



Project 2017-24
Two Way Transfer –
Developing Multiple Post-
Secondary Mobility
Pathways for Ontario
Health, Fitness, and Well
Being Students

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Executive Summary

Bi-directional pathways between the Honours Bachelor of Kinesiology (HBK) program at Lakehead University and health, wellness and physical fitness related college diploma programs have previously been identified as beneficial for students in regard to enhancing academic training, providing practical experience, and increasing overall student mobility. The objective of this project was to explore the potential for creating these pathways in either direction, as well as to specifically develop pathways from identified college programs to the HBK.

Partner colleges that offer health, wellness and physical fitness related diploma programs were identified and approached for collaboration. These colleges included Canadore College, Confederation College, and Georgian College.

In preparation for course comparison between institutions, a thorough review of all HBK course outlines was completed. This review included verifying and revising course outline content, as required, to include: accurate, up-to-date course descriptions; clear, specific, and measurable learner outcomes; and consistent, standardized formatting.

Course outlines from partner colleges were obtained via college websites. An initial review was completed that identified courses with content that was potentially similar to material offered by the HBK. This information was used to first create spreadsheets and then surveys aligning similar courses. These surveys provided a means of comparing courses based on descriptions, learner outcomes, and other content in a clear, simple, and accessible way.

Surveys and supporting materials were distributed to contacts at Canadore, Confederation, and Georgian, as well as to HBK faculty. Results received from Canadore, Georgian, and HBK representatives were then analyzed, summarized, and discussed at face-to-face meetings with parties from each institution. No responses were received from Confederation representatives.

Information gleaned from the surveys and subsequent meetings was then used to create transfer pathways from five college diploma programs to the HBK. Potential transfer credits from the HBK to the five college diploma programs were also identified, and resulting information was shared with the partner colleges for their use in developing pathways from the HBK to their respective diploma programs.

The diploma to degree pathways developed include:

- Georgian College Fitness & Health Promotion to HBK
- Georgian College Occupational Therapist Assistant & Physiotherapist Assistant to HBK
- Canadore College Occupational Therapist & Physiotherapist Assistant to HBK
- Canadore College Recreation Therapy to HBK
- Canadore College Strength & Sport Conditioning to HBK

The potential degree to diploma pathways identified include:

- HBK to Georgian College Fitness & Health Promotion
- HBK to Georgian College Occupational Therapist Assistant & Physiotherapist Assistant
- HBK to Canadore College Occupational Therapist & Physiotherapist Assistant
- HBK to Canadore College Recreation Therapy
- HBK to Canadore College Strength & Sport Conditioning

Throughout the duration of this project, it was recognized that students transferring from college programs to the HBK would benefit from bridging content presented in multiple forms. These include a bridging module and a transfer course.

First, bridging content will be presented as a module on Anatomy and Human Physiology, areas consistently identified as requiring further academic attention within the transition from college to university. The bridging module must be completed prior to program commencement, and will ensure that transfer students are provided with the academic content required to continue in the HBK program. Only those students whose program was identified as requiring advanced study of Anatomy and Human Physiology will be required to take the bridging module.

Additionally, a 1 FCE “College Transfer Course”, to be taken during the students’ first year at Lakehead, will cover other content identified through the course comparison as well as material developed to improve the transfer process. As all transfer students are required to take this course in first year, it will assist in the creation of a cohort of transfer students, providing the opportunity to address any concerns regarding social support, peer mentorship, university resources, and the overall transfer process. Course content is aimed at providing additional tools and support necessary in order for the transfer students to be successful at university.

While the identification and development of credit transfer pathways was the main focus of this project, the student experience became an additional and nearly equally-important aspect. Future projects would likely benefit from employing this dual-focus to not only create potential pathways but also to provide support for their future viability and maintenance.

Project Purpose and Goals

The purpose of this project was to develop credit transfer pathways that provide maximum mobility for students pursuing health, fitness, and well-being related credentials and vocations. Pathways from relevant college diploma programs into the Honours Bachelor of Kinesiology (HBK) program and pathways from the HBK into relevant college diploma programs were explored and developed to provide maximum opportunity for education and workforce development to serve the needs of our communities.

Therefore, the overall goals of this project were to:

1. Develop credit transfer pathways from Health, Wellness and Physical Fitness related college diploma programs into the Honours Bachelor of Kinesiology degree program at Lakehead University.
2. Develop credit transfer pathways including course equivalencies from the Honours Bachelor of Kinesiology degree program to a variety of Health, Wellness and Physical Fitness related college diplomas (e.g., Medical Radiation Technology, Occupational Therapist/Physiotherapist Assistant, Paramedic) offered by partnering colleges.

After further consideration and exploration, it was recognized that potential pathways from the HBK to college diploma programs could be identified within the scope of the project, but that the actual development and implementation of those pathways would require the lead of the college partners rather than the university representatives. Therefore, the project goals were revised to *develop* credit transfer pathways from college diploma programs to the HBK, and *identify* potential credit transfer pathways from the HBK to related college diploma programs.

Pathway Development

Timeline

July 2017	Identification of specific college partner programs (at Georgian, Canadore, & Confederation). Preliminary review of college program descriptions and course outlines as obtained from the colleges' websites.
July 2017	Excel spreadsheets created for each college program identified above. Preliminary assessment of general potential overlap between university and college courses.
August 2017	Learner Outcome/Course Outline Review for HBK program. Fall course outlines reviewed and improved for consistency, measurability, language.
August 2017	Meetings held with HBK instructors to review updated outlines for fall courses. Approval obtained at Faculty meeting.
October 2017	Learner Outcome/Course Outline Review for HBK program. Winter course outlines reviewed and improved for consistency, measurability, language.
November 2017	Meetings held with instructors to review updated outlines for winter courses. Approval obtained at Faculty meeting. Excel spreadsheets updated to reflect Learner Outcome/Course Outline Review.
December 2017	Preliminary analysis of specific similarities and potential gaps between HBK and college courses based on updated course outlines.
January 2017	Development of online survey through the use of Qualtrics software to be distributed to HBK and college instructors and/or administrators. Survey designed to assist with identification of similarities and gaps, and to enhance discussion with partners.
February 2018	Distribution of surveys to HBK faculty and partner colleges. Completed surveys received from HBK, Georgian, and Canadore. No surveys were received from Confederation despite multiple attempts to contact.

March 2018	Preliminary analysis of survey results in preparation for meetings with college partners at Georgian and Canadore.
March 2018	Meetings with college partners at Georgian College for the following programs: <ul style="list-style-type: none"> ● Fitness & Health Promotion ● Occupational Therapist Assistant & Physiotherapist Assistant
April 2018	Meetings with college partners at Canadore College for the following programs: <ul style="list-style-type: none"> ● Strength & Sport Conditioning ● Recreation Therapy ● Occupational Therapist & Physiotherapist Assistant
April-May 2018	Analysis of bi-directional pathways for programs at Georgian and Canadore Colleges as a result of face-to-face meetings.
May 2018	Analysis of potential pathways for Confederation College based solely on feedback from HBK instructors. This information was used for general insight only and was not used for any further pathway development.
May 2018	Information and insight gained from the surveys and meetings was analyzed and used to create an outline of transfer credits for each of the identified college programs to the HBK program, as well as from the HBK program to those same college programs. Course content and credit hours were used to map specific pathways from each of the Georgian and Canadore college programs to the HBK program. Transfer credits outlines from the HBK program to college programs were shared with college partners for use in developing pathways to their programs from the HBK. Details of each pathway are included in the “Block Transfer Pathways” section of this report.
Initiated May 2018	Process has been initiated for submission to Senate for approval of articulation agreements and program requirements for each of the five college to HBK recommended programs.

Method

- Preliminary investigation into the interest in and potential for development of bi-directional transfer pathways from Ontario college health, wellness and physical fitness related programs to the HBK and from the HBK to college programs was completed in 2016.
- It was identified that before proceeding it would be greatly beneficial to update the learner outcomes of all HBK courses with the intent of standardizing format and addressing inconsistencies in content.
- Initial meetings with representatives from Georgian College to discuss developing potential bi-directional pathways generated great interest in proceeding and led to application for an ONCAT grant to support the study.
- Confederation College and Canadore College were also contacted and asked to support the application for ONCAT funding as the study would include health, wellness and physical fitness related courses for consideration from those institutions as well.
- Letters of support were provided for the project and the application was accepted and approved with a few minor adjustments needed.
- HBK Faculty and staff were informed that ONCAT funding had been received and they would be asked to engage in a process of review and comparison of specific HBK courses and related programs from three different colleges.
- Identification of specific college programs and preliminary review of program descriptions and course outlines, obtained online, provided an initial foundation for course and program comparison. Programs identified were:
 - Fitness & Health Promotion at Georgian
 - Occupational Therapist Assistant & Physiotherapist Assistant at Georgian
 - Massage Therapy at Georgian
 - Recreation Therapy at Canadore
 - Occupational Therapist & Physiotherapist Assistant at Canadore
 - Strength & Sport Conditioning at Canadore
 - Recreation Therapy at Confederation
 - Medical Radiation Technology at Confederation
 - Paramedic at Confederation
- Excel spreadsheets were created for each college program and a general preliminary assessment of potential overlap between university and college courses was completed.
- A learner outcome/course outline review of all HBK courses was completed and spreadsheets were updated to reflect any new content.
- It was decided that the most accurate and efficient means of comparing and contrasting course content would be to have the content experts – the instructional faculty at each institution – review course outlines and other provided information through the completion of a survey.
- A survey tool was then created with the focus being ease of use, ability to compare and contrast course content, promotion of discussion with partners, and ultimately to bi-directionally evaluate courses and course content using three criteria – topics covered, depth of coverage, and learner outcomes.

- The survey tool was created using Qualtrics software which provided development support, flexibility of questionnaire design, controlled distribution, ease of access for monitoring progress of completion, and ready access to results (see Appendix A)
- The survey link, along with relevant course outlines from each institution, was distributed via e-mail to specific course faculty within the HBK program and to program representatives from Canadore, Confederation, and Georgian. Deadline dates for completion were established and communicated at the time of survey distribution.
- Telephone and e-mail support was provided to the colleges and personal support was provided to HBK faculty if questions arose.
- The project team was contacted by the Coordinator of Massage Therapy at Georgian College and informed that the program was currently under review and revision, and therefore they were not able to participate at this time.
- Despite numerous attempts to contact Confederation College, the project team was unsuccessful in generating any survey responses from them.
- Completion of the surveys was tracked through the Qualtrics website and follow-up contact was made with survey respondents if/when survey questions were not totally completed or when the final survey was not submitted correctly.
- Results of the surveys were tabulated, level of agreement in evaluation was identified, variability in responses was noted and discussed, and survey summaries were compiled.
- Face-to-face follow-up meetings were arranged with Georgian and Canadore representatives to present and discuss the results, to answer any questions or concerns, and to gain greater clarity in relation to areas where there was little agreement in the survey results regarding transferability of course content in either direction.
- These meetings also provided an opportunity to further discuss the identified programs and course content that would potentially form the base for bi-directional pathway development, as well as development of course transfer bridging content and granting of direct transfer credit for specific courses.
- Information and insight gained from the surveys and the face-to-face meetings was analyzed and used to create an outline of transfer credits for each of the identified Georgian and Canadore college programs to the HBK program, as well as from the HBK program to those same college programs, reflecting the bi-directional focus of the project.
- Course content and credit hours were then used to map specific pathways from each of the Georgian and Canadore college programs to the HBK program.
- Through this process it became evident that it would be beneficial for incoming college transfer students from some college programs to complete a required bridging course, depending on the content of their respective diploma programs.
- Possible course content was further identified and discussed for inclusion in the development of a bridging course. This bridging course, for those required to take it, would be completed prior to commencement of the HBK program.
- Following further discussion, a one (1) FCE “college transfer” course was proposed for development. This course would address the student experience, including social supports and university resources, as well as academic content

identified as requiring advanced study. The college transfer course would be incorporated into the requirements of the HBK transfer program.

- The outline of transfer credit information was provided to partner college representatives to assist them in the development of potential pathways from the HBK to their respective diploma programs.

Analysis

- The Qualtrics survey tool provided an opportunity for comparison of course content by representatives of the partner colleges and the HBK.
- Preliminary information gathered included: location of survey completion; identification of respondent as Dean, Program Chair, or Teaching Faculty; and identification of the program represented by the survey.
- Respondents were asked to review course outline details, including course descriptions and learner outcomes, and indicate the degree to which they thought courses shared topics covered, depth of coverage, and learner outcomes.
- Respondents also indicated whether they thought credit should be given for a college course upon entry to the HBK or for an HBK course upon entry to a college program.
- A 7-point Likert scale was employed generating quantitative data regarding course content overlap and to what extent the courses may be considered equivalent.
- Each question was followed with an open-ended opportunity to include additional comments in support of the evaluation provided, generating qualitative data.
- Analysis included a direct comparison of individual responses to the course specific questions providing information about levels of agreement/ disagreement related to: course content, topics covered, depth of coverage of topic, learner outcomes, and course outline descriptions.
- Combining the objective responses and qualitative feedback provided the basis to generate comparative summaries for each course assessed.
- These results were summarized in chart form (see Appendix B) and presented in person to both Georgian and Canadore representatives for further review and discussion.
- Feedback provided during these discussions helped to guide the final analysis and subsequent identification of equivalencies and gaps between the programs.

The results of this project include:

- The development of five (5) proposed diploma to degree transfer pathways into the HBK with two partner colleges.
- The identification of five (5) suggested degree to diploma transfer pathways from the HBK to programs at two partner colleges.
- The identification of a bridging module which would be completed prior to program commencement and would facilitate transfer to the HBK from three (3) of the college programs, to be developed as part of a subsequent ONCAT project.

- A college transfer 1 FCE course that would be incorporated into the HBK program and would facilitate transfer to the HBK from all five of the diploma programs, to be developed as part of a subsequent ONCAT project.

Block Transfer Pathways

As a result of the course comparisons, draft transfer programs to the HBK were developed for three Canadore programs and two Georgian programs. It is recommended that a first year Transfer Course (1 FCE) be developed which would be required for all transfer students. This course would create a cohort of transfer students and would include writing skills, analysis, familiarization with university resources, and other items specifically developed to help the transfer students succeed. Academic content for the course would address areas where advanced study was identified as needed to facilitate the transfer process.

Dependent on the specific transfer program, students may be required, prior to the start of the transfer program, to complete an online module bridging course content related to Anatomy and Human Physiology, to ensure the student enters at an appropriate knowledge level (specifics indicated below).

Entry requirements include having completed the specified diploma with an overall minimum average of 75%. Traditionally this average is consistent with Lakehead University's transfer pathways, and is expected to increase the likelihood of student success.

Details on the specific requirements recommended for each transfer program, and the resulting curriculum of each pathway, are included below.

While it was not within the scope of this project to develop specific transfer pathways from the HBK to related college programs, analysis of potential transfer credits was bi-directional. Courses were identified from each of the college programs that HBK graduates could be eligible to receive credit for, upon approval from college administration. This information was shared with the college partners to assist them as they develop pathways from the HBK into their specific diploma programs.

Possible transfer pathways with Confederation College are not included as they would be based solely on feedback from HBK instructors and would not include input from Confederation College personnel.

College Programs to Lakehead University HBK

Georgian Fitness & Health Promotion (FHP) to HBK

The links between Georgian FHP and the HBK were the strongest, and resulted in the recommendation for a two-year transfer pathway. Twelve (12) FCEs are required over the two years which includes 8.5 FCEs in Kinesiology required courses, 1.5 FCEs in electives, and 2 FCEs in required courses outside of Kinesiology. Students **are NOT** required to complete the bridging course module prior to program commencement. Figure 1 outlines the resulting recommended draft curriculum.

	Fall		Winter	
Year 1 6 fce	1015 - Transfer Course 1 1010 - Introduction 1035 - Motor Dev. 3230 - Research Processes	1116 – English 2011 - Biology	1017 - Transfer Course 2 1711 - Movement Obs 2711 - Qualitative 3030 - Statistics	1210 – Chemistry 2012 - Biology
Year 2 6 fce	2035 - Motor Learning 2079 - Sociology 3070 - Intro to Adapted 4310 - Ergonomics 4710 - Communication/Leadership 4193 – Outdoor Exp (Hiking)	.5 elective	2059 - Psychology 3710 - Skill Acquisition 4113 - Lifestyle Counselling 4230 - Research (Yr-.5 FCE)	.5 elective .5 elective
	Courses to Bridge None		Transfer Course Content 1113 2015	

Figure 1. Georgian FHP college transfer program requirements.

**Georgian Occupational Therapist Assistant & Physiotherapist Assistant
(OTAPTA) to HBK**

The strength of the links between the Georgian OTAPTA diploma and the HBK were the broad relevance of the OTAPTA courses to Kinesiology, rather than specific alignment. The resulting recommendation is for a three-year transfer pathway. Fifteen and a half (15.5) FCEs are required over the three years which includes 12 FCEs in Kinesiology required courses, 1.5 FCEs in electives, and 2 FCEs in required courses outside of Kinesiology. Students **are NOT** required to complete the bridging course module prior to program commencement. Figure 2 outlines the resulting recommended draft curriculum.

	Fall		Winter	
Year 1 5.5 fce	1015 - Transfer course 1 1010 - Introduction 1035 - Motor Dev. 1710 - Fitness/Wellness 2015 - Biomechanics I	1116 – English (or winter)	1017 - Transfer course 2 1113 - Health 1711 - Movement Obs 2711 - Qualitative	1210 – Chemistry
Year 2 5 fce	2035 - Motor Learning 2079 - Sociology 3070 - Intro to Adapted 3230 - Research Processes	.5 elective	2059 - Psychology 3030 - Statistics 3710 - Skill Acquisition	2012 - Biology 2030 - Biology
Year 3 5 fce	3010 - Physiology I 3711 - Exercise Prescription 4310 – Ergonomics 4710 - Communication/Leadership 4193 – Outdoor Exp (Hiking)	.5 elective	3134 - Musculoskeletal Injuries I 3610 - Nutrition 4113 - Lifestyle Counselling 4230 - Research (Yr-.5 FCE)	.5 elective
Courses to Bridge	None			

Figure 2. Georgian OTAPTA college transfer program requirements.

Canadore Strength & Sport Conditioning (SSC) to HBK

The links between the Canadore SSC diploma and the HBK were relatively strong relating to anatomy and human physiology, and in the broad relevance of the diploma courses to kinesiology. The resulting recommendation is for a two-and-a-half-year transfer pathway. Fourteen (14) FCEs are required over the two and a half years which includes 11 FCEs in Kinesiology required courses, 2 FCEs in electives, and 1 FCE in required courses outside of Kinesiology. Students **ARE** required to complete the bridging course module prior to commencement of the program. Figure 3 outlines the resulting recommended draft curriculum.

	Fall		Winter	
Year 1 6 fce	1015 - Transfer Course 1 1010 - Introduction 1035 - Motor Dev. 2015 - Biomechanics I 3230 - Research Processes	1116 – English	1017 - Transfer Course 2 1113 - Health 1711 - Movement Obs 2711 - Qualitative 3030 - Statistics	1210 – Chemistry
Year 2 6 fce	2035 - Motor Learning 2079 - Sociology 3070 - Intro to Adapted 3711 - Exercise Prescription (per) 4310 - Ergonomics 4710 - Communication/Leadership 4193 – Outdoor Exp (Hiking)		2059 - Psychology 3134 - Musculoskeletal Injuries I 3610 - Nutrition 3710 - Skill Acquisition 4113 - Lifestyle Counselling 4230 - Research (Yr-.5 FCE)	
Year 3 2 fce	.5 elective .5 elective .5 elective .5 elective Note: Kinesiology electives suggested, but not required			
	Courses to Bridge 2011 2012 2030		Transfer Course Content 1710	

Figure 3. Canadore SSC college transfer program requirements.

Canadore Recreation Therapy (RT) to HBK

The links between the Canadore Recreation Therapy program and the HBK were relatively strong relating to anatomy and human physiology, but courses were not as closely related in the broad relevance of the college courses to kinesiology. The resulting recommendation is for a three-year transfer pathway. Fifteen (15) FCEs are required over the three years which includes 12 FCEs in Kinesiology required courses, 2 FCEs in electives, and 1 FCE in required courses outside of Kinesiology. Students **ARE** required to complete the bridging course module prior to commencement of the program. Figure 4 outlines the resulting recommended draft curriculum.

	Fall		Winter	
Year 1 5 fce	1015 - Transfer Course 1 1010 - Introduction 1035 - Motor Dev. 1710 - Fitness/Wellness	1116 – English	1017 - Transfer Course 2 1113 - Health 1711 - Movement Obs 2059 - Psychology	1210 – Chemistry
Year 2 5 fce	2015 - Biomechanics I 2035 - Motor Learning 2079 - Sociology 3010 - Physiology I 3230 - Research Processes		2711 - Qualitative 3030 - Statistics 3134 - Musculoskeletal Injuries I 3610 - Nutrition	.5 elective
Year 3 5 fce	3070 - Intro to Adapted 3711 - Exercise Prescription 4310 - Ergonomics 4710 - Communication/Leadership 4193 – Outdoor Exp (Hiking)	.5 elective	3710 - Skill Acquisition 4113 - Lifestyle Counselling 4230 - Research (Yr-.5 FCE)	.5 elective .5 elective
Courses to Bridge	2011 2012 2030			

Figure 4. Canadore RT college transfer program requirements.

Canadore Occupational Therapist & Physiotherapist Assistant (OTPTA) to HBK

The strength of the links between the Canadore OTPTA diploma and the HBK were relatively strong relating to anatomy and human physiology, and in the broad relevance of the diploma courses to kinesiology. The resulting recommendation is for a three-year transfer pathway. Fifteen (15) FCEs are required over the three years which includes 11.5 FCEs in Kinesiology required courses, 2.5 FCEs in electives, and 1 FCE in required courses outside of Kinesiology. Students **ARE** required to complete the bridging course module prior to commencement of the program. Figure 5 outlines the resulting recommended draft curriculum.

	Fall		Winter	
Year 1 5 fce	1015 - Transfer Course 1 1010 - Introduction 1710 - Fitness/Wellness 2015 - Biomechanics I	1116 – English	1017 - Transfer course 2 1113 - Health 1711 - Movement Obs 2711 - Qualitative	1210 – Chemistry
Year 2 5 fce	2035 - Motor Learning 2079 - Sociology 3010 - Physiology I 3070 - Intro to Adapted 3230 - Research Processes		2059- Psychology 3030 - Statistics 3610 - Nutrition 3710 - Skill Acquisition	.5 elective
Year 3 5 fce	3711 - Exercise Prescription 4310 - Ergonomics 4710 - Communication/Leadership 4193 – Outdoor Exp (Hiking)	.5 elective .5 elective	3134 - Musculoskeletal Injuries I 4113 - Lifestyle Counselling 4230 - Research (Yr-.5 fce)	.5 elective .5 elective
	Courses to Bridge 2012 2030		Transfer Course Content 1035	

Figure 5. Canadore OTPTA college transfer program requirements.

Lakehead University HBK to College Programs

HBK to Georgian Fitness & Health Promotion

Of all of the college programs, FHP at Georgian College shared the most content with the HBK. Students could potentially receive credit for 12 required courses, including 3 General Education electives. An example of the transfer credits outline is included in Appendix C.

HBK to Georgian Occupational Therapist Assistant & Physiotherapist Assistant

HBK graduates complete courses in anatomy, human physiology, and lifespan development that would likely satisfy the requirements of the OTAPTA program at Georgian. Additionally, students could possibly receive credit for Communications and General Education electives, which could total 7 course credits altogether.

HBK to Canadore Strength & Sport Conditioning

Canadore College offers a “Fast-Track” option for the SSC program that allows students with a minimum two-year postsecondary program to obtain the diploma in one year of study. HBK graduates would be eligible for this option, however could also potentially receive credit for 3 courses that are specifically related to anatomy and human physiology, exercise physiology, and exercise protocols.

HBK to Canadore Recreation Therapy

Canadore College offers a “Fast-Track” option for the RT program, which HBK graduates would be eligible for. Additionally, HBK course work would likely satisfy the requirements for anatomy and human physiology content, so HBK graduates could potentially receive credit for one course.

HBK to Canadore Occupational Therapist & Physiotherapist Assistant

There is some similar content between the HBK program and the OTPTA program at Canadore College. For example, HBK graduates could potentially receive credit for courses related to anatomy and human physiology, lifespan development, therapeutic exercise, and communications. They could also possibly receive credit for General Education electives, creating a total of 7 courses overall.

Implementation Process and Timelines

Due to the nature of the bi-cameral governing system at Ontario Universities, new program modifications related to articulation agreements and block transfer at Lakehead University must pass through an intensive review process. An articulation agreement must be approved by the university and college partners, as well as curriculum and program review approved by Senate.

At the time of the report, the process for approvals has been initiated for the five programs identified for transfer from the college diploma programs to the HBK program.

Resulting information from the course comparison process has been shared with each of the colleges, and they have been requested to review the information and initiate the required approval process within their institutions.

Transfer Pathway	Current Approval Level	Target Implementation Date
Georgian FHP to Lakehead HBK	Draft recommendation has been completed and shared with the college partner. First stage of Lakehead approval, the School of Kinesiology faculty, has been initiated.	Fall 2019
Georgian OTAPTA to Lakehead HBK	Draft recommendation has been completed and shared with the college partner. First stage of Lakehead approval, the School of Kinesiology faculty, has been initiated.	Fall 2019
Canadore SSC to Lakehead HBK	Draft recommendation has been completed and shared with the college partner. First stage of Lakehead approval, the School of Kinesiology faculty, has been initiated.	Fall 2019
Canadore RT to Lakehead HBK	Draft recommendation has been completed and shared with the college partner. First stage of Lakehead approval, the School of Kinesiology faculty, has been initiated.	Fall 2019
Canadore OTPTA to Lakehead HBK	Draft recommendation has been completed and shared with the college partner. First stage of Lakehead approval, the	Fall 2019

	School of Kinesiology faculty, has been initiated.	
Lakehead HBK to college programs	Recommendations have been provided to college partners; pathway development and approvals to continue at the college level.	

Bridge Curriculum

Areas requiring Bridge Curriculum have been identified. The need for creation of a bridging, preferably online, module to be completed prior to commencement of the HBK program and specifically related to anatomy and human physiology was identified for three of the five transfer pathways. The need for a first year required course for transfer students was also identified, and has been included in the recommended draft curriculum of each transfer program. Next steps include development of the course content for the bridging module and the 1 FCE credit transfer course required to complete readiness for implementation of the transfer pathways. The development of these components was beyond the scope of this project.

Best Practices and Lessons Learned

The need for clear, open, and regular communication between institutions was emphasized through this project. This was highlighted on a number of occasions and became an important guiding principle of the project as a whole.

Although it was an intended focus from the beginning of the project, the significance and importance of bi-directional student mobility became even more apparent throughout. Providing both college and university students with multiple routes for continued education and training is a valuable and worthwhile endeavour. For college diploma graduates, the ability to obtain an undergraduate degree provides the opportunity for further academic training as well as opens the door to advanced degrees. For HBK graduates, the practical application of concepts allows for a better understanding of field-specific knowledge and provides them with enhanced opportunities to meet current industry demands.

While academic study forms the foundation of the pathway development process, the actual student experience extends much further. Through collaboration with our partner colleges it became very clear that in order to provide a meaningful and successful transfer experience, there are a number of other important considerations, for example: increasing student awareness of transfer opportunities by not only making information

available online, but also speaking with students face-to-face; connecting current and potential future transfer students to initiate formal or informal student mentorship; creating a transfer cohort that addresses social support needs; and providing institution-level mentorship regarding institutional resources and supports, program-specific information, and the general transfer process.

The development of pathways is only the first step. To ensure the long-term viability and possible expansion of these pathways, it is necessary that they are consistently monitored, evaluated, and revised to reflect the current state of institutions, programs, and students.

Appendix A

Example of Course Equivalency Survey Questions

1. Survey Instructions

Please complete the questions on the following page and then proceed to complete the sections of the survey that are most relevant to you.

When you have completed your responses scroll to the bottom of the survey and click the right hand button to finalize and submit the survey.

We greatly appreciate your input and support for this project.

Block 1

2. College or University affiliation

Canadore College

LU

3. Completing this survey as

- Dean
- Department Head
- Program Chair
- Teaching Faculty

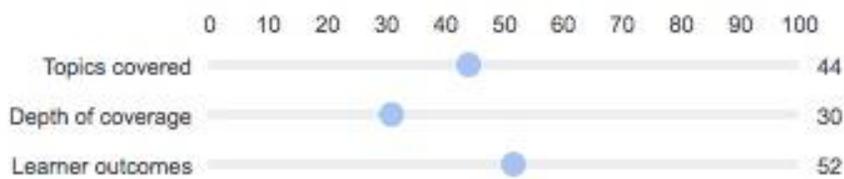
4. Identify the program represented by this survey.

- Sport and Strength Conditioning

5. Please review the following course descriptions and identify the level to which you feel the courses are equivalent.

	SSC	HBK
Course	REC105 Leadership and Program Planning	4710 Principles of Communication and Leadership
Course Description	<p>Theories and practical aspects of becoming an effective leader and program planner provide a dual focus for this course. Students will lead activities for a wide variety of populations and will organize programs using the Systematic Planning Process Model. Students will also participate in certification workshops.</p>	<p>Attitudes, behaviours and strategies that help people communicate effectively are explored so that students competently share, persuade and present ideas to others. The theory and application of leadership is also investigated. Students explore problem-solving, conflict resolution, goal setting, time management, and the use of behavioural strategies to promote healthy lifestyles.</p>
	<p>Comprehend differences and basic concepts associated with these physical recreation activities: leisure, recreation play, games, sports, and high performance sports.</p>	<p>Discuss how communication is impacted by human biology, psychology and sociology to articulate knowledge of communication theory and skills.</p> <p>Demonstrate professional written, verbal and non-verbal communication skills exploring assertiveness, conflict resolution, listening, empathy and the use of silence.</p> <p>Analyze their individual leadership style(s) and evaluate</p>

Learner Outcomes	Recognize the components inherent in the teaching/learning process.	Work in groups to design and conduct a strength-based professional workshop presentation.
	Demonstrate the preparatory steps to leading an activity.	Identify and describe the key elements of leadership including self awareness, critical thinking, followership, establishing vision, and using power.
	Demonstrate the ability to conduct an activity.	Describe and demonstrate knowledge of leadership theory and how this knowledge can inform professional practice.
	Appreciate the process in modifying activities for special populations.	Demonstrate communication and leadership skills in group milieu through group work, class activities, and team workshops.
	Appreciate leadership styles by participating in various activities.	Engage in reflective practice and self analysis in relation to one's own strengths, needs, and areas requiring growth with respect to communication and leadership.
	Understand the steps involved with public speaking techniques.	Design a professional learning workshop that engages the participants in a fun and interactive manner.
	Implement the Systematic Planning Process Model.	



6. Based on comparing the descriptions and learner outcomes of the above courses, do you think that credit should be given to SSC diploma graduates for 4710 Principles of Communication and Leadership?

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly disagree

7. Please provide any additional details to support your evaluation of course equivalency as identified above.

8. Based on comparing the descriptions and learner outcomes of the above courses, do you think that credit should be given to HBK graduates for REC105 Leadership and Program Planning?

Strongly agree Agree Somewhat agree Neither agree nor disagree Somewhat disagree Disagree Strongly disagree

9. Please provide any additional details to support your evaluation of course equivalency as identified above.

Appendix B

Example of Survey Summary Report

*ONCAT 2017 - Georgian College - Fitness & Health Promotion
Equivalency Survey*

Q1 - College or University affiliation

#	Answer	%	Count
1	Georgian College	10.00%	1
2	Lakehead University	90.00%	9
	Total	100%	10

Q2 - Completing this survey as

#	Answer	%	Count
1	Dean	0.00%	0
2	Department Head	0.00%	0
3	Program Chair	10.00%	1
4	Teaching Faculty	90.00%	9
	Total	100%	10

Q3 - Identify the program represented by this survey.

#	Answer	%	Count
1	Fitness & Health Promotion	100.00%	9
	Total	100%	9

Q4 - Please review the following course descriptions and identify the level to which you feel the courses are equivalent.

FHP BIOL1017 Applied Anatomy

HBK 2015 Introduction to Biomechanics

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Topics covered	80.00	91.00	85.50	5.50	30.25	2
2	Depth of Coverage	70.00	82.00	76.00	6.00	36.00	2
3	Learner Outcomes	80.00	82.00	81.00	1.00	1.00	2

Q5 - Based on comparing the descriptions and learner outcomes of the above courses, do you think that credit should be given to FHP diploma graduates for 2015 Introduction to Biomechanics?

#	Answer	%	Count
1	Strongly agree	0.00%	0
2	Agree	100.00%	2
3	Somewhat agree	0.00%	0
4	Neither agree nor disagree	0.00%	0
5	Somewhat disagree	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	2

Q6 - Please provide any additional details to support your evaluation of course equivalency as identified above.

Please provide any additional details to support your evaluation of course equivalency as identified above.

I am familiar with both courses.

The course content aligns nicely with Kin 2015

Q7 - Based on comparing the descriptions and learner outcomes of the above courses, do you think that credit should be given to HBK graduates for BIOL1017 Applied Anatomy?

#	Answer	%	Count
1	Strongly agree	0.00%	0
2	Agree	100.00%	2
3	Somewhat agree	0.00%	0
4	Neither agree nor disagree	0.00%	0
5	Somewhat disagree	0.00%	0
6	Disagree	0.00%	0
7	Strongly disagree	0.00%	0
	Total	100%	2

Q8 - Please provide any additional details to support your evaluation of course equivalency as identified above.

Please provide any additional details to support your evaluation of course equivalency as identified above.

Biol 1017 aligns nicely with Kin 2015 although I believe kin2015 goes more in depth in relation to muscle mechanics using concepts of physics and biology

Appendix C

Example of Transfer Credits Outline

Fitness & Health Promotion Courses	HBK Potential Transfer Credits – <i>blue</i>
BIOL1017 Applied Anatomy	X
BIOL1018 Exercise Physiology	X
BIOL1027 Anatomy	X
BIOL1028 Physiology	X
ENTR2009 Entrepreneurship and Small Business	ENTR2009 Entrepreneurship and Small Business
FITN1007 Fitness Instructor Leadership	FITN1007 Fitness Instructor Leadership
FITN1008 Introduction to Fitness and Health Promotion	X
FITN1009 Personal Training	FITN1009 Personal Training
FITN1010 Industry Experience 1	FITN1010 Industry Experience 1
FITN1013 Client Counselling	X
FITN2008 Fitness Appraisal and Testing 1	FITN2008 Fitness Appraisal and Testing 1
FITN2009 Exercise and the Human Condition	FITN2009 Exercise and the Human Condition
FITN2010 Advanced Exercise Techniques	FITN2010 Advanced Exercise Techniques
FITN2011 Fitness Appraisal and Testing 2	FITN2011 Fitness Appraisal and Testing 2
FITN2012 Industry Experience 2	FITN2012 Industry Experience 2
FITN2013 Exercise Planning and Prescription	FITN2013 Exercise Planning and Prescription
NUTR2000 Current Concepts in Nutrition	X
RECR2003 Administration Practices	RECR2003 Administration Practices
RECR2006 Community Development	RECR2006 Community Development
Communications	X
Communications	X
General Education	X
General Education	X
General Education	X