

KINSC101 Introduction to Kinesiology

Course Revision
Course Revision



Cover... Course... Units... Pre-re... Specif... Learning Outcomes Outlin... Delive... Curric...

Course Objectives

Start writing the new Course Objective name to add it

Add New Course Objective

No Course Objectives defined

CSLOs

Start writing the new CSLOs name to add it

Add New CSLOs

CSLOs

Expected SLO Performance

CSLOs	Expected SLO Performance	
<u>Describe the historical, ethical, and philosophical foundations of Kinesiology.</u>	70	✕
<u>Analyze the fundamental concepts of basic human movements.</u>	70	✕
<u>Identify the importance of physical activity in daily life and its implications for the discipline of Kinesiology.</u>	70	✕
<u>Discuss the relationship between performance in the movement forms of sport, dance, and exercise and the conceptual foundations of the sub-disciplines.</u>	70	✕
<u>Examine the pathways, requirements, ethics and professional expectations of careers in kinesiology.</u>	70	✕
<u>Discuss the kinesiology professional as an integrated physiological, social, and psychological being and how this affects their lifelong wellness in both the professional and personal realms.</u>	70	✕

3 Comments Hide

Vivian Baker

SLO Coordinator | 11:17 03/12/2018

When we did ILOs, we identified "Identify pathways" SLO would be revised to: Examine the pathways, requirements, ethics, and professional expectations of careers in Kinesiology. You added an SLO, I'm wondering why?

Kimberlee Kelly

Faculty | 11:01 04/28/2018

To allow this to qualify for other areas- IE diversity

Course Objectives

Start writing the new Course Objective name to add it

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CSLOs

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Add New CSLOs

CSLOs

Expected SLO Performance

Discuss research as inquiry, reflecting on the importance of persistence, adaptability, and ambiguity in the research process.	<input type="text"/>	X
Strategically locate a variety of relevant information sources in multiple formats applicable for college-level research and employ correct documentation style in parenthetical and bibliographic citations and in formatting written work.	<input type="text"/>	X
Critically evaluate information by applying standard criteria while acknowledging biases that privilege some sources of authority over others in terms of worldview, gender, and cultural orientation.	<input type="text"/>	X
Examine the basic legal and ethical issues of intellectual property such as copyright, fair use, and plagiarism from the standpoint of both information consumer and creator.	<input type="text"/>	X
Reflect on the social, psychological, and physiological impacts of living in an information-saturated society across various life stages.	<input type="text"/>	X

3 Comments Hide

Vivian Baker

SLO Coordinator | 19:09 03/12/2018

Would a student reading the first SLO understand what that means, and what they are to have learned?

Julie Cornett

Faculty | 10:50 03/13/2018

Discuss research as inquiry, reflecting on the importance of persistence, adaptability, and ambiguity in the research process. Is this more clear?

ENGER 110 SLOs

Vivian Baker

Sent Items

Tuesday, September 27, 2016 4:13 PM

Ok. If you're game, let's make the changes so that if we ever change our minds we can refer back to the newer ones. If it will mess something up, then let's leave them.

Vivian

Scott Cameron

Tuesday, September 27, 2016 3:59 PM

Hi Vivian,

Your suggestions make sense. For more context though, the Science department is updating this course to bring it out of deactivation for one year, while the Engineering program gets officially deleted. (The course was prematurely deactivated last Spring, before the actual Engineering program itself was deleted.) So, any change to the SLOs will not be registered in any new SLO evaluations in that one year time frame.

Thanks,
-Scott

Vivian Baker

[Actions](#)

To:

[Scott Cameron](#)

Sent Items

Tuesday, September 27, 2016 10:08 AM

Hi Scott, I was reviewing the SLOs for ENGR 110, and I'd like to converse with you about a few of them. Whenever possible and appropriate, using the highest order verb often makes the SLO clear. Some of our SLOs are built to represent the knowledge as it is built rather than what the student will be able to do at the end of the class.

I thought I'd dialogue with you here before I post all this to Cnet. Please share your thoughts!

1. Review, interpret, and apply engineering text material to the analysis of common engineering constructs such as simple bridges, machines and other structures.

For this one, can you just use the highest order verb - apply? By the end of the semester students will be able to do more than review or interpret, they'll be able to apply engineering text material to the analysis of ...

In order to apply they have to be able to review and interpret, right?

2. Analyze and use the engineering problem solving methods found in the requirements of various engineering disciplines.

It sounds like USE would be the most appropriate verb?

3. Design and present both group and individual engineering projects.

This is what the student will do in the class. Does it make sense to say, at the end of the class the student will be able to design and present group and individual engineering projects?

4. Perform hands-on laboratory experiments and synthesize technical reports and Power Point presentations, and communicate these results.

Again, this sounds like a description of the work the student will do in the class, not what they will be prepared to do when they successfully complete the course.

5. Apply computer software to solve problems, analyze, and organize raw data.

This is clear and clearly relates to what the student will be able to do after the class.

6. Explain the contribution of engineering to society.

This is clear and clearly relates to what the student will be able to do after the class.

Vivian

COUN C101 Description and SLOs

Vivian Baker

Sent Items

Thursday, May 12, 2016 5:23 PM

You are a great group to work with! It was my pleasure!

Happy Summer! :)

Vivian

Melissa Gross

[Actions](#)

To:

[Karee Hamilton](#); [Jan Moline](#); [Rene Mora](#); [Ana Gonzalez](#); [Greg Kost](#); [Jeffrey Stambook](#); [Penny Talley](#)

Cc:

[Christine Small](#); [Vivian Baker](#)

Thursday, May 12, 2016 3:06 PM

You replied on 5/12/2016 5:23 PM.

Hello!

Here is the course description we decided on to put through CIC in fall:

This course introduces students to the process of academic and career planning by means of personal and group exercises. Skills such as thinking critically, using college resources, developing personal awareness, and identifying motivational factors are explored. Students explore topics of diversity.

Here are the SLOs we decided on to put through CIC in fall:

1. Develop an educational goal and a pathway to meet this goal.
2. Use skills or strategies necessary for success in college.
3. Analyze the value or impact of diversity.

Vivian, once again, thank you so much for coming to our meeting. Your input was priceless and definitely helped increase our efficiency! And thanks to all you wonderful counselors; I consider myself lucky to work with such an amazing group of people! I hope you all have a wonderful summer.

Thanks,
Missy