

Online Learning in Kinesiology: Strategic Usage for Program Success

This session will examine ways in which administrators can:

- Address the demand for online coursework while maintaining academic rigor;
- Ensure quality content delivery and student engagement;
- Explore roles and responsibilities of faculty members in distance learning

Administrator's Perspective:

- Positives
 - Online programs have the ability to:
 - Increase self-generated revenue
 - Reach markets and students who may not otherwise attend college
 - Assist those in completing a degree who may have some college credits
- Negatives
 - May be resistant/unfamiliar with online
 - May have no first hand online experiences
 - May be fearful of program/course quality

Demand for online coursework and balancing academic rigor

- Demand is not going away!
- Academic rigor will ensure the program SURVIVES!
- How do we ensure academic rigor?
 - Are the experiences "equivalent"
 - Do the experiences accomplish the same learning outcomes?
 - Are students held to equivalent standards?
- Obtain faculty certification or other credentials

Roles/Responsibilities of KNES Faculty Members

- Faculty support and buy-in is ***critical***
- Professional development must be completed
- Willingness to do what is required to transition a course and/or a program
- Assist other faculty as needed (mentoring)