

## FINAL REPORT (November 2002)

### **Physical Education and Kinesiology Block Transfer Project**

Post-secondary institutional representatives of the B.C. Physical Education and Kinesiology Articulation Committee supported the proposal for the Block Transfer Project in May 1999. The application was submitted in June 1999, approved in the Fall and the agreement signed in January 2000. Members of the Project Committee were Dr. Alex Carre, University of British Columbia; Sandy Lavery, College of the Rockies; Norm Olenick, Langara College; Gert van Niekerk, Douglas College; and Susan Todd (Project Coordinator), Langara College. The Project was initially begun by Rebecca Milne of Fraser Valley University College and completed by Susan Todd.

According to BCCAT, **Block Transfer** is the process whereby a block of credits is granted to students who have successfully completed a certificate, diploma or cluster of courses recognized as having an academic wholeness or integrity, and that can be related meaningfully to a degree program or other credential.

#### **Project Outcomes:**

The key outcomes of this project are to enable Physical Education and Kinesiology students to move from sending institutions to receiving institutions with greater ease and maintain the required knowledge in the core subject areas.

In order to successfully achieve the key outcomes, the following objectives were identified for successful completion of the project:

- Simplify transfer for students moving from the college to the university, enhancing the seamless approach to education in British Columbia.
- Enhance students' transferability, emphasizing what is appropriate and eliminating what is not appropriate, thereby providing flexibility for the colleges.
- Establish a consistent transfer process between the colleges and universities offering Physical Education (Human Kinetics) and Kinesiology Programs in British Columbia that enables students **to enter receiving institutions with third year standing**. Devise packages for transfer that can be implemented by participating institutions, recognizing the diversity among institutions that is currently evident.

#### **Model Design:**

The design of the proposed model is based upon:

- ❑ a review of courses offered by all sending and receiving institutions within British Columbia;
- ❑ a review of the Canadian Council of University Physical and Kinesiology Administrators (CCUPEKA) documents which outlined general educational outcomes and minimum education standards;
- ❑ feedback from the articulation task force committee members on two separate occasions;
- ❑ an analysis of similarities and differences among BC institutions;
- ❑ a need to provide flexibility to meet the needs of students transferring from one institution to another; and
- ❑ a need to accommodate the changing nature of the various programs in British Columbia.

## **Current Transfer Difficulties in the Physical Education/Kinesiology Process:**

According to the BCCAT Special Report, April 2000, *fulfilling the requirements of the pre-major has become the single most problematic area of transfer for academic students.*

Current difficulties students encounter in the Physical Education and Kinesiology transfer processes include:

- Differences among sending and receiving institutions including ...
  - courses offered by a single institution only, either a sending institution or a receiving institution;
  - variation in specific core requirements making it difficult to establish course equivalencies and subsequently the credit for individual courses; and
  - sequencing of courses (courses offered in first and second year at some receiving institutions and third or fourth year at others).
- Variation in the
  - number of PE / Kinesiology courses / credits required;
  - recommended (elective) courses; and
  - non-major course requirements.
- Increasing anxiety level of faculty and students at sending institutions about changes occurring at receiving institutions and new programs developing at university colleges.
  - It is becoming increasingly difficult for some sending institutions to offer the range of core courses needed for students to have a choice of transfer destination or receiving institution.
  - The need for program updates and curriculum changes has consequences for sending institutions ... faculty availability and qualifications, number of sections within departments, available resources (facilities, laboratories, equipment).
- The growth of transfer program opportunities is increasing the difficulty for advisors to have current knowledge in order to provide reliable information to students.
  - There is a need for an on-going communication process between all schools and departments at all receiving and sending institutions.
- Increasing GPA requirements at receiving institutions.

## **Block Proposals:**

### *The Value to Students:*

The proposed Block Transfers will provide a reference for students, as well as faculty, by providing:

- i. a framework for course planning and preparation for transfer to more than one receiving institution;
- ii. knowledge that at the completion of 60 credits, in conjunction with a competitive GPA, that transfer to a receiving institution and acceptance into third year is feasible; and
- iii. knowledge of an institution's specific conditions that may be attached to a specific block.

### *The Value to Institutions:*

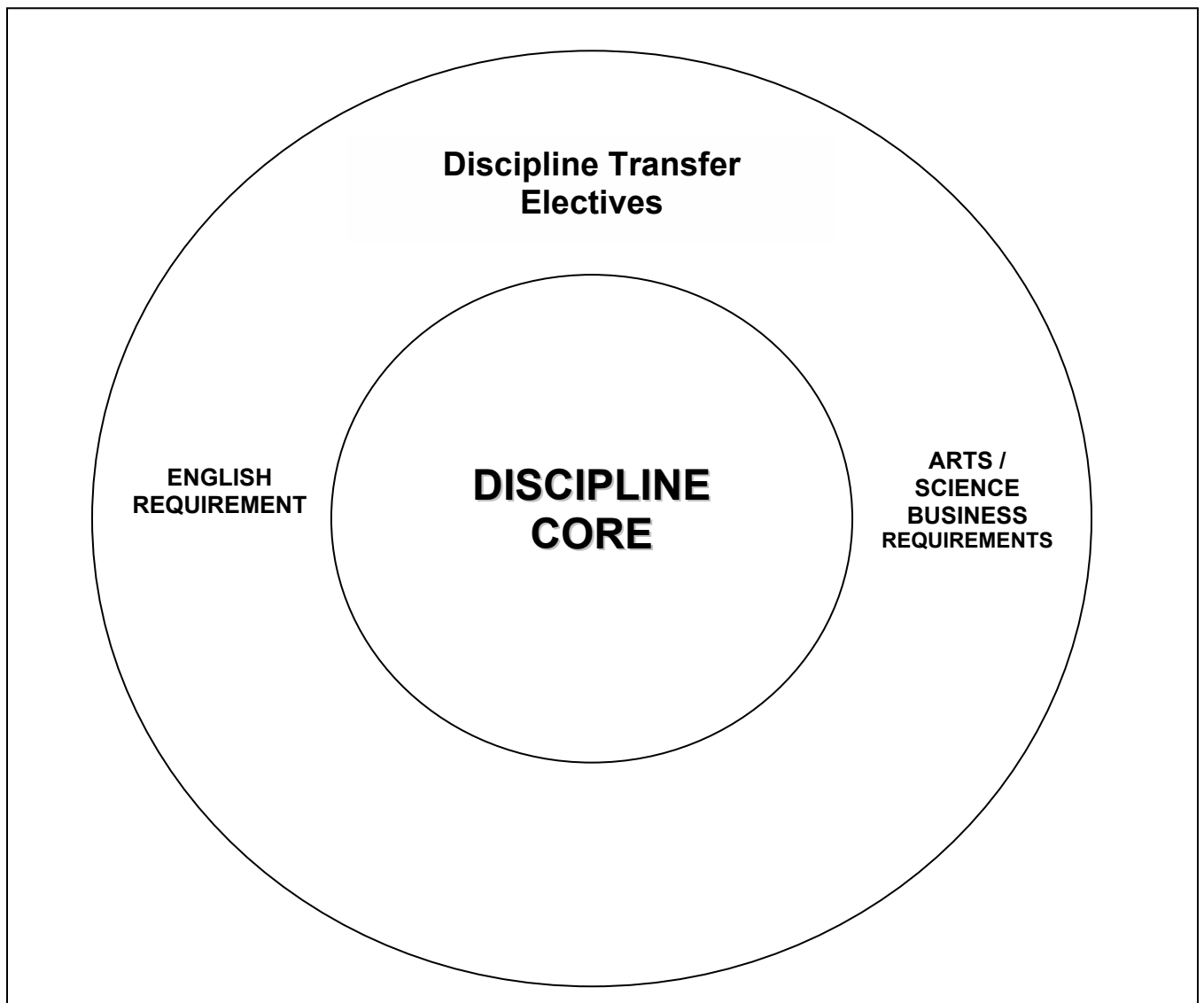
The proposed Block Transfers will provide faculty at both receiving and sending institutions with a tool that can assist them in the following ways:

- i. by providing an opportunity for both receiving and sending institutions to enter into block agreements, thus enabling greater ease in transfer (transfer of acceptable course area content will be agreed to prior to transfer rather than at the time of transfer);
- ii. by providing a basis for an annual review of the transfer process and course changes between two respective institutions, a sending institution and a receiving institution;

- iii. by assisting receiving institutions in their assessment of students' requirements for entry into either Physical Education or Kinesiology programs;
- iv. by assisting sending institutions in their development and scheduling of courses that best meet the transfer needs of students in Physical Education and/or Kinesiology;
- v. by assisting sending institutions in developing requirements that consider core and elective requirements of receiving institutions; and
- vi. by assisting all institutions in creating consistent and complementary course offerings and requirements, which is supported in the CCUPEKA Accreditation documents for Physical Education/Teacher Preparation Programs and for Kinesiology Programs.

**PHYSICAL EDUCATION AND KINESIOLOGY TRANSFER MODEL: Content Areas**

The diagram below identifies the framework upon which the Block Proposals are based.



The Physical Education and Kinesiology Block Proposals are outlined on pages 4 and 5.

## **PHYSICAL EDUCATION / HUMAN KINETICS BLOCK PROPOSAL MODEL**

### ***Discipline Core Program Areas***

- Anatomy
- Human Physiology
- Leisure and Sport Socio-cultural Foundations
- Active Health / Fitness
- Motor Learning/Control
- Growth and Development
- Sport and Exercise Psychology
- Biomechanics
- Exercise Physiology

### ***PHED / HKIN Transfer Elective Course Areas***

- Leadership and Communication
- Leisure and Sport Delivery
- Program Planning
- Event Management
- Nutrition
- Pedagogy
- Prevention and Treatment of Injuries
- Movement Studies / Activity Analysis Areas

Movement Studies / Activity Analysis Areas selected from offerings, plus must meet the BC Teachers College Requirements for Education and may include

- Track and Field
- Gymnastics
- Basketball, Soccer, Field Hockey, Team Handball
- Volleyball, Softball, Rugby
- Dance
- Badminton and Tennis
- Soccer, Rugby, Field Hockey, Team Handball or Softball
- Aquatics
- Outdoor Pursuits

***Total Credits required for transfer = 36 credits or 18 units***

### ***NON-Physical Education / Non-Human Kinetics Area Requirements***

- English (Credits required for transfer = 3 – 6 credits or 1.5 - 3 units)
- Selected courses to satisfy education requirements
- Or Psychology as prerequisite for Sport Psychology
- Or other Arts / Science / Business Electives

***Total Credits required for transfer = 24 credits or 12 units***

**TOTAL CREDITS FOR YEARS I AND II = 60 CREDITS OR 30 UNITS**

## **KINESIOLOGY BLOCK PROPOSAL MODEL**

### ***Discipline Core Program Areas = 12 credits or 6 units***

▪ Anatomy	=	3 credits
▪ Human Physiology (Cell and System)	=	6 credits
▪ Leisure and Sport Socio-cultural Foundations	=	3 credits
▪ Motor Learning/Control	=	3 credits
▪ Biomechanics	=	3 credits
▪ Exercise Physiology	=	3 credits

### ***Kinesiology / HKIN Transfer Elective Course Areas = Potential of 23 credits or 4.5 - 9 units***

- Leadership and Communication
- Leisure and Sport Delivery
- Active Health / Fitness
- Sport and Exercise Psychology
- Physical Growth and Development
- Computer Applications
- Research Methods

### **Physical Activity / Analysis Areas selected from offerings may include**

- Fitness / Wellness

### **One of ...**

- Gymnastics
- Basketball
- Volleyball
- Dance
- Badminton and Tennis
- Soccer, Rugby, Field Hockey, Team Handball or Softball
- Aquatics

### ***Arts Area Requirements***

- English (Credits required for transfer = 3 – 6 credits or 1.5 - 3 units)
- Other Arts Requirements (Psychology prerequisite for Sport Psychology)

***Credits required for transfer = 6+ credits or 4.5+ units***

### ***Science Area Requirements***

▪ Biology	=	6+ credits
▪ Chemistry	=	6+ credits
▪ Math	=	6 credits
▪ Physics	=	6+ credits
▪ Statistics	=	6 credits

***Credits required for transfer = 30 - 34 credits or 15 – 16.5 units***

**TOTAL CREDITS FOR YEARS I AND II = 60 CREDITS OR 30 UNITS**

***It is the responsibility of each sending institution to implement the block transfer process with each respective receiving institution.*** The models provide a framework for articulation of a Physical Education / Human Kinetics or Kinesiology block between a sending institution and a receiving institution.

### **Options for Receiving Institutions considering Block Proposals from Sending Institutions:**

When receiving institutions are articulating a Block Transfer with a specific sending institution, consider the following:

1. the total course offerings identified by the specific sending institution as a package.
2. when deficiencies are identified relative to your specific requirements, propose a specific condition that must be met by a student moving from that sending institution to your receiving institution; rather than not accepting the proposal.
3. granting credit for an upper division course identified in the proposed block and, if necessary, identifying a condition that must be met if a deficiency results (another course area not completed) and that the deficiency must be completed during the first year of the student's arrival at the receiving institution.
4. granting credit for elective course work in the major area that does specifically transfer thus enabling students coming from a specific sending institution to enter your program with 3<sup>rd</sup> year standing. Specify the course areas that must be met during the first year of transfer. Remember, not all sending institutions can offer the breadth of courses required for transfer, leaving some students short 3 – 6 credits of requirements.

### **Recommendations for Immediate Action and Future Articulation Projects:**

1. Notification of sending and receiving institutions of acceptance of Physical Education and Kinesiology Block Transfer Programs.
2. Provision of the Block Transfer Framework for the Physical Education and Kinesiology Block Programs to the sending and receiving institutions.
3. Development of a monitoring process to determine the following:
  - i. the number of sending and receiving institutions that request the block transfer.
  - ii. the number of sending and receiving institutions that sign block transfer agreements.
  - iii. the conditions that receiving institutions identify on their block agreements.
  - iv. the number of students accessing the block process.
  - v. tracking the success of students following completion of one year of studies at the receiving institution.
  - vi. identification of issues/difficulties encountered by advisors, faculty and students in the process.
  - vii. recommendations for changes and implementation of changes based on feedback from advisors, faculty and students.
4. Development of a vehicle for modification of the Physical Education and Kinesiology Block Transfer Programs as required.
5. Development of templates that outlines potential career paths, for Physical Education and Kinesiology Block Transfer Programs.

#### **Report submitted by**

**Susan M. M. Todd, B.P.E. & M.Sc.**

**Instructor and Past Chair, Department of Human Performance & Recreation, Langara College  
Sessional Instructor, School of Human Kinetics, University of British Columbia**

**November 11, 2002**