activities).

For more information about the 2016 Leadership Workshop, please contact Lara Duke at dukel@douglascollege.ca.

8. **Institutional Reports**

**Camosun College**

There are approximately 380 students across all programs in the Centre. Applications to numbers are high with many programs showing growth in student numbers. A new Outdoor Adventure Program is being developed along with a new Post Degree Diploma. The Sport Performance Diploma, however, is still under suspension and we are looking to see if there is demand for a coaching stream within our program. A number of faculty members are assisting in the hosting of the CSEP Conference, which will be held on October 12th to 15th. For more information please refer to the institutional report (prepared by Gord Inglis inglisg@camosun.bc.ca)

**Capilano University**

New faculty members (2 regular part-time positions) are injecting energy in the department. Although enrolment in the physical education option is going down, there is hope for the degree proposal in Health and Human Kinetics. There is a lot of support from Higher Administration to create an option that would examine health across the lifespan, aboriginal and mental health, and creating behavioural change specialists. If the degree proposal is successful, it remains to be seen whether the department would continue to offer the diploma program (discussions are ongoing). For more information please refer to the institutional report (prepared by Emma Russell erussell@capilanou.ca)

**College of New Caledonia**

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

**College of the Rockies**

The department is going through a transition period as some faculty members are moving into the tourism program while others are moving back to the kinesiology program. Enrolment in first year classes is around 23-40 students, with the numbers around 13-17 students in second year classes. International student numbers continues to grow, but many of those students unsure of how to use kinesiology upon graduation. A new course has been developed in Physical Literacy for Life, which all KIN students must take regardless of stream. Faculty members have received grants to look at physical skill and literacy in school kids in the community and how we develop movement skills in children. These individuals are putting on seminars for parents and teachers to help them promote skill development. Faculty members are also looking at new strategies to assess and promote physical and mental health of children in the community. For more information please refer to the institutional report (prepared by Jani Vogell jvogell@cotr.bc.ca)

**Douglas College**

The department is going through some major changes. Along with new faculty hires and a program expansion, Brian Storey stepped down as department chair after 9 years. Lara Duke stepped into the role as Chair of the Sport Science Program with a goal to create operational efficiency. Exercise is Medicine is a major campus initiative and the department is trying to find ways to help students cope with adversity, overcomes barriers, and deal with anxiety. Class sizes range between 30-35 students. A new fieldwork and coaching coordinator has joined the team and has expanded the number of opportunities for these students to work in the community, including finding placements for students in Vancouver’s downtown eastside. For more information please refer to the institutional report (prepared by Lara Duke dukel@douglascollege.ca)

**Langara College**

With over 1000 applications, it is difficult to accommodate domestic and international demand for the program. Approximately 30% of students are international and a certain number of seats are guaranteed for international students. Strategy talks are taking place for how to better plan for accommodating international students. The open enrolment nature of the program also makes it difficult to provide seats for KIN students. Estimated that the program could put through 200 students if seats were restricted to KIN students only. A new Science and Technology building will be ready in the fall, which will house lab classes, testing equipment, equipment for research, and a motion capture system. A program review will be conducted shortly. The department is in the early stage of discussion about whether a degree option would be viable. The department is also developing third year courses based on specializations and interests of the current faculty members. For more information please refer to the institutional report (prepared by Ryan Cawsey and Dana Maslovat dmaslovat@langara.bc.ca)

**Okanagan College**

Okanagan College offers a 2-year Human Kinetics Diploma based on a
core of university courses for transfer into PE, KIN or HK degrees. Students can choose one of three stream options: (1) Health and Fitness (eligible for BCRPA registration and/or CSEP-CPT certification); (2) Health and Physical Education; and (3) Kinesiology. The program has been successful maintaining a 70%-retention of students from Yr1 to Yr2 in our program over the last 5 years. Applications continue to increase year after year. At the Penticton campus, we are the largest program for our Faculty and, along with Criminal and Social Justice; we have the strongest application numbers for all academic programs. For more information please refer to the institutional report (prepared by Erin Radomske and Wendy Wheeler wwheeler@okanagan.bc.ca).

Simon Fraser University

More and more students are looking to minor in KIN as it avoids some of the math and science requirements. Students, for example, will major in Health Sciences, which has both a BA and BSc option and maybe of greater interest to transfer students than the KIN program because of program requirements, then minor in kinesiology. Teaching staff (non-tenured) have been around for a while and are starting to retire, 2 additional teaching positions open. Changes to some of the 200 level courses are coming, which may affect the transfer agreements. Adding an additional 300 level physiology course (3 courses that break up systems physiology), which will be required for the biomedical degree but not for the KIN degree. For more information please refer to the institutional report (prepared by Tony Leyland leyland@sfu.ca).

Thompson Rivers University

Physical education enrolments down in Fall 2015 term but steady in Winter 2016 term. Course numbers set at around 30-35 students. If the actual enrolments do no reach 80% of the total, then courses are cancelled. 5 courses were cancelled this year due to low enrolment numbers. A lot of students are talking classes through the bachelor of integrated studies option, which is particularly popular with student athletes. Although the program is still named physical education, discussions are ongoing about whether or not to change the name to kinesiology (although university administration does not view this to be a major change). The majority of TRU physical education students are transferring to UBCO. The relationship between 2 institutions has been great. For more information please refer to the institutional report (prepared by Peter Moyls pmoyls@tru.ca).

Trinity Western University

Continued strong Fall 2015 enrolments with high interest in the Kinesiology Stream. There have been a couple of curriculum changes of notes: Intro to Biomechanics and Intro to Psychomotor Learning have moved from 3rd to 2nd year and Research Methods was raised from 2nd to 3rd year. We are looking to develop a new hybrid biomechanics and psychomotor learning course and a new health promotion course at the 3rd year level for 2017. The HKIN department to experience a 3% budget cut for the next academic year as the university applies fiscal restraint measures across all departments. The department is looking to hire a full time HKIN PhD tenure track position for an August start date. For more information please refer to the institutional report (prepared by
University of British Columbia Okanagan
The program continues to thrive, with the biggest grad class and biggest first year class to date. The Human Kinetics program is one of the two most subscribed to programs on campus. Three new faculty members will join the program this summer (a health and behaviour change specialist, someone in motor learning, and a new instructor / associate director). Although the program is financially supported well on campus, space is becoming an issue as the department continues to grow. An honours designation (seminar course and thesis option) and co-op program is being developed for the undergraduate program. The course concentration areas for students are in either health promotion or clinical exercise physiology. While 60% of students opt for the clinical exercise physiology, more are switching into the health promotion stream. Developing a health and wellbeing course for all students on campus (a first year elective course for 3 credits). It will fall under the HEAL 100 label, an introduction to health studies although the course description will be changed. For more information please refer to the institutional report (prepared by Sally Stewart sally.willis-stewart@ubc.ca).

University of British Columbia Vancouver
The School has undergone a lot of change over the past year. Along with a new Director, 6 additional faculty members joined the program. A new leadership team has been assembled and will begin working on a strategic plan for the School, which will focus on areas that include: teaching and learning, research innovation and excellence, community engagement, and leadership and impact. A review of the undergraduate curriculum is underway and a curriculum committee is creating a proposal for a reformed core curriculum. This proposal will be presented to the School for discussion at a retreat scheduled for June 2, 2016. The School of Kinesiology is currently housed at seven different locations on campus. The School is hard at work exploring options to fund a Community Health Sciences Centre, which would bring Faculty and Staff together under one roof. For more information please refer to the institutional report (prepared by Paul Kennedy paul.kennedy@ubc.ca).

University of the Fraser Valley
Change has come to UFV. No longer the Department of Kinesiology and Physical Education, the program is now the Department of Kinesiology. The department has also added several long-term appointments and is looking to add more this year. Finally, the curriculum is under revision with plans to offer another option within the degree, and changes coming to the courses offered. Many courses in the curriculum are delivered online, such as growth and development, sociocultural issues and sport, intro to kinesiology, active health, plus others online. Students can also get involved in community outreach program (e.g. fitness testing, health promotion programs) as the department is using a new space in the downtown donated by the Bank of Montreal. Another outreach program launched this past year. The KINPALS mentoring program was developed to help new students with their transition in to first year university, in addition to establishing new relationships with peers, networking with faculty and professionals university-wide and creating an exciting overall academic/social inclusion. For more information please
University of Victoria
Vancouver Island University

No report filed this year

The department is preparing for a program review, with action items to be addressed in the following year. The department will take a close look at where they are at and where they want to go. This discussion is timely, as some faculty members will be retiring soon. The review will help with the development of a hiring plan. Overall, the program is functioning well. The main challenge has to do with facilities. The department shares most of its facilities with education, which limits the number of opportunities the department can provide for students. Typically the department sees 30-35 students graduating each year (with half of those students applying to postgraduate programs). Many students in physical education are linked to the athletic program. Any changes made to Athletics at VIU could therefore affect student numbers in the department. So, the program review will take a hard look at the direction that the program should take when it comes to student recruitment and retention. For more information please refer to the institutional report (prepared by Brad Reimer brad.reimer@viu.ca)

Discussions:

9. Defining the “Core” Curriculum
What is the core that transfers to all institutions?

• Anatomy and Physiology
• Biomechanics
• Motor Learning
• Psychology of Sport
• Exercise Physiology
• Growth and Development

• “Core” is a term that is most often applied to courses offered in years 1 and 2
• Some institutions exploring whether or not Research Methods and Statistics should be added to the lower level core curriculum
• Should physical literacy and nutrition, key concepts in kinesiology, be added to the core curriculum?
• Programs do not appear to have an upper level “core”
• Sociocultural courses (Introduction to Study in Sport / Sport in Canadian Society) are optional / elective courses at UBCO
• Fitness Assessment and Exercise Prescription is an upper level elective course for most programs

10. Activity Courses
Activity courses create a burden for the instructors because the courses are time consuming and require a lot of resources. However, the ability to assess, critique, and teach movement skills is important for teachers, therapists, and exercise scientists. On one end of the spectrum, UBCO does not offer activity courses. On the other end, VIU believes in the value that these courses have to offer. In the middle, UBCV is considering what to do with their activity courses. At their core, activity courses provide students with the tools needed to be physical educators and kinesiologists. The material covered in these courses should be embedded somewhere in a program’s curriculum.
11. Discussion: What Do PE/KIN Students Do After Graduation?
What does the employment sector look like for KIN graduates if PT/OT or teaching is not the desired path? Can a kinesiology degree be a terminal degree that leads to career opportunities? Integrated health clinics or community health programs may be pathway for physical education and kinesiology students after graduation.

_Potential Action:_ invite a member from the BCAK to an articulation meeting. The goal will be to discuss the future of kinesiology in the province of BC. Also, it will be important to discuss how post-secondary institutions can work with BCAK to advocate for the field of kinesiology. This meeting could also be used to explore how to create placement opportunities for students in the field to develop or hone skillsets or competencies.

_Potential Action:_ What are the competencies that students need to fulfill in order to be successful working as a kinesiologist in the community? Each institution should review their curriculum to see how they promote and develop specific skillsets. These competencies could also be a way of developing a block transfer between institutions.

12. Okanagan Charter and Wellbeing in the Classroom (Sally)
The Charter is a document that has two Calls to Action for higher education institutions:
1) Embed health into all aspects of campus culture, across the administration, operations and academic mandates and 2) Lead health promotion action and collaboration locally and globally. The document can be viewed by clicking on the link to the “Okanagan Charter” on the following website: [www.internationalhealthycampuses2015.com](http://www.internationalhealthycampuses2015.com).

How can we promote wellness in the classroom?
- Students feel supported by the instructor
- Students feel challenged in the classroom
- Physical activity breaks
  - Take a Stand Policy: For every hour of sitting time, students get one exercise break (UBCO)
  - Students at UBCO develop 12 3-minute exercise videos that can be done in class
- Reducing sedentary behaviour at work

SFU is also working towards creating a healthier campus community. Through campus-wide consultation, in which over 300 campus members from all 8 faculties and all 3 campuses shared their input, the goal is to link well being to the success of individuals and the institution. Healthy campus initiatives also call upon each of us to consider how everyone can be a part of creating a healthy campus community. Find out more by clicking here: [www.sfu.ca/healthycampuscommunity.html](http://www.sfu.ca/healthycampuscommunity.html).

_Action Item:_ Adopt the “Take a Stand Policy”. Bring this item to your department for consideration or adopt other health and wellness strategies that promote wellbeing at work and in the classroom.

13. Discussion: 2017 UPEKE Conference
Organizing the conference takes a lot of time and effort. Should the conference go forward in 2017 (as planned) or would it better to wait a year and hold the conference in the lower mainland in 2018 (when attendance might be higher)? The following points were raised during the discussion:

- What is the purpose of UPEKE? Should the conference be tied towards professional development?
• Could the conference be used to drive our action items (like developing core competencies for the profession of kinesiology or advocating for the field of kinesiology)?

14. Election of the New BCPEKA Chair
Amber Johnston (UFV) was unanimously elected as Chair of the BCPEKA Committee. Amber will take up the reins, as our current Chair, Sally Stewart, will step down after four tremendous years of service. The group would like to extend a heartfelt thank you to Sally Stewart for her leadership and guidance over the years. Keep fizzin’ it up!

15. Discussion: Reviewing the Essential Competencies of Practice for Kinesiologists in Ontario
The College of Kinesiologists of Ontario established a list of competencies individuals must satisfy in order to register with the college and become a practicing kinesiologist. These items were reviewed and the following points were raised during the discussion:

• Are there items to be added or deleted from the list of competencies
• Under unit 1, competencies 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, and 1.12 should be examined
• Under unit 1, competencies 1.10 (dealing with nutrition) and 1.11 (clinical exercise specialist) should be included but revised to consider what a kinesiologist is
• Under unit 1, competency 1.9 (ergonomics) should be omitted as this might be out of the reach of most programs (with the exception of SFU or the University of Waterloo)
• Unit 2 looks at knowledge translation with an emphasis on application and judgment
• Unit 3 and 4 looks at skill development and knowledge transfer
• Units 2, 3, and 4 can be developed in association with BCAK
• Unit 1, however, deals with knowledge and learning outcomes, so the discussion should be driven by the degree granting institutions

What does it mean to be a kinesiologist?
• The focus should be a health promotion
• The current COKO competencies focus on treatment
• Kinesiologists do not treat illness and the focus should be more on management
• Need to create competencies that put more of a focus on prevent of health issues and maintaining health and fitness in the community
• Are the COKO competencies too broad and asking students to do too much following graduation? Can we not define the profession and set delimitations based on what degree-granting institutions are doing? Students could then acquire more experience following graduation and seek external training (i.e. ASCM clinical exercise physiologists, clinical kinesiologists) if necessary.

So what is foundational knowledge in the field of kinesiology (otherwise known as competencies)?
• Anatomy
• Biomechanics
• Chronic Disease / Disability
• Continuing Education
• Counseling / Instruction
• Critical Thinking and Decision Making
• Exercise / Health Psychology + Sport / Behaviour Change
• Exercise Physiology
• Exercise Prescription
• Growth and Development / Physical Literacy
• Health
• Health Indicators / Lifespan Health Physical Activity / Wellness / Policy
• Health Promotion / Programming / Evaluation / Disease Prevention
• Measurement (Statistics)
• Motor Learning & Control
• Nutrition
• Physical Activity Participation (Sociocultural Issues)
• Pathophysiology
• Pedagogy
• Physiology
• Professionalisms (Ethics / Communication & Writing)
• Research (Critical Thinking Embedded Within)

Action Item: write a letter to the BACK with the aim of starting a discussion about the field of kinesiology. The preamble should talk about the scope of practice and what our learning outcomes for students are.

16. Open Book (David Harper)
Books and supplies are becoming increasingly expensive. Many students do not purchase books at some point because of the cost. In fact, textbook cost may be a barrier to education as a large percentage of students chose not to register for some courses due price of the required textbooks. In response to this issue a movement has developed to encourage instructors to seek out alternatives. The Cape Town Open Education Declaration ([http://www.capetowndeclaration.org/read-the-declaration](http://www.capetowndeclaration.org/read-the-declaration)) urges instructors to turn to open educational resources, which would provide students with textbooks that are either free or available at minimal cost.

The BC Open Textbook Project was developed in order to make higher education more accessible to students by reducing student cost through the use of openly licensed textbooks. Specifically, BCcampus was asked to create a collection of open textbooks aligned with the top 40 highest-enrolled subject areas in the province. Find a textbook, adopt a textbook, or modify a textbook by clicking on the following link: [open.bccampus.ca/](http://open.bccampus.ca/)

Currently there are 142 textbooks in the BCcampus collection (mainly in year 1 or 2)
• The only kinesiology text would be in the area of anatomy and physiology
• Books can be accessed as PDFs, printed at a minimal cost, or viewed through web-based apps

• Student considerations
  o Textbooks are immediately available (don’t have to go and wait in line at the bookstore)
  o No heavy bulky texts to tote around
  o Easy to bring materials into lectures, labs, or tutorial sessions
  o Must have a device (smartphone, tablet, or computer) and internet access to download
  o There can be navigation issues within chapters
  o Supplemental material for textbooks can be lacking

• Faculty considerations
  o Easy access in many different formats
  o No book orders or publishers to deal with
  o Can modify or edit the book as needed (although this comes at a time cost)
• Supplemental materials may be available to instructors through the Khan Academy (brief video lectures and demonstrations) www.khanacademy.org/

• If you want more information about open resources and the BCcampus project, please contact:

  Amanda Coolidge  
  Senior Manager Open Education  
  acoolidge@bccampus.ca  
  250-818 4592

  Dave Harper  
  Associate Professor of Kinesiology  
  University of the Fraser Valley  
  David.Harper@ufv.ca

17. Meeting Summary and To-Do List

  a) Develop a list of competencies for practicing kinesiologists. How might degree granting institutions take the lead on this issue? Physical Education and Kinesiology programs in BC should be the leaders in the discussion (as opposed to having BCAK dictating teaching standards to post-secondary institutions).

  b) Think of a way to incorporate professional development into next year’s articulation meeting. Is there a specific activity, teaching methodology, or technological device that may be of interest to the group?

  c) Review the Okanagan Charter and brainstorm ways to apply these ideas at other institutions. How might we lead health promotion action in our home departments (e.g. adopt the Take a Stand Policy)?

  d) Prepare a letter from BCPEKA to the BCAK to start a dialogue about how both groups might work together to promote the field of kinesiology in the province of British Columbia.

18. Next Meeting

  Tentative dates for next year: Kelowna 2017, Monday May 1st to Wednesday 3rd. These dates will be confirmed at a later point in time. The articulation meeting will coincide with UBCO’s 13th Annual Learning Conference (which will take place on the Thursday and Friday of the same week).

The meeting was adjourned on Friday, May 13th at 12:10pm.

Final words go to Brad Reimer: “Thank you everyone for your knowledge, expertise and spirit. The work that we do is important to our students…to those who couldn’t attend, (you were missed). I hope everyone has a restful and satisfying summer. Thank you to “Anner the Planner” for graciously hosting us, thank you to Sally for her leadership as Chair for the past year and thank you to Amber for taking on the Chair role. Keep fizzin’ it up!”

And. . . . big thank you to Paul Kennedy for taking and recording such detailed, and thorough yet concise minutes.