Report from Council

FOR CONFIRMATION

PRESENTED BY: Jay Wilson, Chair, University Council

DATE OF MEETING: October 26, 2019

SUBJECT: Admissions Qualification Change – Bachelor of Science Kinesiology/Bachelor of Education Combined Program

DECISION REQUESTED: It is recommended that Senate confirm Council’s approval of changes to the admissions qualifications for the Bachelor of Science Kinesiology/Bachelor of Education Combined program, effective May 2020.

The University of Saskatchewan Act states that decisions regarding admission qualifications for university programs are to be approved by Council and confirmed by University Senate.

CONTEXT AND BACKGROUND:

The College of Education and the College of Kinesiology current combined program that requires students intent on teaching Physical Education at the secondary level complete three years of study within the College of Kinesiology before applying to the College of Education. The colleges have proposed a change that allows students to be admitted concurrently into the College of Education and the College of Kinesiology at the start of the combined program.

With the proposed changes, applicants entering the combined program must meet the admissions requirements for the College of Kinesiology, though they are being admitted concurrently into the College of Education and the College of Kinesiology. This is a change from the current posted requirements for admission to the College of Education, and require approval at Council and confirmation at Senate.

CONSULTATION:

The Academic Programs Committee considered the proposal at its May 8, 2019 meeting and University Council approved the change at its meeting on May 23, 2019.

ATTACHMENTS:
1. Proposal for Academic Curricular Change – Bachelor of Kinesiology/Bachelor of Education Combined Program
Title: Bachelor of Science Kinesiology/Bachelor of Education Combined Program Curricular Change

Degree(s): Bachelor of Science Kinesiology and Bachelor of Education

Field(s) of Specialization: Physical Education

Level(s) of Concentration: Undergraduate

Degree College: College of Kinesiology and College of Education

Contact Person(s):
- College of Education: Dr. Dawn C. Wallin, 966-7560; dawn.wallin@usask.ca
- College of Kinesiology: Dr. Kent Kowalski, 966-1079; kent.kowalski@usask.ca

Proposed Date of Implementation: May, 2020/2021 (202005)

PROPOSAL DOCUMENT

1. Academic Justification

   Describe why the program would be a useful addition to the university, from an academic programming perspective.

   This program is a revision or a new iteration of the existing Combined Bachelor of Science Kinesiology/Bachelor of Education Program.

   The current 168 credit unit program is designed to be completed in five years plus a Spring and Summer session. Currently, students apply to the College of Kinesiology for three years of study before applying with the necessary prerequisite subjects to the College of Education to complete two years of coursework and the remaining Kinesiology coursework. Unfortunately, given the highly competitive nature of admission to the College of Kinesiology (admission average in the range of 84% or higher), it is very difficult for some students striving to teach Physical Education at the secondary level to gain admission into Kinesiology to then apply to Education three years later. Furthermore, although we have approximately 25 seats available for students in the Combined program, we have realized an enrolment of only 11 students in some years. This revised program will allow students to apply to the integrated program in Year 1 to ensure they can pursue this path to reach their goal. It will also allow the College of Education and the College of Kinesiology to meet our enrolment target of 30 students for this program route.

   In order to teach Physical Education at the secondary level, students must either pursue this program route or apply to the direct entry program with a completed Bachelor of Science in Kinesiology degree. As such, the teaching area of Physical Education is currently undersubscribed at the Secondary level.
b. Giving consideration to strategic objectives, specify how the new program fits the university signature areas and/or integrated plan areas, and/or the college/school, and/or department plans.

This program prepares prospective teachers of Physical Education for secondary school contexts. To that end, the program revisions meet the objectives of the College of Kinesiology in its efforts to provide programming for specializations in Physical Education, Health and Wellness, and the objectives of the College of Education for teacher preparation.

c. Is there a particular student demographic this program is targeted towards and, if so, what is that target? (e.g., Aboriginal, mature, international, returning)

The target audience is individuals who are interested in becoming educators with a specialization in Physical Education, Health and Wellness at the secondary level. The program is a direct entry model from high school, but also targets upper year transfer students.

d. What are the most similar competing programs in Saskatchewan, and in Canada? How is this program different?

This is not a new program. The program changes proposed here, if approved, will eventually replace the existing Combined program as new students are admitted into the program. Students in the current program will complete the existing program requirements. Therefore, there is no competing program at the University of Saskatchewan. There exists a competing program at the University of Regina that prepares Physical Education teachers primarily for Regina and southern Saskatchewan. Given the need for secondary Physical Education teachers, and the reputation of the USask Kinesiology program, the market for this program is strong, and USask graduates from the program are usually employed by the end of their program in Saskatoon schools, in the province, and beyond.

2. Admissions

a. What are the admissions requirements of this program?

For the current Combined Program, applicants apply to the College of Kinesiology for Year 1. There is no change to the Admission requirements; they remain the same as they are now for students entering Year 1 of the Combined Program (i.e., applicants must meet admission requirements for the College of Kinesiology). The admission requirements outlined below remain applicable to students entering directly from high school and applying as post-secondary transfer students.

Admission requirements will include:

1. Required high school classes:
   - Biology 30
   - Chemistry 30 or Physics 30
   - Foundations of Mathematics 30 or Pre-Calculus 30

   **Transfer students** (with 18 transferable credits) **must meet these pre-requisite requirements.**
2. Required admission average:
   - **Regular admission:** 70%
     All applicants will be ranked by admission average and spaces will be offered to the top applicants.
   
   - **Transfer admission:** 60%
     All applicants will be ranked by admission average and spaces will be offered to the top applicants.

3. English proficiency
Applicants whose first language is not English, may have to prove proficiency in English before admission.

Special (Mature) Admission:
   - Proof of age (21 or older).
   - A written submission demonstrating capacity to undertake university-level studies.
   - Transcripts of any secondary or post-secondary coursework.
   - Less than 18 credit units of transferable post-secondary coursework.
   - Résumé.
   - Proficiency in English.

Selection Criteria:
   - **Regular Admission: Academic record – 100% weighting**
     - Competitive ranked admission (top down average) is in place to manage enrolment in college.
     - Physical Education (PE) 30 may be used in the calculation of the five subject high school average if including it advantages the applicant.
     - PE 20 can be used in the calculation of the of the five subject high school admission average if the student has not taken PE 30; however, PE 30 must be taken in semester 2.

   - **Special (Mature) Admission: Special admission package – 100% weighting**
     - Applicants are admitted at the discretion of the college. The admission decision is based on the applicant’s written submission and demonstrated academic potential.

Categories of Applicants:
   - **Regular Admission**
     - Admission is based on successful completion of secondary level standing with a minimum overall average of 70% in the required subjects; or admission is based on the successful completion of at least 18 credit units of transferable university-level coursework at a recognized and/or accredited post-secondary institution, with an average of at least 60%.

   - **Special (Mature) Admission**
     - Special (Mature) Admission is available to applicants who do not qualify for Regular Admission. Applicants must be 21 years of age or older by the first day of classes, be entering their first-year of study, and have attempted or completed less than 18 credit units of transferable university-level coursework. Applicants must submit a special admission
package including proof of age, a written request for Special (Mature) Admission that demonstrates reasonable probability of academic success and a summary of work and personal experience since leaving school. Academic transcripts must be submitted if any Grade 12 or post-secondary courses have been completed.

- **Indigenous Equity Admission**
  - One first-year seat is designated for admission for direct and transfer entry in the Combined Kin/Ed Program for students of Canadian Indigenous descent. Students are required to see an academic advisor in the College of Kinesiology or the College of Education and provide proof of Indigenous ancestry. Students who have self-declared are eligible to be considered for admission if they have an admission average of 75% or higher OR if they fall within 5% of the minimum average admitted to the Combined Kin/Ed Program.

3. **Description of the program**

   a. **What are the curricular objectives, and how are these accomplished?**
      
The general objectives of the program route include the development of graduates with specialized expertise in the area of Physical Education, Health and Wellness who are able to:
      
      - Engage and communicate as professionals in respectful, mutually supportive, and equitable ways;
      - Employ strategies and technologies to create inclusive learning environments for Physical Education, Health and Wellness;
      - Develop lesson plans, units of study, and year plans for Physical Education, Health and Wellness that incorporate Saskatchewan curricula and learning outcomes that are appropriate to diverse learners.
      - Intentionally select and use instructional strategies in Physical Education, Health and Wellness classes that support learner growth as social, intellectual, physical, and spiritual beings;
      - Intentionally select and use assessment strategies of, as, and for learning for courses related to Physical Education, Health and Wellness.
      - Make educational decisions based on knowledge of teacher professional codes of conduct, educational policy, and law.
      - Demonstrate understanding of Canada’s colonial history and its impact on the contemporary relationships and educational experiences of First Nations, Métis, Inuit, newcomer, and settler societies;
      - Embed the spirit and practice of reconciliation in educational efforts, and;
      - Articulate and define one’s own educational perspectives, strengths, and worldview, while demonstrating mutual respect for the diverse perspectives, strengths, and worldviews of others and their communities.

   b. **Describe the modes of delivery, experiential learning opportunities, and general teaching philosophy relevant to the programming. Where appropriate, include information about whether this program is being delivered in a distributed format.**
      
The new program will be delivered similarly to what is currently delivered. Most courses are delivered in a traditional face-to-face format. Some courses are activity courses in which students are engaged in physical activities about which they are learning. Some courses have been developed for online or blended environments. Some courses are field experience courses that take place in schools or community organizations to provide the opportunity to develop teaching and/or coaching expertise. Some courses
allow for the opportunity to study or work in schools abroad. The philosophy of the program, and for
teaching, is one that blends academic coursework with relevant, engaging field experiences during which
students enact the instructional, curricular and assessment strategies for learning in professional contexts
that support their field of expertise in Physical Education, Health and Wellness. Students in the program
will receive opportunities to practice their learning in rural, First Nations, urban and potentially
international school contexts, across different grade levels, paired with mentor teachers with experience in
the field of study.

c. Provide an overview of the curriculum mapping.
Please see Appendix A for course design that compares the current program to the proposed program.
Currently, students complete the majority of the Bachelor of Science Kinesiology degree prior to applying
to the College of Education and enrolling in Education-specific courses. The major difference that would be
enacted with this change includes a move towards an integrated program approach. Students will apply to
the program for their first year and engage in coursework in both the College of Education and the College
of Kinesiology during all five years of the program. They would begin with most courses focusing on
developing their specialization in Kinesiology with one or two education courses per year in years one to
three, as well as a two-week school field experience. As they complete more of their Kinesiology courses,
there is a gradual increase in the number of Education courses by the end of the program as teacher
candidates develop their teaching ability in their areas of expertise. In all years of study, there is some
inclusion of coursework from both colleges. Both colleges agree that we will be able to build a stronger
sense of professional community across our colleges. We will also support the development of students’
identities as teachers of Physical Education as they learn concurrently to develop their area of
specialization with how to teach that area of specialization.

The essential program differences between the current and proposed program include the following:
- It reduces the program length from 168 credit units to 165 credit units. It would increase the number of
  Education credit units from 54 to 60; the number of Kinesiology credit units would remain the same at 69,
  and; the number of credit units of other courses (e.g., Arts and Science) has been reduced from 45 to 36;
- It more accurately parallels the credit units of other Bachelor of Education program routes and
  strengthens the Education portion of the program;
- It eliminates 2-credit unit KINA (Kinesiology Activity) courses in favour of 3-credit unit KIN courses;
- It reduces coursework that is not directly tied to teacher certification in order to make room for either
  more coursework that specializes in the Teaching Area of Physical Education, or Education; and,
- It significantly reduces program electives in favour of required coursework focusing on areas deemed to
  be essential for prospective teachers who specialize in Physical Education, Health and Wellness.

Education course changes include:
- The addition of four Education courses:
  - EFDT 101.3: Introduction to Education;
  - ECUR 165.3: Introduction to Teaching in Secondary Schools;
  - EPSE 202.3: Psychological Foundations of Teaching and Learning (equivalent to the current
    EPSE 302.3);
  - ECUR 265: Teaching for Reconciliation in the K to 12 Curricular or EFDT 265.3: Foundations
    for First Nations, Métis, and Inuit Teaching and Learning; and,
EPSE 348.3: Assessing Learning in the Classroom.

These courses currently exist in the Education Direct Entry Program, and were not part of the Combined Kin/Ed program (except that EPSE 202.3 is equivalent to the existing EPSE 302.3: Situated Learners: Contexts of Learning and Development). These additions provide the opportunity to more closely parallel the Education coursework from other program routes. These courses have been introduced by eliminating six credit units of Education electives from year four and eliminating one three-credit unit unrestricted elective.

- The addition of field course opportunities that were not available previously:
  - EDST 213.0: Student Teaching in Rural and First Nations Schools; (two-week placement in a rural or First Nations school);
  - EXPR 423.3/EXPR 425.12 (alternate practica for 10 weeks in a Saskatchewan school and then 6 weeks in a community based education site);
  - EXPR 424.3/EXPR 425.12 (alternate practica for 10 weeks in a Saskatchewan school and then 6 weeks in an international school site).

These additions provide the opportunity to more closely parallel the Education coursework from the Direct Entry Program route and provide some alternative field-based teaching possibilities for students. It does not add course credits to the program. Given the introduction of the field experience EDST 213.0 in second year, the College of Education is replacing the field experience EDST 321.3: Field Experience Learning in Contexts with KIN 451.3: Community Service Learning in a School Setting which was designed as a field experience in a school setting focused on physical activity and nutrition, and currently is an elective option.

The main changes to Kinesiology course requirements are as follows:

- The required KIN courses have increased from 42 credit units to 51 credit units.
- KIN 232.3: Physical Activity in Society will replace KIN 223.3: Contemporary Health Issues.
  - KIN 232.3 is now a requirement for the Exercise and Sport Studies route in the College of Kinesiology, so this replacement will make the requirement consistent for both programs. In addition, because of the large number of credit units in the overall program, there was a goal to, at minimum, not increase the overall KIN credit unit requirements (i.e., 69 credit units). The addition of new upper-level required course (e.g., KIN 321, KIN 451) without any deletions would have resulted in an overall increase in Kinesiology course credit units. KIN 223 is not required for the Exercise and Sport Studies route in the College of Kinesiology.
- KIN 321.3: Prevention and Care of Sports, Recreational and School Injuries and KIN 451.3: Community Services Learning in a School Setting are added as required KIN courses.
  - Because of the direct focus on and application to the school setting in both KIN 321 and KIN 451 they were deemed to be desirable courses for the Combined Program.
- KIN 306.3: Introduction to Indigenous Wellness is added as a required KIN course to replace INDG 107.3: Introduction to Canadian Indigenous Studies.
  - KIN 306.3 is now a requirement for the Exercise and Sport Studies route in the College of Kinesiology, so this replacement would make that requirement consistent for both degree programs.
• The Restricted KIN Elective course requirement decreased from 9 credit units to 0 credit units.
  o This change is to accommodate the inclusion of KIN 306, KIN 321, and KIN 451 as required KIN courses without adding to the total number of KIN credit units.
• The Unrestricted KIN Elective course requirement decreased from 3 credit units to 0 credit units.
• The Outside Required course requirement decreased from 27 credit units to 21 credit units.
  o To accommodate the addition of KIN 306 to the list of required KIN courses, as well as to reduce the number of overall credit units for the program (i.e., the Social Sciences/Humanities 3 credit unit requirement was removed).
• The Applied Kinesiology/Kinesiology Activity course requirement remains at 18 credit units:
  o KIN 150.3: How Body Moves I has been retained.
  o KIN 250.3: How the Body Moves II will replace KIN 281.3: Fitness Foundations for Life.
  o Four KIN Activity 3-credit-unit course electives have been added.

The reduction in Arts and Science courses includes the following:
• INDG 107.3: Introduction to Canadian Indigenous Studies, which will be replaced by KIN 306.3: Introduction to Indigenous Wellness in Year 3; and,
• 3-6 credit units of external elective(s), depending on student’s choice of Teaching Area 2.

None of these courses are required for teacher certification, and their elimination helps to support the reduction in credit units in the program from 168 to 165. There remain 30-33 credit units of Arts and Science coursework, 3 credit units of Medicine coursework (i.e., ACB 221), and possibly 3 credit units of Agriculture and Bioresources coursework (i.e., PLSC 214.3) in the proposed program change.

d. Identify where the opportunities for synthesis, analysis, application, critical thinking, problem solving are, and other relevant identifiers.
This is not a new program. The focus remains the same in that students apply the understandings and knowledge they gain in their specialization of Physical Education, Health and Wellness to field-based opportunities in schools where they use problem-solving, critical and creative thinking in their work with children on curricular outcomes, instruction and assessment.

e. Explain the comprehensive breadth of the program.
This is not a new program. The breadth of the program remains the same, just distributed in a more integrated fashion in the new design. We believe the new design will be more comprehensive as students will learn about their area of specialization at the same time as they are developing their identities as professional educators. There will be a more holistic emphasis on developing the learner concurrently as a specialist and a teacher.

f. Referring to the university “Learning Charter”, explain how the 5 learning goals are addressed, and what degree attributes and skills will be acquired by graduates of the program.
This is not a new program. The learning goals remain the same. The skills of the graduates are listed in the Description of the Program (3a) and will not be repeated here.
g. Describe how students can enter this program from other programs (program transferability).
Through the admissions process, students are able to enter the program as upper year transfer students. In addition to the application form, the required pre-requisite high school subjects, and minimum admission average are required.

If students wish to leave this new revised program to pursue only a Bachelor of Science in Kinesiology or only a Bachelor of Education degree, they will have to apply to transfer to the Kinesiology program or the Education program. It is not possible to achieve only one of the two degrees through this program.

h. Specify the criteria that will be used to evaluate whether the program is a success within a timeframe clearly specified by the proponents in the proposal.
This is not a new program. The program is currently successful as we have a steady number of applicants and graduates each year who are employed in the K-12 school system as well as in other community or business contexts where they combine their teaching skills with their specialist knowledge in Physical Education, Health and Wellness. We determine success if we are able to graduate a cohort of 25-30 students annually.

i. If applicable, is accreditation or certification available, and if so how will the program meet professional standard criteria. Specify in the budget below any costs that may be associated.
The program is designed to meet Saskatchewan Professional Teacher Regulatory Board (SPTRB) standards for teacher certification in the province of Saskatchewan. There are no additional costs associated with this as the application to be certified is a responsibility of students at the end of the program.

4. Consultation
a. Describe how the program relates to existing programs in the department, in the college or school, and with other colleges. Establish where students from other programs may benefit from courses in this program. Does the proposed program lead into other programs offered at the university or elsewhere?
This is a program redesign. Students who are currently enrolled will complete existing program requirements. New admits will begin the program with the new revised program requirements. Given that most of the courses are existing courses, and all new courses are being redesigned to better serve existing programs, there will not be difficulty with students being able to access required courses. Typically, students from other programs are not able to register for Education courses. Students from other programs may be able to register for Kinesiology courses if there are seats available and if students have the necessary pre-requisite courses.

b. List units that were consulted formally, and provide a summary of how consultation was conducted and how concerns that were raised in consultations have been addressed. Attach the relevant communication in an appendix.
College of Arts and Science
See Appendix B.
c. Provide evidence of consultation with the University Library to ensure that appropriate library resources are available.
   Given that this is a redesign and not a new program, there was no need to consult with the Library as all resources are currently available.

d. List other pertinent consultations and evidence of support, if applicable (e.g., professional associations, accreditation bodies, potential employers, etc.)
   N/A. This is not a new program, and partners have been very supportive of the Combined program.

5. Budget
a. How many instructors will participate in teaching, advising and other activities related to core program delivery (not including distribution/breadth requirements or electives)? (estimate the percentage time for each person).
   This is not a new program. The number remains similar to the other program, but in fact, there are fewer credit units in this program, reduced from 168 to 165. In addition, the six 2-credit-unit KINA courses will be replaced by four, 3-credit-unit KIN (Kinesiology Activity) courses.

b. What courses or programs are being eliminated in order to provide time to teach the additional courses?
   The current Combined Kin/Ed program will be phased out and replaced with the revised integrated Kin/Ed program.

c. How are the teaching assignments of each unit and instructor affected by this proposal?
   Given the size of the annual cohort (30 students), it is anticipated that the Kin/Ed students will funnel into the regular larger class sizes of the first and second year Education courses. The College of Education has already been planning for this with its targeted enrolment planning, and therefore these students will be absorbed into the first and second year courses with no additional teaching assignments necessary. Currently, students looking to complete Kinesiology degree requirements are absorbed into courses for other program routes. With the new program, it is likely that sections of KIN 150, KIN 250, and KIN 451 will be added, to accommodate the increased number of Combined program students. However, these additions will allow more students in both Kinesiology and the Combined program to access these high demand courses, which would already be beneficial to accommodate current enrolment growth in Kinesiology. Upper year courses in Education are already taught in cohorts for Combined Kinesiology students unless numbers are low enough to incorporate them into existing courses. To that end, there will be no great changes to programming for either college as this is not a new program and will not seriously impact current enrolment planning.

d. Describe budget allocations and how the unit resources are reallocated to accommodate this proposal.
   (Unit administrative support, space issues, classroom availability, studio/practice rooms laboratory/clinical or other instructional space requirements).
   This is not a new program. No reallocations are anticipated.

e. If this program is to be offered in a distributed context, please describe the costs associated with this approach of delivery and how these costs will be covered.
   N/A
f. If this is an interdisciplinary program, please indicate whether there is a pool of resources available from other colleges involved in the program.
Both colleges are working together with central administration to determine how the RCM model will work for an integrated program model. TABBS Joint Program Analysis is attached. See Appendix C.

g. What scholarships will students be able to apply for, and how many? What other provisions are being provided for student financial aid and to promote accessibility of the program?
This is no different from what currently exists. Terms of Reference for some awards may need to be updated so entering students are eligible to apply.

h. What is the program tuition? Will the program utilize a special tuition model or standard tuition categories? (The approval authority for tuition is the Board of Governors).
Standard tuition that currently exists applies.

i. What are the estimated costs of program delivery, based on the total time commitment estimates provided? (Use TABBS information, as provided by the College/School financial officer)
No different from what currently exists except that the program is now 3 credit units shorter.

j. What is the enrolment target for the program? How many years to reach this target? What is the minimum enrolment, below which the program ceases to be feasible? What is the maximum enrolment, given the limitations of the resources allocated to the program?
The target is 30 students. We can reach the target immediately as there are many students desiring to get into the program.

k. What are the total expected revenues at the target enrolment level, separated into core program delivery and distribution/breadth requirements or electives? What portion of this expected revenue can be thought of as incremental (or new) revenue?
This is not a new program and, as such, new revenue is not anticipated.

l. At what enrolment number will this program be independently sustainable? If this enrolment number is higher than the enrolment target, where will the resources come from to sustain the program, and what commitments define the supply of those resources?
The program is currently sustainable. Students are either placed in their own cohort or absorbed into the larger direct entry program for the College of Education.

m. Proponents are required to clearly explain the total incremental costs of the program. This is to be expressed as: (i) total cost of resources needed to deliver the program: (ii) existing resources (including in-kind and tagged as such) applied against the total cost: and (iii) a listing of those resource costs that will require additional funding (including new in-kind support).
This is a revision to the program, not a new program. Costs are already sustainable and there are no incremental costs.
n. List all new funding sources and amounts (including in-kind) and the anticipated contribution of each to offsetting increment program costs. Please identify if any indicated funding is contingent on subsequent approval by a funding authority and/or future conditions. Also indicate under what conditions the program is expected to be cost neutral. The proponents should also indicate any anticipated surpluses/deficits associated with the new program.

N/A

College Statements (Kinesiology and Education): Appendix D
Please provide here or attach to the online portal, a statement from the College which contains the following:
- Recommendation from the College regarding the program
- Description of the College process used to arrive at that recommendation
- Summary of issues that the College discussed and how they were resolved

Related Documentation
At the online portal, attach any related documentation which is relevant to this proposal to the online portal, such as:
- Excerpts from the College Plan and Planning Parameters
- SPR recommendations
- Relevant sections of the College plan
- Accreditation review recommendations
- Letters of support
- Memos of consultation: Appendix B

It is particularly important for Council committees to know if a curriculum changes are being made in response to College Plans and Planning Parameters, review recommendations or accreditation recommendations.

Consultation Forms At the online portal, attach the following forms, as required
Required for all submissions:
- Consultation with the Registrar form: Appendix E

Required for all new courses:
- Course proposal forms N/A
- OR Calendar-draft list of new and revised courses Appendix F

Required if resources needed:
- Information Technology Requirements form N/A
- Library Requirements form N/A
- Physical Resource Requirements form N/A
- Budget Consultation form N/A
Appendix D: College Statements
March 11, 2019

Academic Programs Committee of University Council
Office of the University Secretary
University of Saskatchewan
E290 Administration Building
105 Administration Place
Saskatoon, SK  S7N 5A2

To Whom It May Concern:

I am writing to express my full support of the proposed curricular changes to the Bachelor of Science Kinesiology/Bachelor of Education Combined program as outlined in the curriculum documentation. This collaborative program of the College of Education and College of Kinesiology has a longstanding record of success in providing a high quality program that meets the needs of students and employers. With the proposed changes to the combined program, the success of the program will be further enhanced.

The shift to a program that will allow students to apply to both the B.Sc.(KIN) and B.Ed. concurrently will improve accessibility to prospective students that are striving to teach physical education at the secondary level. For several years, the enrolment target of approximately 25 seats has not been met. The existing admission process requires students to be accepted initially into kinesiology, and subsequently into education. Shifting to a model where students are concurrently enrolled in both programs will remove a significant barrier for prospective students.

Further, the integration of education and kinesiology courses throughout the full duration of the program will give students a more sustained learning path in each discipline, with opportunities to bridge their passions for kinesiology and education throughout their studies. The creative curricular changes being proposed have come about through extensive discussions and a significant amount of rigorous work by both colleges.

This combined program is an important offering in our province and is highly valued by employers and the community. The proposed changes outlined in this proposal are critical to continuing to improve a program with a solid reputation. We look forward to ongoing collaborations with the College of Education and others on campus to deliver this important program.

Sincerely,

Chad London, Ph.D.
March 12, 2019
To whom it may concern,

Please accept this letter in support of the academic and curricular change for the Combined Kinesiology/Education (Kin/Ed) undergraduate program proposed through the College of Kinesiology and the College of Education.

I fully support this proposal for academic and curricular change of the Kin/Ed program. The changes in the Kin/Ed program are in line with the College of Education’s priority to respond to the field in deliberate and impactful ways. Throughout the past few years, the College has committed to listening to the needs of partner and stakeholder groups, and to responding accordingly. The call for changes in the Kin/Ed program is another such example. The need for a separate entry pathway into the Kin/Ed program will support an increase in the number of Kin/Ed teachers, much needed throughout provincial and First Nations schools. Without these changes, the current program’s entry pathway is a barrier to meeting the demands of the field.

In addition to meeting the needs of partners, the Kin/Ed program is directly aligned with the College of Education’s strategic plan in the following areas: an increase in multi-disciplinary programming, an enriching of discipline, and a program design that meets the diverse needs of the field and of partners.

The College of Education strives to advance its reputation locally as a valued partner in education, and globally as a premier institution for teaching and research. At the college, we realize that our reputation rests on the collaborative and interdisciplinary efforts we make to engage in the work we do with Indigenous, local, and international communities. This program is an important part of that work.

The College of Education is well-positioned to offer the academic components of this program, while the financial structures within the RCM model will support its ongoing sustainability. Specifically, having already offered a Kin/Ed program, the College has both the experience and the structures to support students within the program, regardless of program stage. The College of Education has also sustained a strong working relationship with the College of Kinesiology, which is necessary to support the ongoing maintenance of the program. Lastly, the College’s strong connections to the field will ensure support for the practicum components of the program, offered in years two, three and four.

It is for these reasons, among others, that the proposal for the academic and curricular change for the Combined Kinesiology/Education program has my full support. Please contact me if you have further questions.

Respectfully,

Michelle Prytula
Dean, College of Education