

# Redesigning our Major: Kinesiology

David Anderson

Marialice Kern

Mi-Sook Kim

# Motivation

1. Exciting period of growth & transition within Kinesiology nationally
2. National efforts to standardize knowledge and skills graduates should possess
3. Extraordinary popularity of Kinesiology in CSU system
4. Long time since last curricular revisions
5. Curricular bottlenecks
6. Enrollment imbalances in concentrations & thematic emphases
7. Lack of opportunities for “practice” in curriculum



## The Undergraduate Core in Kinesiology

[American Kinesiology Association / Information Center / The Undergraduate Core in Kinesiology](#)



### Information Center

[Kinesiology Journals](#)

[Perspective Publications](#)

#### [The Undergraduate Core in Kinesiology](#)

[AKA statement regarding the Undergraduate Core Curriculum in Kinesiology](#)

[SECTION ONE: THE AKA UNDERGRADUATE CORE ELEMENTS](#)

[SECTION TWO: LEARNING OUTCOMES](#)

[SECTION THREE: ADVICE REGARDING PROCESS AND NEXT STEPS](#)

In 2009 the AKA sponsored a national workshop that examined the core curriculum in Kinesiology. There was broad agreement that there is a need to achieve consensus concerning the essential elements of the undergraduate core in Kinesiology. In essence, we need to agree on what it is that every undergraduate Kinesiology major should know or be able to do.

In the sections below you will find a statement explaining the development of the Core Curriculum in Kinesiology by the AKA, specifics of the Undergraduate Core Elements, learning outcomes and advice on developing a core curriculum at your institution. We have also included core curriculum and learning outcome examples from other institutions, as well as blank forms to assist in development of your programs.

[AKA statement regarding the Undergraduate Core Curriculum in Kinesiology](#)

[SECTION ONE: THE AKA UNDERGRADUATE CORE ELEMENTS](#)

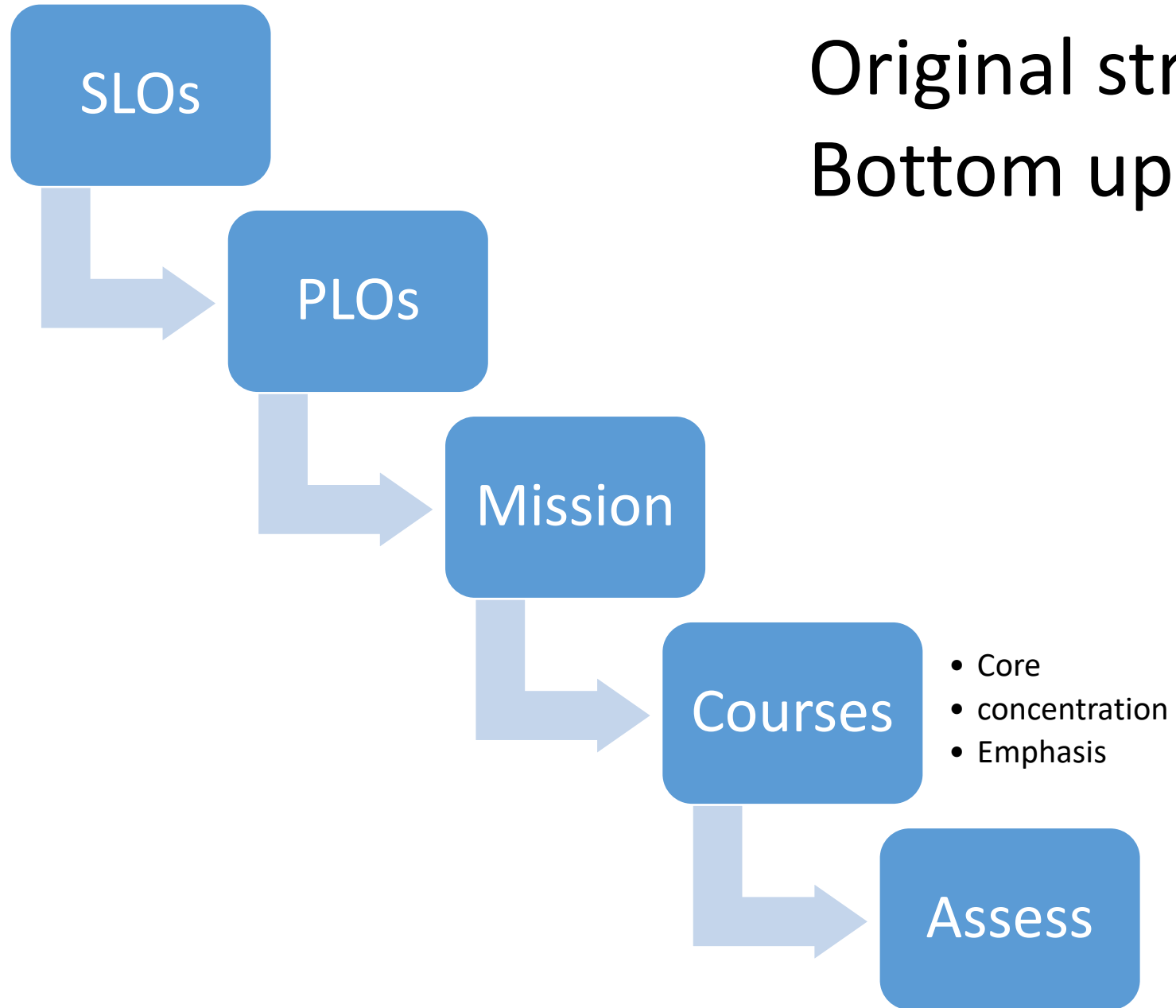
[SECTION TWO: LEARNING OUTCOMES](#)

[SECTION THREE: ADVICE REGARDING PROCESS AND NEXT STEPS](#)

# Strategy

- Appoint curriculum design coordinator
- Review and revise SLOs for each course
- Identify core knowledge and skills to be captured in PLOs
- Develop new PLOs and mission statement
- Reorganize classes in core, concentrations, and thematic clusters
- Revise road maps for students
- Develop assessment plan

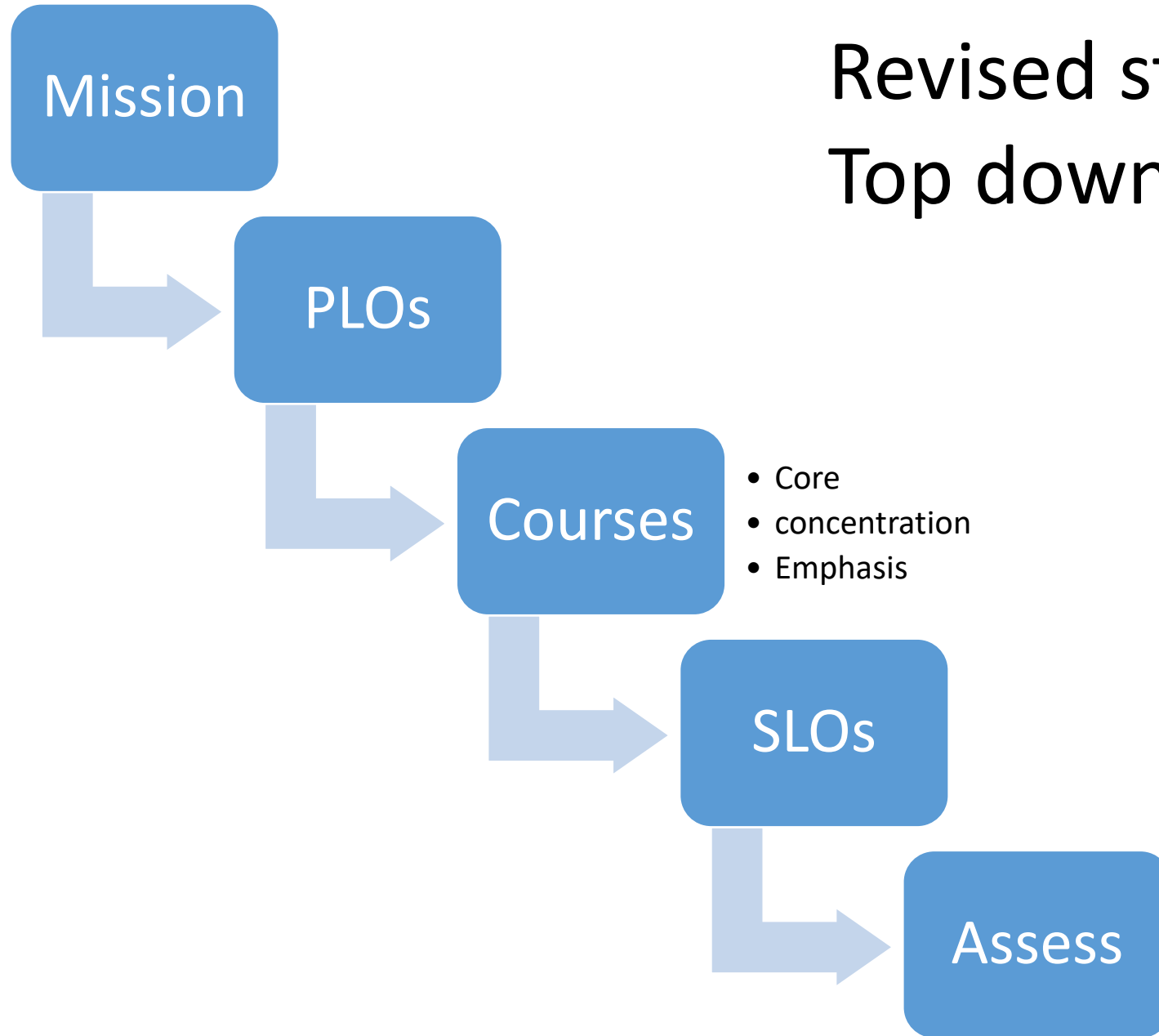
# Original strategy: Bottom up



# Strategy

- Appoint curriculum design coordinator
- ~~Review and revise SLOs for each course~~
- ~~Identify core knowledge and skills to be captured in PLOs~~
- Develop new PLOs and mission statement
- Reorganize classes in core, concentrations, and thematic clusters
- Review and revise SLOs for each course
- Revise road maps for students
- Develop assessment plan

# Revised strategy: Top down



# Process

- Led by coordinator, who proposed:
  - New mission statement
  - New PLOs
  - New vision and “about us” statements
- Issues discussed at bi-weekly faculty meetings in Fall
- All day retreat was held in January to:
  - Finalize mission statement and PLOs
  - Identify where in curriculum PLOs were I,D,M
  - Discuss new thematic clusters of courses
- Spring faculty meetings used to reorganize core and concentrations



# Issues

- Faculty on sabbatical
- Limits to adding classes because of already high total unit count in major (Bio, Chem, Phys prereqs. count toward total)
- Challenge of offering two majors, one of which is accredited by CCTC
- Lack of time (prematurely abandoned a strategy that may have been more effective in long run)

# Pros and cons of strategies

## **Original strategy**

- Pros
  - Maximized input from faculty
  - Thorough analysis of current strengths/weaknesses
  - Major changes to curriculum?
- Cons
  - Very time consuming

## **Revised strategy**

- Pros
  - Minimized burden on faculty
  - Sense of momentum
  - Time efficient
- Cons
  - Fewer choices for faculty
  - Poorer understanding of current strengths/weaknesses
  - Smaller changes to curriculum?