

## New Course Proposal

**Subject** Kinesiology (742)

**Status** Under Review by Subject Owner

**Proposer** Morgan Shields

### Basic Information

**What is the primary divisional affiliation of this course?**

*Interdivisional*

**Course Title**

*Make it Count! Measuring Physical Activity Behavior*

**Transcript Title (limit 30 characters)**

*Measuring Physical Act Beh*

**Three-digit course number**

*112*

**Is this an honors course?**

*No*

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

*No*

**Will this course be crosslisted?**

*No*

**Note the crosslisted subjects**

**Is this a topics course?**

*No*

**Can students enroll in this course more than once for credit?**

*No*

**If yes, please justify**

**Typically Offered**

*Fall*

## Catalog Information

**Minimum credits**

3

**Maximum credits**

3

**Grading System**

A-F

**Course Description (will be published in Course Guide)**

*Will define exercise and physical activity behaviors and how to systematically measure them. Definition of and recommendations for physical activity provided by the American College of Sports Medicine to numerous populations will be covered. Students will engage in a service learning opportunity with our adapted fitness program where they will practice measuring and addressing the difficulties in broadly defining physical activity.*

**Does the course have prerequisites or other requirements?**

No

List the prerequisites and other requirements for the course

**Indicate the component(s) that comprise the course. Check all that apply**

*Lecture*

## Administrative Information

**Chief Academic Officer**

*Gary M Diffie*

**Designee of chief academic officer for approval authority**

*Not Found*

If there are additional contacts, please list

**Will any courses be discontinued as a result of this proposal?**

No

List course number(s) and complete a course discontinuation proposal for each course

**Beginning Term**

*Fall 2018-2019*

## Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

No

Which program?

Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)

*Will be the central course in a new first-year interest group (FIG) designed in response to suggestions from the School of Education to provide first year students who test into math 112 a better opportunity to interact with kinesiology. Therefore, the audience will be students that test into math 112 and are interested in majoring in kinesiology. Will allow for a unique opportunity to take a kinesiology course early in their careers to assist in facilitating their interests while also discussing the practical importance of algebra.*

Are any of these programs outside your academic unit?

No

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).

Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?

Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.

## Course Content

### Describe the course content

*Will provide an opportunity for students to use numbers, equations and kinesiology-related definitions to address the exercise measurement challenge. Will examine the definition of and recommendations for physical activity provided by the American College of Sports Medicine to various populations. Students will engage in a service learning opportunity with our adapted fitness program where they will practice physical activity measurement and address the difficulties in broadly defining physical activity.*

### Address the relationship of this course to other UW-Madison courses, including possible duplication of content

*As part of the FIG, students will also take Kines 100: Exercise, Nutrition & Health. There is little content overlap in the two kines classes with the exception of covering the discussion of physical activity and mental health, the exercise environment and exercise prescription. However, the focus of kines 112 will be measurement and will not address research or evidence identifying relationships between aspects of physical activity and health-related outcomes. An additional course, kines 315: Assessment and Research in Physical Activity Pedagogy, shares some content including a skills assessment portion from the perspective of a physical educator. Kines 112 will be more introductory and will not occur in a pedagogical context.*

### Is there a relationship to courses outside your subject?

*No*

**Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.**

### List the instructor name and title (list multiple if applicable)

*Morgan R. Shields, Ph.D. Faculty Associate, Kinesiology Undergraduate Program Coordinator*

**If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.**

*Qualification of the instructor include experience working with University of Wisconsin- Madison freshman in a science course and knowledge of the kinesiology undergraduate curriculum. Instructor serves as an advisor to kinesiology majors and serves on the Undergraduate Studies Committee.*

**Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.**

*Kines112\_Syllabus.pdf*

## Justifications

### Explain how this course contributes to strengthening your curriculum

*Allows for a more inclusive group of students interested in majoring in kinesiology to become active learners and familiar with physical activity-related topics. Students, that would have otherwise not interacted with the department, may then apply to major in kinesiology and strengthen the overall department.*

### Provide an estimate of the expected enrollment

20

### Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

*Will be met using the Traditional Carnegie Definition of one hour of instruction and a minimum of two hours of out of class student work over approximately 15 weeks per credit. 25-hours outside of class throughout the semester will be devoted to pursuing their community-based learning opportunity.*

### If this is a variable credit course, provide rationale

### Additional comments (optional)

### Additional attachments (optional) (please read &quot;help&quot; before uploading an attachment)

[Shields\\_2017\\_CV1.pdf](#)

## Designations

### Should this course have the graduate course attribute?

No

If yes, this course:

### Should the course be reviewed for L&S liberal arts and science (LAS) credit?

No

What is the rationale for seeking LAS credit?

### Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

### Should the course be reviewed for L&S breadth requirements?

No

Indicate which:

## General Education Designations

Should the course be reviewed for the general education requirement?

*No*

Which requirements?

University of Wisconsin – Madison  
Department of Kinesiology, School of Education  
Kinesiology 112, 3 Credits

**Course Name: Make it Count! Measuring Physical Activity Behavior**

**Canvas URL: <https://canvas.wisc.edu>**

**Fall, 2018**

**Course designation and attributes:** Will be a community-based learning course in collaboration with Kines 125, Adapted Fitness and Personal Training

**Class days and times:** MWF 12:05-12:55

**INSTRUCTOR:**

Name: Morgan R. Shields, Ph.D.

Office: Natatorium room 1007

Phone: 263-2609

Office Hour location/time: TBA

**COURSE DESCRIPTION:**

Will define exercise and physical activity behaviors and how to systematically measure them. Definition of and recommendations for physical activity provided by the American College of Sports Medicine to numerous populations will be covered. Students will engage in a service learning opportunity with our adapted fitness program where they will practice measuring and addressing the difficulties in broadly defining physical activity.

**INSTRUCTIONAL MODE:**

All instruction will be face-to-face. 25 hours outside of class as part of their community-based learning opportunity.

**CREDIT HOURS:**

Will be met using the Traditional Carnegie Definition of one hour of instruction and a minimum of two hours of out of class student work over approximately 15 weeks per credit.

**REQUISITES:** None

**COURSE LEARNING OUTCOMES:**

Students will be able to:

- apply their knowledge of science to address global health concerns related to physical activity and sedentary time.
- quantify a behavior and examine relationships of that quantification with different types of behavioral measurements.
- use their knowledge of kinesiology to construct a flexible definition of physical activity to include a variety of behaviors.
- demonstrate an understanding of the importance of physical activity behaviors across gender, ethnicity, and illness.
- create an assessment plan to quantify a variety of physical activity behaviors.
- identify challenges to exercise prescription in the field of kinesiology.

Specific for their service learning, students will:

- become aware of personal mobility crisis situations and understand preventative strategies and interventions to remain safer in a variety of environments.
- become aware of seasonal and yearly life imbalance and make adjustments for improvements in personal activity level.

- develop an awareness of transitional time periods where health and fitness is typically decreased or eliminated and create a plan to overcome this tendency.

**LEARNING MATERIALS:**

Materials will be posted on Canvas taken from but not limited to the following sources:

1. Caroon, A.V., Hausenblas, H.A., Estabrooks, P.A. (2003). *The Psychology of Physical Activity*. New York, NY: McGraw-Hill.
2. Tritschler, K. (2000). *Barrow & McGee's Practical Measurement and Assessment* (5<sup>th</sup> ed.) Baltimore, MD: Lippincott Williams & Wilkins.
3. Baumgartner, T.A., Jackson, A.S., Mahar, M.T., Rowe, D.A. (2003). *Measurement for Evaluation in Physical Education & Exercise Science* (7<sup>th</sup> ed.). New York, NY: McGraw-Hill.
4. Miller, D.K. (2010). *Measurement by the Physical Educator: Why and how* (6<sup>th</sup> ed.). New York, NY: McGraw-Hill.
5. Zhu, W. & Owen, N. (2017) *Sedentary Behavior and Health*. Champaign, IL: Human Kinetics.

**SEMESTER ASSIGNMENTS:**

**Class Activities:** Weekly in-class activities will be completed and students will earn participation points for attending class and working on each activity.

**Bimonthly Journals:** Students will compose a summary of the activities they completed in class and in their service learning. Assignments will focus on how experiences impacted their understanding of the course content, course learning objectives and personal growth.

**Presentation:** Students will either design a new measurement technique or use a validated measurement to record some aspect of physical activity over an extended amount of time across at least two different people. Data collected will be presented to the class and discussed in terms of consistency and reliability to the class. The presentation template will be provided on Canvas.

**Written Reflection:** Students will write a 3-5 page paper on their experiences in the course and their service learning. This reflection will include an examination of critical issues related to their service-learning project, identification of the connections between the service and course material, development of civic and ethical skills and values and finding personal relevance in the work. A draft of this paper will be due at the mid-point of the semester and the final draft will be due at the end of the semester. Grading of the reflection paper will target how well the student demonstrates synthesis of learning, reflection of knowledge and identification of areas of personal growth.

**ASSESSMENT:**

1. Class Activities (25%)
2. Presentation (25%)
3. Bimonthly Journals (25%)
4. Written Reflection- Draft (10%), Final (15%)

**GRADING SCALE:**

A	91-100%
AB	90-90.9%
B	81-89.9%
BC	80-80.9%
C	70-79.9%
D	60-69.9%
F	< 59.9%

**CLASS SCHEDULE:**

Wk	Topic	Readings	Anything Due
1	Introduction to physical activity and exercise behaviors; ACSM website, CDC website, IOM website	2. Chapter 1 3. Chapter 12	'Qualitative Observation' Activity
2	Ethics and Special Populations, Introduction to Adapted Fitness	2. Chapter 19; 4. Chapters 16 & 17 3. Chapter 6	'How would you help' Activity <b>Journal 1 due</b>
3	Measurement reliability, objectivity and validity	3. Chapters 3 & 4	'Take This Test' Activity
4	Units of Measurement: Basic Steps, Duration, Repetitions	2. Chapter 10, 14	<b>Journal 2 due</b>
5	Units of Measurement: Intensity, Strength, Speed	4. Chapter 13	'Case Study of the Road Runner' Activity
6	Units of Measurement: Force, Flexibility, Range of Motion	4. Chapter 12	<b>Journal 3 due</b>
7	Units of Measurement: Balance, Agility, Sports skills	3. Chapter 7 4. Chapters 9 & 10 & 18	<b>Draft of Reflective Paper due</b>
8	Units of Measurement: Aerobic and Muscular fitness	2. Chapter 9 3. Chapter 8	<b>Journal 4 due</b>
9	Units of Measurement: Psychological Outcomes, Self-Efficacy	1. Chapters 2 & 12	'Why keep going?' Activity
10	Practical Assessment of Physical Activity- Common Measurements (IPAQ, 7-day recall)	2. Chapter 14 3. Chapter 3 4. Chapter 8	'Mock Interview' Activity; <b>Journal 5 due</b>
11	Integrated Topic: COMPARISONS of Measurements	4. Chapter 3	'Interpret this graph' Activity
12	Integrated Topic: SEDENTARY TIME	5. Chapters 1 & 13	'Sitting time' Activity, <b>Journal 6 due</b>
13	Integrated Topic: PRESCRIPTION & AGING	ACSM Guidelines	<b>Presentations</b>
14	Integrated Topic: COGNITION	1. Chapter 3	<b>Journal 7 due</b>
15	Wrap-up and final class activities		<b>Final Version of Reflective Paper Due</b>

**LATE ASSIGNMENT POLICY:** Assignments submitted late will be deducted 10% points per day.

**ABSENCES POLICY:** If students have a valid reason, as determined by the teaching staff, for missing class, they must notify me **BEFORE** class begins to be granted an excused absence. All students will be granted 2 excused and 1 unexcused absence.

**LEARNING SUPPORT SERVICES:** Free UW tutoring & learning support resources at [advising.wisc.edu](https://advising.wisc.edu). (<https://advising.wisc.edu/tutoring>)

**ACCOMMODATIONS:** The instructional team will try to ensure that all students are fully included in the course activities. Please let us know if you are in need of any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. We will make every effort to maintain the confidentiality of the information you share. Students with questions about accommodations or assessment for learning issue can contact the McBurney Resource Center.

<http://mcburney.wisc.edu/services/>

**ACADEMIC HONESTY:** The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and the UW. Thus, the University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. All students have an obligation to conduct their academic work according to University

standards. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. Students are encouraged to visit the UW-Madison Dean of Students page on Academic Integrity:

<http://www.students.wisc.edu/doso/academic-integrity/>

**HATE AND BIAS INCIDENTS:** We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom.

Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/reporthate](http://students.wisc.edu/reporthate). The University and the Kinesiology 235 teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

For more information, support, and resources regarding addressing hate and bias on campus, please visit [www.students.wisc.edu/reporthate](http://www.students.wisc.edu/reporthate)

#### **DIVERSITY & INCLUSION**

**Institutional statement on diversity:** "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>

## Curriculum Vitae: Morgan R. Shields, Ph.D.

Email: [Mrshields@wisc.edu](mailto:Mrshields@wisc.edu), Office: 608-263-2609

### Profession/Education

- 2016- Current      ° **Faculty Associate and Undergraduate Program Coordinator:** School of Education, Department of *Kinesiology*, University of Wisconsin-Madison
- 2015-2016      ° **Post-Doctoral Research:** Department of *Orthopedics and Rehabilitation*, University of Wisconsin-Madison  
- Mentor: Dr. Alison Brooks
- 2015      ° **Doctor of Philosophy:** School of Education, Department of *Kinesiology*, University of Wisconsin-Madison  
- Advisor Dr. Dane Cook  
- Minor: Psychology  
- Dissertation: ‘Cognitive Function Across a Competitive Season in Student-Athletes’
- 2009      ° **Master of Science:** Department of Human Movement Sciences, Major in *Kinesiology*, University of Wisconsin-Milwaukee (UWM)  
- Advisor: Dr. Carson Smith  
- Areas of focus: Primary- *Exercise Psychology*, Secondary- *Exercise Physiology*, Tertiary- *Biomechanics*  
- Thesis: ‘Visual Threat Detection During Exercise’
- 2004      ° **Bachelor of Arts:** College of Letters & Science, Majors in *Psychology* and *History*, University of Wisconsin-Madison  
    ° 2003 Certificate in *Women’s Studies*  
    ° 2003 Study Abroad, University of New South Wales, Australia

### Teaching Experience

- 2016-Current  
2016      **Instructor**, Department of Kinesiology, *UW-Madison*  
Kines 350, Introduction to Exercise psychology: Includes preparing and delivering lectures, facilitating discussion, preparing homework and exams and meeting with students to review class material for a class of 60 students
- 2016, 2017      Kines 235, Human Physiology and Health: Includes preparing and delivering lectures, creating class activities and weekly learning guides, meeting weekly with the teaching team, writing exams and holding office hours for a class ranging from approximately 100 to 40 students ranging from freshmen to seniors
- 2017      Kines 600, Advanced Exercise Psychology: Includes preparing and delivering lectures, creating class activities, holding individual conferences, weekly class outlines and assigning and grading article critiques, student presentations and

exams. This is a Comm B course with a focus on writing and speaking in the kinesiology field for 20 kinesiology students

2013 **Kinesiology Instructor for the PEOPLE (Pre-College Enrichment Opportunity Program for Learning Excellence) Program, UW-Madison**  
Involved developing an 'Introduction to Kinesiology' course curriculum including the topics of exercise physiology, motor control, biomechanics, exercise psychology, sociological aspects of physical activity and research methods to students of color and low-socioeconomic status

2011 **Teaching Assistant, Department of Kinesiology, UW-Madison**  
Kines 350, Introduction of Exercise psychology: Included reviewing lecture notes, guest lecturing when needed, developing homework, checking exams, grading and meeting with students to review course material for a course of 60 students

**Instructor, Physical Education Activity Program, UW-Madison**  
Kines 175, Volleyball I: Included developing a teaching and skill acquisition curriculum, developing homework and exams, demonstrating skills, facilitating class discussion and meeting with students to review course material for a class of 30 students

2006-2009 **Teaching Assistant/Lab Instructor, Department of Human Movement Sciences, UWM**  
Responsible for reviewing lectures, teaching exercise physiology laboratory sections, developing homework, facilitating class discussion, checking exams and quizzes, grading and meeting with students to review material for classes ranging from 60-100 students for the courses listed below:

- **Statistics in Health Professions**
- **Psychological Aspects of Sport/Exercise**
- **Sociological Aspects of Health/Movement**
- **Exercise Physiology**

#### UW-Madison Department of Kinesiology Presentations and Guest Lectures

##### **Kinesiology 350, 2011-2015**

- 'Staleness, Overtraining and Burnout'
- 'Psychobiology of Fatigue'

##### **Expand Your Horizon Conference Presenter for Kinesiology, 2014**

- A conference for girls (grade 6-8) who are interested in math and science

##### **Kinesiology Departmental Seminar, 2010-2014**

- 'Cognitive Function Across a Season in Collegiate Rowers'
- 'Hormonal Profile of the Overtrained Athlete'
- 'Approaching Central fatigue'

##### **Kinesiology, 145, 2013-2016**

- 'Volleyball for Life'

##### **Kinesiology 355, 2013-2015**

- 'Feminist Theory in Kinesiology Research'
- 'Sports and Politics'
- 'Physical Education and Sport in the Dark and Middle Ages, 400-1400'

- 'Physical Education and Sport in the United States, 1900-1930'  
**Kinesiology 119, 2013 & 2016**
- 'Introduction to Exercise Psychology'  
**UW-Madison Women & Leadership: Coffee and Conversation, 2014**
- 'Cognition and Mood Across a Competitive Season in Collegiate Rowers'

## Coordination and Research Experience

- 2014-2016** **Post-Doctoral Research Associate and UW-Madison Site Coordinator** for the Concussion Assessment, Research and Education (CARE) Consortium Longitudinal Clinical Study (CSC) and Advanced Research Core (ARC)  
Principal Investigator: Dr. Alison Brooks
- 2010-2015** **Research Assistant** in the Exercise Psychology Laboratory in the Department of Kinesiology at the *University of Wisconsin-Madison*  
Principal Investigator: Dr. Dane Cook
- 2009-2010** **Research Coordinator and Analyst** in the Neuroscience of Depression Laboratory in the Department of Psychology at *Vanderbilt University*  
Principal Investigator: Dr. Merida Grant
- 2006-2009** **Research Assistant** in the Exercise Psychology Laboratory in the Department of Human Movement Sciences at the *University of Wisconsin-Milwaukee*  
Principal Investigator: Dr. Carson Smith
- Involved developing my thesis project, completing all aspects of the study including maximal exercise tests and additional submaximal exercise tests at different intensities while engaged in a threat detection task
  - Trained a team of undergraduates to become study personnel and familiarize them with data collection procedures
  - Assisted with the collection of EEG data and the processing of emotional stimuli following exercise
- 2004** **Internship** at the *Leichhardt Women's Community Health Centre*, Depression Research in Women, Sydney, Australia
- Involved researching different tools to assess depression, presenting results of findings and weekly discussion of gender disparities in health and wellness
- 2002-2004** **Undergraduate Researcher** in the Psychology of Motivation Laboratory in the psychology department, *University of Wisconsin-Madison*  
Principal Investigator: Dr. Eddie Harmon-Jones
- Included writing and receiving a research grant to examine relationships between empathy behavior and psychobiology using electromyography

## Advising & Mentoring

- 2017 ◦ Trained Research Facilitator by the National Research Mentoring Network
- 2014-2016 ◦ Training and advising 15 undergraduate students per year in the kinesiology program (athletic training and exercise and movement science majors) in order to assist with my post-doctoral research
- 2014-2015 ◦ Mentor for six student-athletes as part of the Academic Athletic Mentor Partnership included in the Diversity and Inclusion Programming in the Athletic Department at UW- Madison
- 2013-2014 ◦ Supervision, training and evaluation of two UW-Madison kinesiology exercise and movement science practicum students
- 2013 ◦ Volunteer coach for Girls on the Run
- 2011 ◦ Supervision, mentoring and evaluation of a kinesiology physical education teacher education undergraduate student throughout teaching “Volleyball I”
- 2009-2015 ◦ Head coach of youth volleyball club teams
  - Responsible for skill acquisition and facilitating positive physical activity experiences for girls age 14-16
- 2011-12 ◦ Co-Chair of the UW Kinesiology Cohesion Committee
- 2010 ◦ Supervision and mentorship for kinesiology exercise and movement science undergraduate independent project
- 2007-2009 ◦ President of the Human Movement Sciences Graduate Association at UWM
  - Responsible for attending monthly advising meetings in the College of Health Sciences, organizing the annual fund raiser and regular communication with the rest of the association about graduate program needs
- 2007-2009 ◦ Member of the Black and Gold Committee, a College of Health Sciences Student Advisory Board
- 2006-2009 ◦ Assistant volleyball coach for Cardinal Stritch Women’s and Men’s team
- 2007-2010 ◦ Personal Trainer at Bally’s Total Fitness and Snap Fitness
- 1999-2003 ◦ Member of the University of Wisconsin Women’s Volleyball Team
  - Team Captain (2002-2003)
  - Representative on the Student-Athlete Academic Advisory Board

## Publications and Poster Presentations

- Shields, M.,** Seon, J., Brooks, A.M., Koltyn, K.F., Cook, D.B. (2017) Cognitive Resilience and Psychological Responses across a Collegiate Rowing Season. *Medicine and Science in Sports and Exercise*, 49(11), 2276-2285.
- Dougherty R.J., **Shields M.**, Meyer J.D., Van Riper S., Stegner A.J., Schwabacher I., Cook D.B. (2015). Post-exertion Malaise in ME/CFS: Brain and Behavioral Interactions. *Medicine and Science in Sports and Exercise*, 47(1 5S), 267. Thematic poster presentation at the 2015 American College of Sports Medicine Conference, San Diego, California, 2015.
- Shields, M.,** Schroeder, N., Utesch, B., Cook, D. (2014). Psychobiological Adaptation Across a Competitive Season in Collegiate Rowers. A poster presented at the Annual American College of Sports Medicine, San Diego, California, 2015.

- Meyer J.D., Dougherty R.J., **Shields, M.**, Cook D.B. (2013) Muscle pain and gene expression: acute exercise responses and adaptations to training. *Medicine and Science in Sports and Exercise*, 45(5), 280. Presented at the American College of Sports Medicine Annual Meeting, Indianapolis, Indiana 2013.
- Stegner, A. J., **Shields, M.**, Meyer, J. D., Cook, D. B. (2013). Effects of Acute and Chronic Physical Activity on Chronic Pain Conditions. In P. Ekkekakis (Ed.), *Routledge Handbook of Physical Activity and Mental Health*. London, Routledge.
- Ellingson, L.D, Shields, **M.**, Stegner, A.J., Cook, D.B. (2012). Physical activity, sustained sedentary behavior and pain modulation in women with fibromyalgia. *The Journal of Pain*, 13, 195-206.
- Shields, M.**, Ellingson, L., Stegner, A., Cook, D. (2011). Functional connectivity during moderate pain in women with fibromyalgia. A poster presented at the Annual American Pain Society Conference, Honolulu Hawaii, 2012.
- Shields, M.**, Ellingson, L., Stegner, A., Cook, D. (2011). How does physical activity relate to pain modulation in women? A poster presented at the UW-Madison Department of Kinesiology Centennial Celebration, Madison, Wisconsin, 2011.
- Shields, M.**, Ellingson, L., Stegner, A., Cook, D. (2011). How does physical activity relate to pain modulation in women? A poster presented at the Annual American Pain Society Conference, Austin, Texas, 2011.
- Grant, MM., Lissek, S., **Shields, M.**, Shelton, R., Pine, D. (2011). Fear conditioning in depression with and without trauma history: Intermediate phenotype distinctions. A poster presented at the Annual American College of Neuropsychopharmacology Conference, Waikaloa Beach, Hawaii, 2011.
- Shields, M.**, Larson, C.L., Swartz, A.M., Smith, J.C. (2010). Visual threat detection during moderate- and high-intensity exercise. *Emotion*, 11(3), 572-581.
- Shields, M.**, Larson, C.L., Swartz, A.M., Smith, J.C. (2009). The effect of exercise on reaction time during a threat target detection task. A poster presented at the Annual Society for Neuroscience, Chicago, Illinois, 2009.
- Shields, M.**, Tian, Q., Payton, J., Smith, J.C. (2008). The effect of exercise on the late-positive potential evoked during affective picture viewing. A poster presented at the Annual Society for Psychophysiological Research, Austin, Texas, 2008.

## Academic Awards, Athletics and Funding

- 2015           ◦ Vilas Graduate Student Travel Grant recipient, UW-Madison
- 2013-2014   ◦ Marie Carns Fellowship recipient, UW-Madison
- 2013-2014   ◦ Virginia Horne Henry Research Grant recipient for project, ‘Thinking like a girl: Characterizing cognition and mood across a competitive season in female student-athletes; as primary author with Dr. Cook, UW-Madison
- 2012-13       ◦ Genevieve Brown Wright Scholarship recipient, UW-Madison
- 2011-2012   ◦ Virginia Horne Henry Fellowship recipient, UW-Madison
- 2011           ◦ American Pain Society Young Investigator Travel Award, UW-Madison
- 2010           ◦ Carns, Cronin, Glassow fund Scholarship recipient, UW-Madison
- 2009           ◦ Graduate Student Travel Award recipient from the College of Health Sciences, UWM
- 2008           ◦ Chancellor’s Fellowship Award recipient, UWM
- 1<sup>st</sup> Place Poster Presentation at the UWM College of Health Sciences Annual Research

Symposium Poster Competition

- 2004 ° Academic Internship Study Abroad in Sydney, Australia
- 2004 ° Female Medal of Honor Recipient for UW-Madison
  - This is an honor awarded annually to one female and male athlete at each Big Ten institution based on academic and athletic prowess
- 2003 ° Hilldale Undergraduate Research Award recipient at UW-Madison
- 2003-2004 ° Chi Alpha Sigma membership, National College Athlete Honor Society, UW-Madison
- 2000-2002 ° Dean's List in College of Letters and Science, UW-Madison
- 1999-2000 ° Dean's Honor List in Agricultural and Life Sciences, UW-Madison
- 1999-2004 ° Member of the University of Wisconsin-Madison Volleyball Team
  - ☒ Big Ten Dream Big feature profile  
<http://www.bigten.org/sports/wchamp25/archive/080806abt.html>
  - ☒ *All-Big Ten Honorable* mention (2003)
  - ☒ College Sports Information Directors of America (*CoSIDA*) *Academic All-District V* (2003)
  - ☒ *All-Big Ten First Team* (2002)
  - ☒ *American Volleyball Coaches Association All-Midwest Region* (2002)
  - ☒ *American Volleyball Coaches Association All-American* (2002)
  - ☒ *Big Ten Player of the week*, September 9, and November 18 (2002)
  - ☒ *Academic All-Big Ten* (1999-2004)
- 1999 ° Wisconsin Gatorade State High School Volleyball Player of the Year
  - This is an honor awarded annually to one female athlete in each state based on academic and athletic accomplishments

## New Course Proposal

**Subject** Kinesiology (742)

**Status** Under Review by Subject Owner

**Proposer** Morgan Shields

### Basic Information

**What is the primary divisional affiliation of this course?**

*Interdivisional*

**Course Title**

*Foundations of Health Behavior and Health Equity*

**Transcript Title (limit 30 characters)**

*Foundations: Health and Beh*

**Three-digit course number**

*150*

**Is this an honors course?**

*No*

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

*No*

**Will this course be crosslisted?**

*No*

**Note the crosslisted subjects**

**Is this a topics course?**

*No*

**Can students enroll in this course more than once for credit?**

*No*

**If yes, please justify**

**Typically Offered**

*Fall, Spring*

## Catalog Information

**Minimum credits**

3

**Maximum credits**

3

**Grading System**

A-F

**Course Description (will be published in Course Guide)**

*Designed to provide students with an overview of the personal, interpersonal and broader social factors that contribute to the health and well-being of individuals and populations in the United States. Examinations of contemporary approaches to health education and health behavior interventions including: Foundations of health education and health behavior programs, health indicators, social and structural determinants of health and health disparities, models of health education/health behavior that support interventions for individuals and communities.*

**Does the course have prerequisites or other requirements?**

No

List the prerequisites and other requirements for the course

**Indicate the component(s) that comprise the course. Check all that apply**

*Lecture*

## Administrative Information

**Chief Academic Officer**

*Gary M Diffie*

**Designee of chief academic officer for approval authority**

*Not Found*

If there are additional contacts, please list

**Will any courses be discontinued as a result of this proposal?**

No

List course number(s) and complete a course discontinuation proposal for each course

**Beginning Term**

*Fall 2019-2020*

## Academic/Program Information

Is this course intended for a new academic program for which UAPC approval has not yet been finalized?

Yes

Which program?

*Health Promotion and Health Equity Major*

**Explain the relationship and importance of the proposed course to existing programs or future programs. (A program is a certificate, major or degree.)**

*This is an introductory course in the core of the Health Promotion and Health Equity Major. It provides background information for future courses in the major and establishes the boundaries of the topics that will be covered. Specifically, this course introduces topics related to detection, diagnosis and treatment of physical and mental health conditions, social determinants of health, prevention, early intervention and treatment, health policy, and education about behaviors that lead to healthy outcomes. This course also addresses the major's learning objective of recognizing concepts and theories related to health promotion and health equity.*

**Are any of these programs outside your academic unit?**

No

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this course meets, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement).**

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

## Course Content

### Describe the course content

*Covers topics that define the concepts of health, community health, obesity, lifestyle choices, genetics, mental health, stress, nutrition, physical activity. Next, concerns related to health including health disparities and equity, special populations and environmental influences are covered. The final area of content includes health behavior and different models used in behavioral modification.*

### Address the relationship of this course to other UW-Madison courses, including possible duplication of content

*Other core courses for this major will be taught across the departments of Kinesiology, Rehabilitation Psychology and Special Education and Counseling Psychology. Content overlap is possible in kines 100 (Exercise, Nutrition and Health) and a RP & SE course (Health Promotion for Person's with Disability and Chronic Illness), which are other core courses in the Health Promotion and Health Equity major. These courses build on ideas and theories introduced in the Foundations class.*

### Is there a relationship to courses outside your subject?

*No*

Indicate the outside affected subject(s). The proposal will be sent to those subjects for review.

### List the instructor name and title (list multiple if applicable)

*Dr. Dorothy Edwards, PhD, Professor of Kinesiology with appointments in the Departments of Medicine and Neurology at the School of Medicine and Public Health*

If the instructor is not a tenured or tenure-track faculty member at UW-Madison, please explain the instructor's qualifications here. Then, go to the "Justifications" tab and upload the instructor's c.v. in the "Additional Attachments" section.

Attach a syllabus. See "help" for an explanation of what must be included in the syllabus.

*kines150syllabs\_HPHE draft.pdf*

## Justifications

### Explain how this course contributes to strengthening your curriculum

*Provides the foundation for the Health Promotion and Health Equity major by introducing definitions of health and wellness, identifying the most common health problems in the United States, identifying the impact of socio-cultural aspects on health and introducing theories of behavior change.*

### Provide an estimate of the expected enrollment

*50 students/semester*

Justify the number of credits, following the federal definition of a credit hour (see help). Include the number of contact hours or, if contact hours are not an accurate measure of credit, provide an explanation of how credits are measured

*Will be met using 45 hours/credit policy by having 200 minutes of class time each week over 15 weeks in addition to a minimum of 5.5 hours of outside work each week.*

If this is a variable credit course, provide rationale

Additional comments (optional)

Additional attachments (optional) (please read &quot;help&quot; before uploading an attachment)

## Designations

Should this course have the graduate course attribute?

*No*

If yes, this course:

Should the course be reviewed for L&S liberal arts and science (LAS) credit?

*No*

What is the rationale for seeking LAS credit?

Level of the course, for L&S attributes (value required for all L&S courses and courses requesting LAS credit)

Should the course be reviewed for L&S breadth requirements?

*No*

Indicate which:

## General Education Designations

Should the course be reviewed for the general education requirement?

*No*

Which requirements?

University of Wisconsin – Madison  
Department of Kinesiology, School of Education

Course Name: **Foundations of Health Behavior and Health Equity**

Course Number: Kines 150, 3 Credits

Fall, 2019

Canvas Course URL

Day/Time/Location of Class: TR at 2:30-3:45

Discussions: R at 9:55

**INSTRUCTOR:**

Name: Dorothy Farrar Edwards, Professor of Kinesiology, Ph.D.

Office: 2176 MSC, 2021 Natatorium

Phone number: 608 262 7421

Email: dfedwards@wisc.edu

Office Hour location/time: By appointment

**TEACHING ASSISTANT(S):**

Name: TBD

Office: TBD

Phone number, email: TBD

Office Hour location/time: TBD

**COURSE DESCRIPTION:**

Designed to provide students with an overview of the personal, interpersonal and broader social factors that contribute to the health and well-being of individuals and populations in the United States. In this course we will examine contemporary approaches to health education and health behavior interventions including:

- Foundations of health education and health behavior programs
- Examination of health indicators
- Social and structural determinants of health and health disparities
- Models of health education/health behavior that support interventions for individuals and communities.

**INSTRUCTIONAL MODE:**

Will involve biweekly lectures and discussion groups.

**CREDIT HOURS:**

Will be met using 45 hours/credit policy by having 200 minutes of class time each week over 15 weeks in addition to a minimum of 5.5 hours of outside work each week.

**PREREQUISITES:**

None

**COURSE LEARNING OUTCOMES:**

Students will be able to:

1. Describe the differences between health and wellness.
2. Identify the most common health problems observed in the United States.
3. Identify the impact of ethnicity and race, education, age, income and geography and disability on physical and mental health.
4. Describe the intra and interpersonal determinants of health behaviors.

5. Describe the cultural, social, economic environmental and policy factors that influence health behaviors.
6. Review health education strategies designed to influence individual and public health.
7. Evaluate health information to determine accuracy and effectiveness.

**LEARNING MATERIALS:**

1. Textbook: Fertman, C.I. and Allensworth, D.D. *Health Promotion Programs* (2<sup>nd</sup> Ed) Jossey-Bass, 2017, ISBN: 9781119163336
2. Additional Course Readings and Materials: Posted on Canvas
3. Assignment instructions and grading rubrics will also be posted on the course website

**SEMESTER ASSIGNMENTS:**

1. Class readings: All required textbook and journal articles. All journal articles will be posted on Canvas.
2. Weekly short on-line quiz covering readings and lecture
3. Personal lifestyle change project: Students will choose a particular health behavior they wish to change. The guide for this project will be reviewed during the first week of class. The personal health behavior project will include doing a personal project analysis, selecting one behavior that will promote better lifestyle balance/health and then implementing doing this planned change.  
 In this project you will:
  - Develop and implement a personal lifestyle change for 4 weeks;
  - Keep a log describing your experience over the 4 week project;
  - Summarize the experience and your reflections on the challenges experienced in making this change. A guide for writing up the experience will be provided.
4. Evaluation of a health behavior or fitness app. In this project you will choose an app from iTunes or other source. You will need to use the app for a minimum for two weeks and then write a 1 to 2 page review of the strengths and weaknesses of the app in addressing the behavior of interest.
5. Mid-term Exam
6. Final Exam

**ASSESSMENT:**

Personal Health Behavior Plan	20 %
App Review	15 %
Weekly Quiz	15 %
Mid-term exam	20 %
Final Exam	20%
Class/discussion participation	10 %

**GRADING SCALE:**

A	91-100%
AB	90-90.9%
B	81-89.9%
BC	80-80.9%
C	70-79.9%
D	60-69.9%
F	< 59.9%

**Class Schedule:**

<b>Wk</b>	<b>Topic</b>	<b>Assignments</b>
1	Course Overview and Introduction	
	What is Health?	
2	How individual and community health is measured	Weekly on-line quiz
	Major health problems affecting the US	
3	Case Study of the factors influencing obesity in the United States: HBO Weight of the Nation	Weekly on-line quiz
	Case Study of the factors influencing obesity in the United States: HBO Weight of the Nation	
4	Personal health - lifestyle choices	Weekly on-line quiz Weekly Quiz
	23 and Me-how do genetics affect health	
5	Mental health and stress	Weekly on-line quiz
	Managing Stress and Stressors	
6	You are what you eat-individual nutrition and health	Weekly on-line quiz
	Public health approaches to nutrition and healthy eating	
7	Improving health through physical activity	Weekly on-line quiz
	Health challenges/wellness strategies for college students	
8	Midterm	
	Overview of health disparities and health equity	
9	Place matters- how the environment affects health	Weekly on-line quiz
	Health concerns of special populations – children and the elderly	
10	Health concerns –rural and urban communities	Weekly on-line quiz Personal Health Behavior Change Project Report
	Health concerns of special populations-immigrants, individuals with disabilities, LGBTQ	
11	Intrapersonal Models of Health Promotion- Health Belief Model	Weekly on-line quiz
	Intrapersonal Models of Health Promotion- Theory of Planned Behavior-Integrated Behavior	
12	Interpersonal Models of Health Promotion-Social Cognitive Model	Weekly on-line quiz
	Interpersonal Models of Health Promotion-Social Ecological Model	
13	Population Models of health Promotion-Integrated Programs	Weekly on-line quiz
	Population Models of health Promotion- Precede-Procede Approaches	Technology Review
14	Behavioral Economics and Health	Weekly on-line quiz
	Health Communication –Social marketing	
15	Putting it all together-Design Challenge	
	Final Exam	

**LATE ASSIGNMENT POLICY:** Assignments submitted late will be deducted 10% points per day.

**ABSENCES POLICY:** If students have a valid reason, as determined by the teaching staff, for missing

class, they must notify their TA BEFORE class begins to be granted an excused absence. All students will be granted 1 unexcused absence.

**LEARNING SUPPORT SERVICES:** Free UW tutoring & learning support resources at [advising.wisc.edu](https://advising.wisc.edu). (<https://advising.wisc.edu/tutoring>)

**ACCOMMODATIONS:** The instructional team will try to ensure that all students are fully included in the course activities. Please let us know if you are in need of any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. We will make every effort to maintain the confidentiality of the information you share. Students with questions about accommodations or assessment for learning issue can contact the McBurney Resource Center. <http://mcburney.wisc.edu/services/>

**ACADEMIC HONESTY:** The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and the UW. Thus, the University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. All students have an obligation to conduct their academic work according to University standards. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. Students are encouraged to visit the UW-Madison Dean of Students page on Academic Integrity: <http://www.students.wisc.edu/doso/academic-integrity/>

**HATE AND BIAS INCIDENTS:** We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom.

Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/rephate](https://students.wisc.edu/rephate). The University and the Kinesiology 235 teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

For more information, support, and resources regarding addressing hate and bias on campus, please visit [www.students.wisc.edu/rephate](https://www.students.wisc.edu/rephate)

**DIVERSITY & INCLUSION**

**Institutional statement on diversity:** Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

# Course Change Proposal

**Subject** Kinesiology (742)

**Status** Under Review by Subject Owner

**Proposer** Cindy Kuhrasch

## Basic Information

**What is the primary divisional affiliation of the course?**

*Interdivisional*

**Current course number**

*370*

**Current course title**

*Planning, Teaching and Assessment in Physical Education*

**Current published course description**

*Prepare the kinesiology student in organizing, planning, assessing and implementing developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.*

**Chief academic officer of this unit**

*Gary M Diffie*

**Designee of chief academic officer for approval authority**

*Not Found*

**Currently crosslisted with**

**When will this change go into effect?**

*Fall 2019-2020*

## Basic Changes

Will the subject change?

No

**Current subject**

*Kinesiology (742)*

**Proposed subject**

Will the course number change?

No

**Current course number**

*370*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

Yes

**Current title**

*Planning, Teaching and Assessment in Physical Education*

**Proposed title (max. 100 chars.)**

*Planning, Facilitating & Assessing for Health and Movement Professions*

**Proposed transcript title (max. 30 chars.)**

*Plan & Fac for Health and Mov*

Will the crosslistings change?

No

**Current crosslistings**

**Proposed crosslistings**

Will the "repeatability" of the course change?

No

**Current repeatability**

Proposed repeatability

## Catalog Changes

Will the credits change?

No

Current minimum credits

3

Current maximum credits

3

Proposed minimum credits

Proposed maximum credits

Will the grading system change?

No

Current grading system

Proposed grading system

Will the published course description change?

No

Current course description

*Prepare the kinesiology student in organizing, planning, assessing and implementing developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.*

Proposed course description

Will the prerequisites change?

Yes

Current prerequisites and other requirements

*KINES 360 or concurrent registration*

Proposed prerequisites and other requirements

*No prerequisites*

## Designation Changes

Will the graduate course attribute status change?

*No*

Should this course have the graduate course attribute?

If yes, this course:

Will the Liberal Arts and Sciences (LAS) undergraduate designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This course serves as a core course for the physical education teacher education program. It has been determined, however, that the knowledge and skills developed after taking this course are of value to other students as well. As a result, this course will now serve as a core course for the proposed health promotion major within the Kinesiology department. Principles and practice in the areas of planning, assessment and facilitation will be taught within the context of both physical activity AND health.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*This course will become a core course in the proposed health promotion major*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### **Explain the need for the change**

*This course serves as a core course for the physical education teacher education program. It has been determined, however, that the knowledge and skills developed after taking this course are of value to other students as well. In addition, we have determined that we need more time to cover critical content in the lecture portion of the course and additional time to practice the skills related to that content in a laboratory setting.*

### **Additional comments (optional)**

### **Attach a syllabus**

*370 Plan Teach and Assess in Movement and Health\_8.31.pdf*

### **Additional attachments (optional)(please read "help" text before uploading an attachment)**

University of Wisconsin – Madison  
Department of Kinesiology  
Kines 370: Planning, Facilitating & Assessing in Health and Movement Professions  
3 credits – Two – 75 Minute Lectures each week

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**Instructors:** Cindy Kuhrasch, 2027 Gym-Nat, ckuhrasch@education.wisc.edu  
Office Hours: TR 10:30-11:00 pm, 262-4348  
Jonanne Haynes Manogue, 1015 Gym-Nat, haynesmanogu@wisc.edu  
Office Hours: TR 8:00-8:45 am, 263-2614

**Required Text:** Rink, J.E., (2010). Teaching Physical Education for Learning (6<sup>th</sup> ed.). New York, NY: McGraw Hill (PE Majors)  
Issel, M, (2013). Health Program Planning And Evaluation: A Practical, Systematic Approach for Community Health (3e), Burlington, MA, Jones & Bartlett Learning (Kines and other majors)

### **Course Description**

This course prepares the student in organizing, planning, assessing and implementing developmentally appropriate learning tasks that are aligned with local, state, and national standards to address the diverse needs of all participants. This course is also designed to prepare the student in developing a comprehensive repertoire of instructional skills and strategies.

### **Course Format**

This course will be presented in a blended format combining online work with in-class activities. Participants are expected to complete learning materials and quizzes on Learn@UW and assigned readings before attending each in-class activity. In-class activities will be devoted to developing planning, assessment and Facilitating concepts and skills. Instructor guidance and feedback will be a significant part of the process of learning how to plan, assess and teach.

### **Course Objectives**

At the conclusion of this course, the student will be able to

- Develop a program that leads to appropriate and valuable content in movement and health.
- Design and implement short- and long-term plans that meet program and educational goals, as well as a variety of participants needs.
- Select and implement instructional strategies based on developmental levels, learning styles and safety issues.
- Use effective demonstrations and explanations to link movement concepts to appropriate learning experiences.
- Select and utilize varied roles in the instructional process based on the content, purpose of instruction and the needs of participants (model, assessor, monitor and facilitator).
- Use appropriate strategies, services and resources to meet special and diverse learning needs.
- Use standards to guide instruction and develop assessment plans.
- Evaluate the benefits and disadvantages of a wide variety of assessment tools.
- Demonstrate the ability to connect planning, instructing and assessing skills.

**Student Expectations**

Participants are expected to attend, fully participate and be prepared for all classes. What the student takes away in the form of knowledge, skill development and application is dependent on what the student brings to class each day. Light physical activity will be an occasional part of the course content.

**Accommodations**

Student success in this course is important. If there are circumstances that may affect the student's performance in class, it is advised that the student let the instructors know so they can develop a plan that will provide opportunities for the student to be successful. Participants requiring special accommodation related to a learning need should contact the McBurney Disability Resource Center, 1305 Linden Drive, 263-2741.

**Statement on Academic Honesty**

The University of Wisconsin is a highly respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://participants.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for participants at <http://participants.wisc.edu/doso/participants.html>

**Unless otherwise indicated by the instructor, all assignments are to be completed independently without consultation with any other person.**

**Course Evaluation**

In-Class Assignments	5%
Assessment Plan	10%
Movement analysis	25%
Instructional Plans	10% - 5% each
Planning Resource	20%
Observation (with tool created in class-including styles)	10%
Teaching to peers	10%
Facilitating Reflection	<u>10%</u>
<u>Total</u>	<u>100</u>

**Assignments:****In-Class Assignments**

The student will complete the following in class assignments: developing objectives within a variety of domains; developing the instructional activities; and developing progression with extensions, refinements, and application. In-class assignments will be a guided process using course readings, class presentations, and class discussions. The in class assignments will be evaluated on accuracy and thoroughness.

**Program Evaluation****Assessment Plan**

Using the information from readings, class presentations and discussions, the student will develop 3-4 statements that exemplify their basic beliefs about assessment. The student will develop an assessment for

the psychomotor, cognitive, and affective areas that could be implemented within each instructional plan. The Assessment Plan will be evaluated on evidence of understanding and thoroughness.

### **Instructional Plans**

The student will develop two instructional plans from two different settings. Instructional Plans will be evaluated on the inclusion of instructional experience components, appropriate sequence of learning tasks, assessment and elements of safety.

### **Planning Resource**

The student will develop a resource of learning activities that meet the criteria determined in class.

### **Observation Tool**

The student will review examples of facilitating and use them to create a list of instructional qualities and indicators. They will organize the qualities and observable elements into a facilitator observation tool. Students will select a setting in which to observe a facilitator and use the observation to complete an assessment. The Observation Tool will be evaluated according to the National standards in terms of comprehensiveness and accuracy of their observations.

### **Teaching to Peers**

Students will identify a target population in which they may facilitate movement activities. Students will select an activity from their planning resource and facilitate it with their peers.

### **Facilitating Reflection**

Facilitating Reflection: The student will visit a program facilitator(s) and write a reflection of the Facilitating using specific writing prompts. The context information you submit should be no more than 4 pages. The Facilitating Reflection will be evaluated on the rubric (observation tool assignment) based on the writing prompts below.

#### Learning Environment:

- In what type of school did you observe this instructional experience (e.g., Elementary school, Middle school, High School, Other)?
- Describe the school community setting (e.g., Urban, Suburban, Rural, etc.).
- Describe the physical facilities (e.g., hallway, parking lot, gym, tennis court) and equipment available to you for the learning segment.
- Describe possible district, school, or observed teacher requirements or expectations that might affect have affected the planning or delivery of the instructional experience you observed (e.g., such as required curricula, pacing plan, use of specific instructional experience strategies, or standardized tests).

#### Describe the Program Featured in this Learning Segment:

- What is the name of the course?
- What is the length of the course (e.g., One semester; One year; Other-please describe)?
- What is the class schedule (e.g., 50 minutes every day, 90 minutes every other day)?
- Does the class use ability grouping or tracking? If so, please describe how it appeared to affect this class.
- Identify any textbook or instructional program the teacher used for instruction. If a textbook, please provide the title, publisher, and date of publication.
- Describe any other relevant resources that this facilitator used for instruction in this class and for what purpose (e.g., electronic whiteboard, heart monitors, stopwatches, online resources, tablets,

pedometers, Polar® TriFit™ system, heart-rate monitors, BIAs [bioimpedence analysis], DDR equipment, Nintendo® Wii™).

Describe the Participants in the Class Featured in this Learning Segment:

- Describe the age composition (e.g., all seventh grade; 2 sophomores and 30 juniors).
- How many participants are in the group? What is the gender ratio (e.g., number of boys to girls)?
- Using the chart (provided in the assignment sheet) summarize the required or needed supports, accommodations or modifications you observed participants using to participate in this learning segment. How did these needed supports affect the teacher's instruction (e.g., What appeared to work well and what did not)?
- When considering the variety of participants in this class who may require different strategies/supports or accommodations/modifications for instruction or assessment, describe one or two participants from this class who you noticed may have an Individualized Education Programs (IEPs) or 504 plans, specific language needs, struggles with reading, has some behavioral or motivational concerns, gaps in academic knowledge and/or fine/gross psychomotor development. Describe what you noticed in terms of both strengths and weaknesses and how the teacher addressed both to ensure full participation within the learning segment.

Identify and Describe the Central Learning Focus:

- Describe the central focus and purpose of the content you observed in the learning segment.
- Given the central focus, describe how the standards and learning objectives within this learning segment address the development of participant competencies in the psychomotor domain and at least one other learning domain (cognitive and/or affective) related to:
  - o movement patterns
  - o performance concepts, and/or
  - o health-enhancing physical fitness.
- Identify any prerequisite skills (scaffolding) and/or includes tasks that helped develop these participant competencies described above. Be sure to make connections between the psychomotor domain and at least one other learning domain (cognitive and/or affective).
- Explain how the structure within this observed learning environment kept participants both emotionally and physically safe. What was done well to ensure this? What could be improved upon?

#### Grade Breakdown

A	93% - 100%	C	70% - 78%
AB	89% - 92%	D	60% - 69%
B	83% - 88%	F	below 60%
BC	79% - 82%		

#### Course Schedule

**To be successful in the lecture and lab format, participants must complete the readings and assignments prior to attending each class. Readings are listed on the date they are due and will be posted at Learn@UW as needed. Online assignments will be post at Learn@UW.**

#### Date

1/24	Course Overview; Standards
1/26	(2-3 days) Movement analysis

- 1/30 Building a Quality Movement and Health Program  
Reading: Lund & Tannehill (2015) Ch 3 – Building a Quality Movement and health Program
- 2/1 Understanding the Learner and Objectives (Taxonomies and Domains)  
Reading: Rink Ch 2 & 10-pages 209-216; Article-The Three Domains  
**In-Class Assignment: Objectives**
- 2/6 Instructional Plan Components – Learning Task  
Reading: Rink Ch 5 & 10-pages 217-223  
**In-Class Assignment: Learning Tasks – Set induction, task communication, organization, goal orientation**
- 2/8 Instructional Plan Components – Developmental Analysis of Content  
Reading: Rink Ch 10-pages 223-226  
**In-Class Assignment: Analysis of Content – Extensions, Refinements, and Applications (assessment?)**
- 2/13 Instructional Plan Components – Developmental Analysis of Content  
2/15 Assessment in the Instructional Process  
Reading: Lund & Tannehill (2015) Ch 6 – Creating Curricular Assessment; Rink Ch 11-pages 239-246
- 2/20 Types of Student Assessment  
Reading: Rink Ch 11-pages 246-268
- 2/22 Types of Assessment
- 2/27 Program Assessment
- 3/1 Instructional Plan Development PreK-2, 3-5  
Reading: Readings at Learn@UW  
**Assignment: Instructional Plan – Elementary – PreK-2 or 3-5**  
**Assignment: Assessment Plan**
- 3/6 Instructional Plan Development 6-8; 9-12  
Reading: Harrison, Blakemore, Buck & Pellett (1996) Ch 5, pages 162-171 – Planning the Instructional Program – Instructional Planning  
**Assignment: Instructional Plan – Secondary – 6-8 or 9-12**
- 3/8
- 3/13
- 3/15
- 3/20
- 3/27 Facilitator Qualities (PA and health)  
Video field trip  
Observing Facilitating/Collecting indicators of quality Facilitating
- 3/29 Facilitating Skills  
Determine Indicators-Identify in video-Practice with peers  
Facilitator field Trip-collection game sheet  
Rubric development  
Reading: Rink-Chapter 2- Effective Teaching Skills  
**Quiz: Facilitator Qualities**

***DUE: Content Selection Tool & Planning for Units of Instruction***

Review video and tag skills-bring one and share?

Present all of them, have health do fewer?

4/3 Facilitating Skills at the Before and at the Beginning of the instructional experience

Developing and Maintaining a Learning Environment

Participant Motivation, Personal Growth, and Inclusion

Task Presentation

Determine Indicators-Identify in video-Practice with peers

Reading: Rink-Ch 7-Developing and Maintaining a Learning Environment

Reading: Rink-Ch 5 Task Presentation

4/5 Teaching Skills During the instructional experience

Teacher Facilitator Functions During Activity

Teaching Strategies

Reading:

Rink-Chapter 8 Teacher Facilitator Functions During Activity-assessment/feedback

Rink-Chapter 9 Teaching Strategies

4/10 Facilitating Skills During the instructional experience

Participant Motivation, Personal Growth, and Inclusion

Observational Techniques and Tools

Determine Indicators-Identify in video-Practice with peers

Reading: Rink- Chapter 10 Student Motivation, Personal Growth, and Inclusion

Reading: Rink-Chapter 15 Observational Techniques and Tools

4/12

4/17 whole teaching?

Facilitator Qualities: Observing and identifying various Facilitating episodes for Facilitating qualities

***Assignment: Observation Tool; Facilitating Reflection; Facilitating Self-Assessment***

4/19 Guided work on Observation Tool/Compare with Actual tool

4/24 reflection? On their own?

***Assignment: Instructional Styles Presentation-move to 371***

***DUE: Observation Tool***

4/26

5/1

5/3

5/8

5/10 Course Synthesis

***DUE: Facilitating Reflection and Facilitating Self-Assessment***

By the end of this course, participants should be able to:

**New University of Wisconsin School of Education Teacher Licensing Standards**

Effective teachers:	Artifact
1.1. Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.	Content Selection Tool
1.2. Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials.	Instructional Style Presentation
1.3. Reflect on and meaningfully justify decisions relating to the learner and the learning environment.	Teaching Reflection
2.1. Select and/or create individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources. <ul style="list-style-type: none"> <li>• Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.</li> <li>• Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.</li> </ul>	Content Selection Tool, Scope Charts, Unit Plans, Instructional Plan
2.2. Choose, modify, and/or create formative and summative assessments to measure each learner’s progress toward instructional goals.	Instructional Style Presentation, Unit plans
2.3. Use assessment data to systematically adjust plans to respond to each learner’s learning strengths and needs in relation to short- and long-range goals.	Unit Plans
2.4. Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.	Content Selection
3.1. Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning. <ul style="list-style-type: none"> <li>• Learning activities address learning objectives and content standards.</li> </ul>	Video module
3.2. Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner’s strengths and meet learners’ needs.	Video module
3.3. Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.	Video module
3.4. Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives. <ul style="list-style-type: none"> <li>• Efficient learning environment includes promoting learning and minimizing loss of instructional time.</li> </ul>	Video module
3.5. Support learners’ to develop and apply different perspectives of authentic (real-world) issues.	Video module
3.6. Use formal and informal assessment to continuously monitor learners’ learning, and adjust instruction as appropriate.	Video module
3.7. Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.	Video module, Teaching Reflection
4.1 Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learners’ learning. <ul style="list-style-type: none"> <li>• Unbiased and accessible assessment includes selecting or modifying assessment tools and processes to accommodate learner language and learning differences.</li> </ul>	Assessment Tool Comparison
4.2 When appropriate, work with others to create and implement comprehensive and appropriate assessment.	Assessment Plan
5.8. Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communications.	Teaching Reflection

## Course Change Proposal

**Subject** Kinesiology (742)

**Status** Under Review by Subject Owner

**Proposer** Cindy Kuhrasch

### Basic Information

**What is the primary divisional affiliation of the course?**

*Interdivisional*

**Current course number**

*371*

**Current course title**

*Methods of Teaching PK-12 Dance and Gymnastics*

**Current published course description**

*Methods of instruction in movement concepts, educational dance and gymnastics. Students will gain practice in planning, teaching, and assessing home school students, as well as practice in assessing their own teaching. Students will apply concepts presented in Kines 370 Planning and Teaching Physical Education.*

**Chief academic officer of this unit**

*Gary M Diffie*

**Designee of chief academic officer for approval authority**

*Not Found*

**Currently crosslisted with**

**When will this change go into effect?**

*Fall 2018-2019*

## Basic Changes

Will the subject change?

No

**Current subject**

*Kinesiology (742)*

**Proposed subject**

Will the course number change?

No

**Current course number**

*371*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

Yes

**Current title**

*Methods of Teaching PK-12 Dance and Gymnastics*

**Proposed title (max. 100 chars.)**

*Methods and Practicum of Teaching PK-12 Dance and Gymnastics*

**Proposed transcript title (max. 30 chars.)**

*Meth & Prac Dance & Gymnastics*

Will the crosslistings change?

No

**Current crosslistings**

**Proposed crosslistings**

Will the "repeatability" of the course change?

No

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

No

**Current minimum credits**

3

**Current maximum credits**

3

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

No

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

Yes

**Current course description**

*Methods of instruction in movement concepts, educational dance and gymnastics. Students will gain practice in planning, teaching, and assessing home school students, as well as practice in assessing their own teaching. Students will apply concepts presented in Kines 370 Planning and Teaching Physical Education.*

**Proposed course description**

*Methods of instruction in movement concepts, educational dance and gymnastics. Students will gain practice in planning, teaching, and assessing participants. Students will also observe, practice, and assess the facilitation skills of health and physical activity professionals. In addition, students will apply the concepts presented in Kines 370:Planning, Facilitating & Assessing for Movement and Health Professions.*

**Will the prerequisites change?**

No

**Current prerequisites and other requirements**

*Successful completion (or concurrent) of Kinesiology 370, Dance 2, Dance 205 Kinesiology major, or consent of instructor*

**Proposed prerequisites and other requirements**

## Designation Changes

Will the graduate course attribute status change?

*No*

Should this course have the graduate course attribute?

If yes, this course:

Will the Liberal Arts and Sciences (LAS) undergraduate designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This course is part of a methods and practicum sequence for Physical Education Majors.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*First course in a series of methods courses that builds on concepts presented in Kines 370:Planning, Facilitating & Assessing in Movement and Health Professions. While there is some overlap with two Dance Departments courses, (Creative Dance for Children and Teaching Dance, Dance 205, and Ballroom Dance, Dance 2) our course is uniquely designed to meet the specific needs of students preparing to teach in physical activity and health professions and does not address the in depth dance pedagogy or integrative curriculum focus of the Dance Department's courses. Kinesiology 371 is designed to apply the content learned in Kinesiology 371 to apply that learning to the development of teacher competencies. Kinesiology 371 uses a blended course format in which students review content before coming to class and then spend class time practicing their teaching skills by teaching to a variety of participants.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### **Explain the need for the change**

*Kines 370 serves as the theoretical foundation for planning, teaching and assessment in physical activity and health professions. We have discovered that students learn these concepts best when they are applied to real-life situations. The Kines 371 course serves to teach methods that are specific to dance and gymnastics AND provide a practicum experience that provides applied practice for principles learned in Kines 370. This course change is more accurately reflects what is being presented in this course.*

### **Additional comments (optional)**

### **Attach a syllabus**

*syllabus 2017 revised as lab.pdf*

### **Additional attachments (optional)(please read "help" text before uploading an attachment)**

**University of Wisconsin – Madison Department of Kinesiology**  
**742-371 Methods and Practicum of Teaching PK-12 Dance and Gymnastics (3 credits)**

Instructors: Nancy Krattiger-Ziltener, 2037 Gym- Nat, 265-0471 nziltener@education.wisc.edu Office Hours: by apt  
Cindy Kuhrasch, 2027 Gym-Nat, 262-4348 ckuhrasch@education.wisc.edu  
Office Hours: TR 12-130 pm

Schedule: Two 100-minute labs  
Online Course: Available at <https://learnuw.wisc.edu/>

**Required Text:**

Hacker, P., (1992) Sequential Gymnastics, (3<sup>rd</sup> ed.) US Gymnastic Federation  
Abels, K., Bridges, J., (2010), Teaching Movement Education, Human Kinetics, Champaign, IL.

**Additional Readings from:**

Malmberg, E. (2003). Kidnastics, Human Kinetics, Champaign, IL.  
Kassing, J., (2003). Dance Teaching Methods and Curriculum Design, Human Kinetics, Champaign, IL.  
Weikart, P. (1998). Teaching Movement and Dance, (4th ed.) Highscope, Ypsilanti, MI.

**Course Description**

This course will address methods of instruction in movement concepts, locomotor and non-locomotor skills, and educational dance and gymnastics. Students will gain practice in planning, teaching, and assessing these skills, as well as practice in assessing their own teaching. Lab periods will be devoted to developing teaching competencies (planning, teaching and assessing) through teaching in a variety of settings. Students will apply concepts addressed in Kines 370 Planning and Teaching Physical Education.

**Course Format**

This course will be presented in two face-to-face lab periods each week. Lab periods will be devoted to developing teaching competencies (planning, teaching and assessing) and learning movement, dance, and gymnastics skills. Peer and instructor feedback will be a significant part of this course.

**Course Objectives:**

By the end of this course, students should be able to:

- Demonstrate knowledge of movement concepts and locomotor, manipulative, dance and gymnastics skills.
- Identify the developmental progression of movement concepts and skills
- Identify, select and/or create learning tasks that are appropriate, inclusive and engaging.
- Demonstrate an understanding of quality teaching skills by reviewing videotape and critically analyzing performance

**Course Evaluation and Grade Breakdown**

Quizzes on L@UW	15%
Planning, Teaching and Assessment Project (Educational gymnastics)	15%
Planning, Teaching and Assessment Project (Educational dance)	15%
Planning, Teaching and Assessment Project (Gymnastics)	15%
Planning, Teaching and Assessment Project (Dance)	15%
Planning Notebooks	10%
Video Module/EdTPA task	<u>15%</u>
	100%

A = 93 - 100%

AB = 89 - <93%

B = 83 - <89%

BC = 79 - <83%

D = 60 - <70%

C = 70 - <79%

F = <60%

### *Quizzes*

Quizzes will be on Learn@UW for most topics and are due before the lab associated with the topic. The quizzes will be based on the learning materials on Learn@UW and assigned readings.

### *Planning, Teaching, and Assessment Projects*

Each student will teach four topics, such as “time, flow or force,” “Folk dance”, or “educational gymnastics” during the semester. For each teaching assignment, the student will create a skill analysis table and a lesson plan, and then prepare a written critical reflection. The final written project will be due one week after the teaching performance. Specific components of the project are described below:

#### *Content Analysis*

The student will use a constraint table to demonstrate an ability to Analyze, Shrink, and Know (ASK) the skills involved in teaching the assigned topic. The student will break down each skill into its components and organize them into a planning tool.

#### *Unit Plan*

The student will develop a unit plan containing the following information: (a) a listing of the skills involved in the topic, (b) cues for each skill, (c) safe, equitable, quality learning activities organized in the proper sequence, (d) organizational information such as boundaries and time of activity, (e) a list of references, and (f) student assessment tools. The unit plan will be evaluated on inclusion of all unit plan elements with enough detail to be utilized by any instructor, organizing flow of activities that clearly addressed the needs of students, and including management and organizational concerns that result in safety and enough detail to be utilized by any instructor.

#### *Teaching Reflection*

The student will review a video recording of her/his teaching and observer comments from peers and the instructor. The student will then reflect critically and write an analysis of her/his teaching. The written analysis will be evaluated on the ability to identify what went well, what didn't and why.

*Planning Notebook*

Students will compile all of the best learning activities from each topic in the course. The final product will be due at the last class period and evaluated on comprehensiveness and the quality of learning activities.

*EdTPA Task*

From the video recording, students will complete the instruction task of the EdTPA.

Students will combine the edited video with an analysis of their teaching

The video module will be due at the last class period and evaluated on the quality of the video editing, the thoughtfulness and accuracy of the teaching analysis, clarity, and organization.

<b>School of Education Standards</b>	<b>Assignment</b>
1: Incorporates understanding of human learning and development	<i>Planning, Teaching and Assessment Project</i>
4: Demonstrate pedagogical knowledge in specific domains	<i>Skill Analysis Tables</i>
5: Explains and justifies educational choices	<i>Planning, Teaching and Assessment Project, Planning Notebooks</i>
7: Understands and adapts to multiple forms of communication	<i>Planning, Teaching and Assessment Project, EdTPA Task</i>
8: Employs varied assessment processes	
10: Employs varied instructional strategies	
11: Uses technologies	
13: Is a reflective practitioner	

## Course Schedule

To be successful in the interactive lab, students must view the online lecture materials and complete the readings prior to attending lab. Readings are listed on the date they are due and will be posted at Canvas. Lecture materials will also be posted at Canvas

Day	370 Topic	K-5-Monday	6-12-Wednesday
1	Standards	Explore SHAPE standards for K-5	Explore SHAPE standards 6-12
2	Movement analysis	Create learning task development tool	Dance/gymnastics (upright agility)
3	Movement analysis	Dance/gymnastics math	Inverted agility/balance/rolls
4	Understanding the Learner and Objectives (Taxonomies and Domains)	Observe learners at school Create needs assessment	Dance and stunts
5	Understanding the Learner and Objectives (Taxonomies and Domains)		Create needs assessment for middle /high or vary the one from K-5
6	Understanding the Learner and Objectives (Taxonomies and Domains)	Collect data with needs assessment Identify special needs and applications-EdTPA	Observe middle/high school students
7	Understanding the Learner and Objectives (Taxonomies and Domains)		Discussion of observation and needs assessment
8	Content-Skills and knowledge	Experience knowledge and skills as a student	Vault skills analysis
9	Instructional Plan Components – Developmental Analysis of Content	Biomechanical skills analysis Developmental skills analysis/constraints Affective skill analysis	Teach vault progressions from Sequential
10	Instructional Plan Components – Developmental Analysis of Content		Same as above
11	Instructional Plan Components – Developmental Analysis of Content	Instructional styles-Tinikling	Beam/pommel horse/parallel bar skill analysis
12	Assessment in the Instructional Process	Assess Jane's students	Teach beam/pommel horse/parallel bar skills
13	Assessment in the Instructional Process		Same as above
14	Assessment in the Instructional Process	Assess program	Assess vault
15	Program Assessment		Assess beam
16	Unit plan blocking	Block Dance and gymnastics	Assess pommel horse
17	Instructional Plan Development PreK-2, 3-5		Assess parallel bars
18	Instructional Plan Development 6-8; 9-12	Complete Lesson plan sequence	Block plan gymnastics 6-12
19	Instructional Plan Components – Learning Task	Complete two electronic notebooks	Intro Rhythmical gymnastics
20	Whole activity facilitation observation	Watch Jane Create rubric	Instructional and block plan for rhythmical gymnastics
21	Facilitator Qualities (PA and health)		Teach Rhythmical gymnastics
22	Observing Facilitating/Collecting indicators of quality Facilitating	Watch Jane with rubric	Teach Rhythmical gymnastics
23	Facilitating Skills	Copy teach with Jane	Intro Square dance
24	Facilitating Skills		Block plan for Square dance
25	Facilitating Skills at the Before and at the Beginning of the instructional experience	Copy teach with Jane	Teach Square dance
	Facilitating Skills During the instructional experience		Teach Square dance
27	Facilitating Skills During the instructional experience	Copy teach with Jane Teach Jane's class	Instructional plan for cultural dance
28	Whole activity facilitation		Teach cultural dance
29	Facilitating Reflection and Facilitating Self-Assessment	EdTPA-Instruction task	Teach cultural dance
30	Course synthesis and evaluation		Overview of the semester

**LATE ASSIGNMENT POLICY:** A complete copy of all assignments must be turned in by the due date. However, we believe in second (third, fourth...) chances. Nothing in life is final, as they say, except for death and taxes, :), so if, after getting feedback on an assignment, you want to address the feedback and create a better final product, you can resubmit within 48 hours of receiving your grade.

**ABSENCES POLICY:** All work should be handed in on the day it is due. It is also acceptable to submit your work well BEFORE the assigned due date & time. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook. On papers and exams, doing your own work is absolutely essential. In ALL papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard citation methods

## STUDENT EXPECTATIONS

Participants are expected to attend, fully participate and be prepared for all classes. What the student takes away in the form of knowledge, skill development and application is dependent on what the student brings to class each day. Light physical activity will be an occasional part of the course content.

**LEARNING SUPPORT SERVICES:** Free UW tutoring & learning support resources at [advising.wisc.edu](https://advising.wisc.edu). (<https://advising.wisc.edu/tutoring>)

**ACCOMMODATIONS:** Student success in this course is important. If there are circumstances that may affect the student's performance in class, it is advised that the student let the instructors know so they can develop a plan that will provide opportunities for the student to be successful. Participants requiring special accommodation related to a learning need should contact the McBurney Disability Resource Center, 1305 Linden Drive, 263-2741.

<http://mcburney.wisc.edu/services/>

**ACADEMIC HONESTY:** The University of Wisconsin is a highly respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://participants.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for participants at <http://participants.wisc.edu/doso/participants.html>

**HATE AND BIAS INCIDENTS:** We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom. Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/reporhate](https://students.wisc.edu/reporhate). The University and the Kinesiology 235 teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously. For more information, support, and resources regarding addressing hate and bias on campus, please visit [www.students.wisc.edu/reporhate](http://www.students.wisc.edu/reporhate)

## DIVERSITY & INCLUSION

**Institutional statement on diversity:** "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.” <https://diversity.wisc.edu/>

## Course Change Proposal

**Subject** Kinesiology (742)

**Status** Under Review by Subject Owner

**Proposer** Cindy Kuhrasch

### Basic Information

**What is the primary divisional affiliation of the course?**

*Interdivisional*

**Current course number**

*372*

**Current course title**

*Methods of Teaching PK-12 Educational Games and Fitness*

**Current published course description**

*Address methods of instruction in motor skills, educational games and fitness. Students will gain practice in planning, teaching, and assessing public school students, as well as practice in assessing their own teaching. Students will apply concepts presented in Kines 370 Planning and Teaching Physical Education.*

**Chief academic officer of this unit**

*Gary M Diffie*

**Designee of chief academic officer for approval authority**

*Not Found*

**Currently crosslisted with**

**When will this change go into effect?**

*Fall 2018-2019*

## Basic Changes

Will the subject change?

No

**Current subject**

*Kinesiology (742)*

**Proposed subject**

Will the course number change?

No

**Current course number**

372

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

Yes

**Current title**

*Methods of Teaching PK-12 Educational Games and Fitness*

**Proposed title (max. 100 chars.)**

*Methods and Practicum of Teaching PK-12 Educational Games and Fitness*

**Proposed transcript title (max. 30 chars.)**

*Meth & Prac of Games & Fitness*

Will the crosslistings change?

No

**Current crosslistings**

**Proposed crosslistings**

Will the "repeatability" of the course change?

No

**Current repeatability**

## Proposed repeatability

# Catalog Changes

### Will the credits change?

No

#### Current minimum credits

3

#### Current maximum credits

3

#### Proposed minimum credits

#### Proposed maximum credits

### Will the grading system change?

No

#### Current grading system

#### Proposed grading system

### Will the published course description change?

Yes

#### Current course description

*Address methods of instruction in motor skills, educational games and fitness. Students will gain practice in planning, teaching, and assessing public school students, as well as practice in assessing their own teaching. Students will apply concepts presented in Kines 370 Planning and Teaching Physical Education.*

#### Proposed course description

*Methods of instruction in motor skills, educational games and fitness. Students will gain practice in planning, teaching, and assessing participants. Students will also observe, practice and assess the facilitation skills of health and physical activity professionals. In addition, students will apply the concepts presented in Kines 370:Planning, Facilitating & Assessing for Movement and Health Professions.*

### Will the prerequisites change?

No

#### Current prerequisites and other requirements

*Successful completion of Kinesiology 370, Kinesiology major, or consent of instructor*

#### Proposed prerequisites and other requirements

## Designation Changes

Will the graduate course attribute status change?

*No*

Should this course have the graduate course attribute?

If yes, this course:

Will the Liberal Arts and Sciences (LAS) undergraduate designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This course is part of a methods and practicum sequence for Physical Education Majors.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*Second course in a series of methods courses that builds on concepts presented in Kines 370:Planning, Facilitating & Assessing for Movement and Health Professions. While there is some overlap with Kinesiology 390:Principles of Exercise Leadership our course is uniquely designed to meet the specific needs of students preparing to teach in physical activity and health professions and does not address the in depth fitness pedagogy or integrative curriculum focus of the exercise leadership course. Kinesiology 372 is designed to apply the content learned in Kinesiology 370. Kinesiology 372 uses a blended course format in which students review content before coming to class and then spend class time practicing their teaching skills by teaching to a variety of participants.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### Explain the need for the change

*Kines 370 serves as the theoretical foundation for planning, teaching and assessment in physical activity and health professions. We have discovered that students learn these concepts best when they are applied to real-life situations. The Kines 372 course serves to teach methods that are specific to games and fitness AND provide a practicum experience that provides applied practice for principles learned in Kines 370. This course change is more accurately reflects what is being presented in this course.*

### Additional comments (optional)

### Attach a syllabus

[372 syllabus\\_2017b.pdf](#)

### Additional attachments (optional)(please read "help" text before uploading an attachment)

Instructors: Nancy Krattiger-Ziltener, 2037 Gym-Nat, 265-0471 nziltener@education.wisc.edu  
Office Hours: by appt

Cindy Kuhrasch, 2027 Gym-Nat, 262-4348 ckuhrasch@education.wisc.edu  
Office Hours: TR 12:30-1:00 pm

Schedule: Two 100-minute labs

Online Course: Available at <https://learnuw.wisc.edu/>

**Required Text:**

Colvin, A. (2000). *Teaching the Nuts and Bolts of Physical Education: Building Basic Movement Skills*. (1e) Champaign, IL: Human Kinetics

Virgilio, S. (2012). *Fitness education for children: A team approach* (2nd ed.). Champaign, IL: Human

**Course Description**

This course will address methods of instruction in manipulative skills, educational games, and fitness. Students will gain practice in planning, teaching, and assessing these skills, as well as practice in assessing their own teaching. Students will apply concepts addressed in Kines 370 Planning and Teaching Physical Education.

**Course Format**

This course will be presented in a blended format combining online content with two face-to-face lab periods each week. Students are expected to complete learning materials and quizzes on Learn@UW and other reading assignments before attending each face-to-face lab. Lab periods will be devoted to developing teaching competencies (planning, teaching and assessing) through teaching (in a variety of settings) and learning game and fitness skills. Peer and instructor feedback will be a significant part of this course.

**Course Objectives:**

By the end of this course, students should be able to:

- Demonstrate knowledge of movement skills and fitness concepts.
- Identify the developmental skill acquisition process for motor skills and fitness concepts.
- Identify, select, and/or create learning activities for motor skills and fitness concepts that are appropriate, inclusive, and engaging, and that exhibit developing teacher skills and abilities.
- Demonstrate their understanding of quality teaching skills by reviewing videotape and critically analyzing teacher performance in motor skills and fitness concepts, and that exhibit developing teacher skills and abilities.

**Course Evaluation and Grade Breakdown**

Quizzes on L@UW		10%
Planning, Teaching and Assessment Project	(Movement Skills)	20%
Planning, Teaching and Assessment Project	(Fitness Mini Teaching 1)	10%
Planning, Teaching and Assessment Project	(Fitness Mini Teaching 2)	10%
Fitness Assignments		15%
Fitness Unit Plan		10%
Movement Skills and Educational Games Planning Notebook		10%
Video Module-Assessment task		10%
Participation		<u>5%</u>
		100%

A = 93 - 100%

AB = 89 - <93%

B = 83 - <89%

BC = 79 - <83%

C = 70 - <79%  
D = 60 - <70%

F = <60%

### *Quizzes*

Quizzes will be on Learn@UW for most topics and are due before the lab associated with the topic. The quizzes will be based on the learning materials on Learn@UW and assigned readings.

### *Planning, Teaching, and Assessment Projects*

Each student will teach four topics, such as “throwing,” “Educational Games”, or “Aerobic Fitness” during the semester. For each teaching assignment the student will create a skill analysis table and a lesson plan, and assessment pieces. The final written project will be due one week after the teaching performance. Specific components of the project are described below:

#### *Developmental Skill Analysis*

The student will use a constraint table to demonstrate an ability to Analyze, Shrink, and Know (ASK) the skills involved in teaching the assigned topic. The student will break down each skill into its developmental phases and identify characteristics of each developmental phase. This assignment will be evaluated on the student’s ability to identify 3-4 critical features and skill phases and that clearly differentiate beginner movers from intermediate movers, and intermediate movers from mature movers.

#### *Lesson Plan*

The student will develop a lesson plan for each teaching assignment containing the following information: (a) a listing of the skills involved in the topic, (b) cues for each skill, (c) safe, equitable, quality learning activities organized in the proper sequence, (d) organizational information such as boundaries and time of activity, (e) a list of references, and (f) a student assessment tool. The lesson plan will be evaluated on inclusion of all lesson plan elements with enough detail to be utilized by any instructor, organizing flow of activities that clearly addressed the needs of students, and including management and organizational concerns that result in safety and enough detail to be utilized by any instructor.

#### *Reflection*

Students will respond to the following questions in writing after each teaching experience.

- What went well?
- What would you change?
- What did you learn about yourself as a teacher?

#### *Planning Notebook*

Students will research and select (or create) what they think would be the best learning activities to teach a tactical concept. Using the existing Google doc, students must review and repair 5 links and submit 3 new activities in each game category. The final product will be evaluated in terms of its comprehensiveness and the quality of learning activities

#### *Video module*

This culminating activity will serve as the means through which students will demonstrate improvement in their teaching competencies as well as their ability to reflect and analyze both the strengths and weaknesses of their teaching performance.

- Students will plan and instruct public school students and will be videotaped by classmates.
- Using the videotape, each student will complete the assessment task of the EdTPA

*Fitness Assignments*

## Evaluation of Fitness Facility and Equipment (20 points)

You will take the information you learned in class and evaluate the fitness facility and equipment that is being used in the schools for classes. You will need to determine if the setup is safe, the equipment is in safe working order, is there proper flooring, is the space large enough for the class size. You will also need to determine whether there are newer or alternative versions of the equipment and if so would it be applicable in the school setting.

*Fitness Unit Plan*

Your unit plan will be for the secondary setting and must include a block plan, eight lesson plans and assessments.

You will be given a unit plan format to follow.

The block plan will be 10 points, lesson plans 40 points (5 pts. each), assessments 10 points.

*Participation*

Each day in class, we will create materials that will be of use to you in your teaching. Students will earn participation points by attending class and working on these items in class.

<b>School of Education Standards</b>	<b>Assignment</b>
1: Incorporates understanding of human learning and development	<i>Planning, Teaching and Assessment Project</i>
4: Demonstrate pedagogical knowledge in specific domains	<i>Skill Analysis Tables</i>
5: Explains and justifies educational choices	<i>Planning, Teaching and Assessment Project, Planning Notebook</i>
7: Understands and adapts to multiple forms of communication	<i>Planning, Teaching and Assessment Project Video module</i>
8: Employs varied assessment processes	
10: Employs varied instructional strategies	
11: Uses technologies	
13: Is a reflective practitioner	

## Course Schedule

**DRAFT**

**To be successful in the interactive lab, students must view the online lecture materials and complete the readings prior to attending lab. Readings are listed on the date they are due and will be posted at Learn@UW. Lecture materials will also be posted at Learn@UW.**

Date	
January 18	Course Introduction-why teach PE at the elementary level?
January 23	Learner/Learning What can we learn about students that will help us teach them more effectively? Learner Observation Tool-EdTPA How do we know what students are able to learn? Create K-5 Developmental characteristics chart by age level
January 25	What content should we teach in K-5 PE? Can it be categorized? If so, how do we organize it? Curriculum models, spiral themes, Skill theme model, compare with developmental movement concept model Create PK-12 content visual Create 3-5 Yearly plan using skill theme model
January 30	What kind of a framework should we create to organize our units? To what or whom are we accountable? Standards and planning review Evaluate learning activities-CRAAP model and exercises Create Unit plan framework Quiz 2a: Planning & Instruction for Educational Games (L@UW)
February 1	Assessment-students and Teacher How do we know when growth has occurred? Chapters 12 and 15, Assessment article, Authentic assessment Create Assessment tool examples/templates
February 6	Movement Skill Themes- <a href="#">Explore this website</a> Reading: Learn @UW, Colvin Chapter 3 Quiz: Quiz 1: Motor Skill Themes (L@UW) Create Skill Analysis Tables Create handouts for each-be prepared to teach next class
February 8	Instructional Skills Review for Educational Games Reading: Learn @UW Narrated PPT & video (L@UW) Instructional styles review Management issues Create behavior prevention and response tools
February 13	Movement Skills: Dribbling Reading: Learn @UW, Colvin Chapter 8 Narrated PPT & video (L@UW) Quiz 3: Dribbling (L@UW) Movement Skills: Kicking, Punting Reading: Learn @UW, Colvin Chapter 10 Quiz 4: Kicking, Punting Create unit plans and lessons
February 15	Teach in public schools

February 20	Movement Skills: Long Handled Striking Reading: Learn @UW, Colvin Chapter 9 Narrated PPT & video (L@UW) Quiz 5: Long Handled Striking (L@UW) Movement Skills: Short Handled Striking Reading: Learn @UW, Colvin Chapter 9 Narrated PPT & video (L@UW) Quiz 6: Short Handled Striking (L@UW) Create unit plans and lessons
February 22	Teach in public schools
February 27	Movement Skills: Throwing, Catching Reading: Learn @UW, Colvin Chapter 5, 7 Narrated PPT & video (L@UW) Quiz 7: Throwing, Catching (L@UW) Create unit plans and lessons
March 1	Teach in public schools
March 6	Movement Skills: Volleying, Jumping and Landing Reading: Learn @UW, Colvin Chapter 2 Narrated PPT & video (L@UW) Quiz 8: Volleying, Jumping, Landing (L@UW) Create unit plans and lessons
March 8	Teach in public schools
March 13	Review of fitness principles, personal wellness and exercise profiles used in public schools Quiz 9 Fitness principles – Due March 6 at 11:00 PM
March 15	Fitness article, physical activity (special considerations) elementary and secondary schools Quiz 10 Neuromotor and Functional Fitness - Due March 8 at 11:00 PM
March 27	Fitness article, weight management/obesity as it applies to students in public schools, evaluation of fitness programs Quiz 11 Yoga and Step – Due March 13 at 11:00 PM
March 29	Fitness article – The Decline of Play in preschoolers – Due March 15th at 11:00 PM Quiz 12 Kickboxing, pilates Due March 15th at 11:00 PM Go over evaluation forms for school visits of fitness room and equipment.
April 3	Visit Kromrey middle school
April 5	Visit Memorial high school
April 10	Evaluations due. Discussion of visits, setting up circuits, assign mini teachings
April 12	Fitness article, mini teachings
April 17	Carry over mini teachings, unit plan assignment

April 19	Preparation for teaching at Kromrey
April 24	Teach at Kromrey
April 26	Teach at Kromrey
May 1	Preparation for teaching at Memorial
May 3	Teach at Memorial
May 8	Teach at Memorial
May 10	Unit plan due – Discussions of teachings

**LATE ASSIGNMENT POLICY:** A complete copy of all assignments must be turned in by the due date. However, we believe in second (third, fourth...) chances. Nothing in life is final, as they say, except for death and taxes, :), so if, after getting feedback on an assignment, you want to address the feedback and create a better final product, you can resubmit within 48 hours of receiving your grade.

**ABSENCES POLICY:** All work should be handed in on the day it is due. It is also acceptable to submit your work well BEFORE the assigned due date & time. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook. On papers and exams, doing your own work is absolutely essential. In ALL papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard citation methods

#### **STUDENT EXPECTATIONS**

Participants are expected to attend, fully participate and be prepared for all classes. What the student takes away in the form of knowledge, skill development and application is dependent on what the student brings to class each day. Light physical activity will be an occasional part of the course content.

**LEARNING SUPPORT SERVICES:** Free UW tutoring & learning support resources at [advising.wisc.edu](https://advising.wisc.edu).  
(<https://advising.wisc.edu/tutoring>)

**ACCOMMODATIONS:** Student success in this course is important. If there are circumstances that may affect the student's performance in class, it is advised that the student let the instructors know so they can develop a plan that will provide opportunities for the student to be successful. Participants requiring special accommodation related to a learning need should contact the McBurney Disability Resource Center, 1305 Linden Drive, 263-2741.

<http://mcburney.wisc.edu/services/>

**ACADEMIC HONESTY:** The University of Wisconsin is a highly respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://participants.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for participants at <http://participants.wisc.edu/doso/participants.html>

**HATE AND BIAS INCIDENTS:** We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom.

Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/reporhate](https://students.wisc.edu/reporhate). The University and the Kinesiology 235 teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or

demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options that meet your needs. You can also report anonymously. For more information, support, and resources regarding addressing hate and bias on campus, please visit [www.students.wisc.edu/repothate](http://www.students.wisc.edu/repothate)

#### **DIVERSITY & INCLUSION**

**Institutional statement on diversity:** “Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.”  
<https://diversity.wisc.edu/>

## Course Change Proposal

**Subject** Kinesiology (742)

**Status** Under Review by Subject Owner

**Proposer** Cindy Kuhrasch

### Basic Information

**What is the primary divisional affiliation of the course?**

*Interdivisional*

**Current course number**

*373*

**Current course title**

*Methods of Teaching Secondary Sport Concepts and Skills*

**Current published course description**

*Addresses methods of instruction in sport tactical concepts and skills. Students will gain practice in planning, teaching, and assessing secondary school students, as well as practice in assessing their own teaching. The goal is for students to develop into proficient teachers. Students will apply concepts presented in Kinesiology 370 Planning and Teaching Physical Education.*

**Chief academic officer of this unit**

*Gary M Diffie*

**Designee of chief academic officer for approval authority**

*Not Found*

**Currently crosslisted with**

**When will this change go into effect?**

*Fall 2018-2019*

## Basic Changes

Will the subject change?

No

**Current subject**

*Kinesiology (742)*

**Proposed subject**

Will the course number change?

No

**Current course number**

373

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

Yes

**Current title**

*Methods of Teaching Secondary Sport Concepts and Skills*

**Proposed title (max. 100 chars.)**

*Methods and Practicum of Teaching Secondary Sport Concepts and Skills*

**Proposed transcript title (max. 30 chars.)**

*Meth & Prac of sport*

Will the crosslistings change?

No

**Current crosslistings**

**Proposed crosslistings**

Will the "repeatability" of the course change?

No

**Current repeatability**

**Proposed repeatability**

## Catalog Changes

**Will the credits change?**

No

**Current minimum credits**

3

**Current maximum credits**

3

**Proposed minimum credits**

**Proposed maximum credits**

**Will the grading system change?**

No

**Current grading system**

**Proposed grading system**

**Will the published course description change?**

Yes

**Current course description**

*Addresses methods of instruction in sport tactical concepts and skills. Students will gain practice in planning, teaching, and assessing secondary school students, as well as practice in assessing their own teaching. The goal is for students to develop into proficient teachers. Students will apply concepts presented in Kinesiology 370 Planning and Teaching Physical Education.*

**Proposed course description**

*Methods of instruction in sports concepts and skills. Students will gain practice in planning, teaching, and assessing participants. Students will also observe, practice and assess the facilitation skills of health and physical activity professionals. In addition, students will apply the concepts presented in Kines 370:Planning, Facilitating & Assessing for Movement and Health Professions.*

**Will the prerequisites change?**

No

**Current prerequisites and other requirements**

*Successful completion of Kinesiology 370, Kinesiology major and junior standing, or consent of instructor.*

**Proposed prerequisites and other requirements**

## Designation Changes

Will the graduate course attribute status change?

*No*

Should this course have the graduate course attribute?

If yes, this course:

Will the Liberal Arts and Sciences (LAS) undergraduate designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This course is part of a methods and practicum sequence for Physical Education Majors.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*Third course in a series of methods courses that builds on concepts presented in Kines 370: Planning, Facilitating & Assessing in Movement and Health Professions. Our course is uniquely designed to meet the specific needs of students preparing to teach in physical activity and health professions and does not duplicate content in any other course. Kinesiology 373 is designed to apply the content learned in Kinesiology 370. Kinesiology 373 uses a blended course format in which students review content before coming to class and then spend class time practicing their teaching skills by teaching to a variety of participants.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### **Explain the need for the change**

*Kines 370 serves as the theoretical foundation for planning, teaching and assessment in physical activity and health professions. We have discovered that students learn these concepts best when they are applied to real-life situations. The Kines 373 course serves to teach methods that are specific to sport skills and concepts AND provide a practicum experience that provides applied practice for principles learned in Kines 370. This course change is more accurately reflects what is being presented in this course.*

### **Additional comments (optional)**

### **Attach a syllabus**

*373 REVISED SYLLABUS 2018.pdf*

### **Additional attachments (optional)(please read "help" text before uploading an attachment)**

# KINESIOLOGY 373-METHODS AND PRACTICUM OF TEACHING SECONDARY SPORT CONCEPTS AND SKILLS

Credits 3

<https://canvas.wisc.edu/courses/65673>

## Course Description and Approach

This course will provide students with practice in planning and teaching sport concepts and skills. It is the third methods course that builds on the planning for learning and instruction foundation. Content for this course is centered on the Tactical Games Model and focuses on students developing teaching competencies rather than learning specialized sports skills. Students will gain competence in sports skills by performing as secondary school students and being taught during peer teaching sessions. Through this approach, highly competent teachers will be developed who can adapt instruction within tactically similar sports instead of being limited to specialized sports skills they have learned. Peer and instructor feedback will be a significant part of the process of learning how to plan and instruct public school youth.

The course will be presented in a blended format combining online work with two 100 minute face-to-face lab periods each week.

New tactical concepts (topics) will be introduced within each sport classification. For each topic, students are expected to complete readings and complete quizzes before attending class.

For each topic, students will write a quiz, create a tutorial, develop a unit plan, compile learning activities on a Google Doc, and teach the learning activities to each other. Finally, a significant portion of this class will be devoted to students teaching to public school students. Students will be videotaped while teaching, and after teaching, students will review their video recordings and analyze their teaching competencies as part of their reflection.



YOUR INSTRUCTOR:  
Cindy Kuhrasch

GYM-NAT 2027, 262-4348

Email:

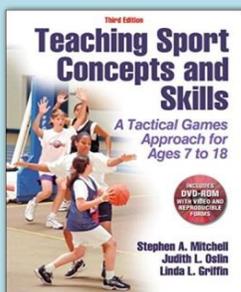
[ckuhrasch@education.wisc.edu](mailto:ckuhrasch@education.wisc.edu)

Visit me on campus TR from  
12-130

By the end of this course, you will be able to:

- 1) Master sport content, tactical concepts and sport skills.
- 2) Identify the development skill acquisition process for motor skills.
- 3) Break skills down by critical phases for use in teaching.
- 4) Effectively organize content for presentation to students.
- 5) Identify, select, and/or create learning activities that are appropriate, inclusive and engaging.
- 6) Demonstrate their understanding of quality teaching skills by reviewing videotape and analyzing teacher performance.

## Materials



Teaching Sport Concepts and Skills : A Tactical Games Approach by Mitchell, Griffin  
1450411223

1. Regular access to a high-speed, internet-enabled computer
2. Enrollment in the course <https://learnuw.wisc.edu>

## Where Can You Find the Textbook?

Thriftbooks.com (used 2e)	\$4
Amazon.com (used)	\$38
Barnes and noble	\$34
UBS	\$?
Library reserve (2 hrs.)	Free

## Course Requirements

This class will involve a variety of activities that introduce you to the breadth of cultural anthropology. **You should plan to spend approximately 10-12 hours a week on work for this class.** Your final grade will be based on the following:

### Participation (5% of grade)

Participation in our class requires regular and engaged attendance. Much of what is learned in this class is through personal, active engagement in activities with peers and public school students. Your presence is vital to the experience of your classmates for their growth as well.

### Electronic Notebook (10% of grade)

Students will research and select (or create) what they think would be the best learning activities to teach a tactical concept. Using the existing Google doc, students must review and repair 5 links and submit 3 new activities in each game category. The final product will be evaluated in terms of its comprehensiveness and the quality of learning activities

### Video Module (15% of grade)

Using video of their teaching, students will complete the planning task of the EdTPA.

### Sports Quizzes (10% of grade)

Each student will be assigned quizzes for one or more of the sports covered in the class. Students will create the quiz for that sport and the other students will be assigned to take and pass it. Exams will be given online and are due before class. You may take each exam as many times as you like and only your highest score will be recorded. You **MUST** earn a score of at least 90% on each exam.

## Because Stuff Happens...

If you have an issue that arises that makes it difficult for you to complete your assignments in a way that represents your best work, please talk to me **BEFORE** the assignment is due. I understand that things happen and will work with you to create a schedule for assignments that will allow you to be healthy **AND** productive.

## Course Requirements, continued

### Planning and Teaching Assignments (Unit Plan) (60% of grade)

Each student will teach two tactical concepts during the semester. The student will be responsible for creating the skill analysis table, a tactical framework table, and the final instructional plan for each concept. All students, however, will be expected to identify and collect learning activities each week. *Extra credit can be earned by creating a unit for Rec Sports.* Class discussion will include an evaluation of all of the learning activities presented in class and selection of the best for use in the final instructional planning assignment. Specific components of the project are described below:

#### Developmental Skill Analysis For Motor Skills

For his/her assigned motor skill, the student will demonstrate his/her ability to Analyze, Shrink, and Know (ASK) the skill through the use of a constraint table. The assignment will include a constraint table and a biomechanical definition of the developmental levels of skill development. Students will demonstrate their ability to break down a skill using biomechanical analysis and identify characteristics of skills at the various developmental levels of skill acquisition by creating tutorials. The skill analysis portion of this assignment will include the following components:

##### *Critical Features*

- Determine the performance criterion
- Break the skill into smaller parts
- Determine the mechanical factors
- Identify the critical features

##### *Skill Phases*

- Preliminary movements
- Back-swing or recovery
- Force producing movements
- The critical impact instant
- The follow-through

#### Tactical Framework Table

The student will develop a listing of the tactical concepts, off-the-ball skills, and on-the-ball skills for each sport. Students should be able to demonstrate their understanding of the tactical concepts as well as the specific skills that are associated with each concept. In addition, students will demonstrate their understanding of the levels of complexity of each tactical concept.

#### Instructional Plan

For each topic, each student will organize the following information: (a) a listing of the concepts and skills required for the activity, (b) a block plan that organizes concepts and/or skills, (c) organizational information such as boundaries, time of activity, etc., (d) cues for each skill, (e) safe, equitable, quality learning activities organized in the proper sequence, and (f) a list of references. Use criteria from Kines 370. A rubric will be used to evaluate students' ability to include all elements of a lesson plan, and to pre-think the lesson, integration of fitness concepts, organize flow of activities and include management and organizational concerns.

How Will Your Grade be calculated?	
Sport Quizzes	10%
PTA1	30%
PTA2	30%
Electronic Notebook	10%
Video Module	15%
Participation	5%

## Course Policies

### Student Expectations

As is true with all courses, you get from it whatever you bring. We will work hard to create an environment and activities designed to help you gain knowledge and skills. You are encouraged to participate at the highest degree at which you feel comfortable. Light physical activity will be an occasional part of the course content.

### Accommodations

Student success in this course is important. If there are circumstances that may affect your performance in class, please let the instructors know so they can develop a plan for you to have opportunities to be successful. Students requiring special accommodation related to a learning need should contact the McBurney Disability Resource Center, 1305 Linden Drive, 263-2741.

## ACADEMIC INTEGRITY

The University of Wisconsin is a highly respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://students.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for students at <http://students.wisc.edu/doso/students.html>

Examples of academic misconduct include:

- Seeking to claim credit for the work or efforts of another without authorization or citation
- Using unauthorized material or fabricating data in any academic exercise
- Forging or falsifying academic documents or records
- Intentionally impeding or damaging the academic work of others
- Engaging in conduct aimed at making false representation of a student's academic performance
- Assisting other students in any of these acts



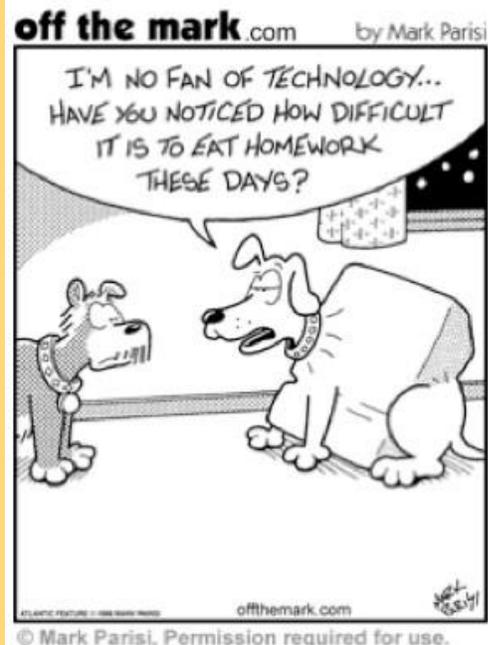
## Technical Difficulties

All of the required activities and assignments in this class must be completed through the Canvas system.

It is always a good idea to anticipate computer and website problems. As in any class, don't wait until the last minute to begin an assignment, and remember to back up your work often. **Late work and make-up policies will not be altered because of individual technical problems.** Please see the "Help and Resources" section for a list of locations on campus where you can access computers and the internet.

### DOIT HELP DESK

If you have any problems accessing the course website, please visit <https://it.wisc.edu/>



## Help and Resources

### RESOURCES FOR BLENDED COURSES

Blended classes offer a different experience from face-to-face classes. The UW - Madison website has a number of resources to help:

<https://learnuw.wisc.edu/toolbox/canvas.html>

This class will be offered through the Canvas system. For a video tutorial on how to use this system, go to <https://canvas.wisc.edu/courses/13>

If you have any problems accessing the course website, please visit <http://etudes.org/gateway/etudes-student-help-lasc.html>

#### Help & Resources

If you are feeling lost or overwhelmed...

#### Contact me

You are welcome to email or text me. Many questions and issues can be easily resolved this way.

#### Use online resources

Within the topics, I've linked to some useful online resources, including helps for learning and studying for the exams (flash cards, self pre-tests, etc.).

#### Get to know the Reference Desk

Our library staff is eager to help guide your research and to orient you to our library's paper and online resources.

<https://www.library.wisc.edu/help/ask/>

#### Use the Writing Center

The Writing Center is a free resource at any stage of the writing process, from getting started to revising drafts to polishing a final essay. It's located in 6171 Helen C. White Hall

#### Visit the Center for Educ Opportunity

In some cases, students benefit from tutoring or one-on-one intervention. The Center for Educational Opportunity offers (free) tutoring in many subjects, and can also help you with general study, note-taking, or textbook reading strategies. They are located in 16 Ingraham Hall.

#### Accommodations

If you have a documented disability (learning or otherwise), and you need a reasonable accommodation made for you in this course, please contact the McBurney Center at: <https://mcburney.wisc.edu/> so we can design a solution that will help you be successful in the class.

#### Expectations

Before we get started, I feel like I should share some of my expectations and philosophies.

First of all, I love thoughtful questions! I believe that when students ask questions it shows that they are deeply considering whatever they are studying. So bring them on!

Secondly, I believe in second (third, fourth...) chances. Nothing in life is final, as they say, except for death and taxes, :), so if, after getting feedback on an assignment,

you want to take another shot, go for it!

Thirdly, I work hard to balance theory and application. I believe that sound theory is the important starting point for learning, but applying theory to life is where real knowledge is solidified.

And finally, I have deep compassion for the crazy lives of students, BUT I also want to hold you to the highest possible standards of quality work. Talk to me about any issues you are having so that we can develop plans to help you succeed.

# Course Schedule and Assignments

Changes to this schedule may be made as necessary.

TOPIC	DATE	READINGS AND ASSIGNMENTS	
Current curriculum models	Wed, 9/6	Review of TGFU Review Instructional Methods and Teaching Skills for Tactical Games Model	
Planning for TGFU	Mon, 9/11	Reading: Mitchell, Oslin, Griffin, Chapters 1-5 <b>Tactical Games Quiz</b>	
Planning and assessment for TGFU	Wed, 9/13		
Maintaining Possession of the Ball  Attacking the Goal	Mon, 9/18	Maintaining Possession of the Ball Reading: Mitchell, Oslin, Griffin, Chapters 7, 11-15 Attacking the Goal Reading: Mitchell, Oslin, Griffin, Chapters 7, 11-15 Sport Knowledge - Basketball and Soccer Reading: Fronske (5e), chapters 7 & 20 Sport Knowledge Quiz-Basketball, Soccer	
Creating Space to Attack  Using Space in Attack	Wed, 9/20	Reading: Mitchell, Oslin, Griffin, Chapters 7, 11-15 Reading: Mitchell, Oslin, Griffin, Chapters 7, 11-15 Sport Knowledge – Hockey and Team Handball Reading: Fronske (5e), chapters 13 & 24 Sport Knowledge Quiz-Hockey, Team Handball	
Defending Space  Defending the Goal	Mon, 9/25	Reading: Mitchell, Oslin, Griffin, Chapters 7, 11-15 Reading: Mitchell, Oslin, Griffin, Chapters 7, 11-15 Sport Knowledge – Lacrosse and Ultimate Frisbee Reading: Fronske (5e), chapters 16 & 28 Sport Knowledge Quiz- Lacrosse, Ultimate Frisbee	
Winning the ball  Restarts	Wed, 9/27	Reading: Mitchell, Oslin, Griffin, Chapters 7, 11-15 Reading: Mitchell, Oslin, Griffin, Chapters 7, 11-15 Sport Knowledge – Football and Rugby Reading: Fronske (5e), chapters 14 & 26 Sport Knowledge Quiz-Football, Rugby	
Teach	10/2-9	Teach Flag football Days 1-3	
Striking/Fielding Net/Wall	Wed 10/11	Getting on Base Reading: Mitchell, Oslin, Griffin, Chapters 9, 19-20 Moving the Runner Reading: Mitchell, Oslin, Griffin, Chapters 9, 19-20 Sport Knowledge – Softball and Baseball Reading: Fronske (5e), chapters 6 & 21 Sport Knowledge Quiz-Kickball, Softball	Setting Up to Attack Reading: Mitchell, Oslin, Griffin, Chapters 8, 16-18 Winning the Point Reading: Mitchell, Oslin, Griffin, Chapters 8, 16-18 Attacking as a Team Reading: Mitchell, Oslin, Griffin, Chapters 8, 16-18 Sport Knowledge – Badminton, Tennis and Pickleball Reading: Fronske (5e), chapters 5 & 25 Sport Knowledge Quiz- Badminton, Tennis and Pickleball
Striking/Fielding Net/Wall	Mon 10/16	Advancing to the Next Base Reading: Mitchell, Oslin, Griffin, Chapters 9, 19-20 Defending Bases	Defending Space on Own Court Reading: Mitchell, Oslin, Griffin, Chapters 8, 16-18 Defending Against an Attack

		Reading: Mitchell, Oslin, Griffin, Chapters 9, 19-20 Sport Knowledge – Cricket and Rounders Reading: (readings to follow) Sport Knowledge Quiz-Cricket, Rounders	Reading: Mitchell, Oslin, Griffin, Chapters 8, 16-18 Sport Knowledge Quiz- Volleyball, Racquetball
Striking/Fielding Net/Wall	Wed 10/18	Defending Space as a Team Reading: Mitchell, Oslin, Griffin, Chapters 9, 19-20 Communicating Reading:	Defending as a Team Reading: Mitchell, Oslin, Griffin, Chapters 8, 16-18 Sport Knowledge – Squash and Table Tennis Reading: Fronske (5e), chapters 29 & 17 Sport Knowledge Quiz-Squash and Table Tennis
Teach	10/23-25	Teach Kickball Days 1-2	
Teach	10/30-11/6	Teach Badminton	
Guest presentation	Wed 11/8		
Propelling Object Proper Distance Propelling Object in Intended Direction	Mon 11/13	Reading: Mitchell, Oslin, Griffin, Chapters 10, 21-22 Reading: Mitchell, Oslin, Griffin, Chapters 10, 21-22 Sport Knowledge – Golf and Disc Golf Reading: Fronske (5e), chapters 15 & 28 Sport Knowledge Quiz- Golf and Disc Golf	
Attaining Proper Object Action Dealing With Conditions	Wed 11/15	Reading: Mitchell, Oslin, Griffin, Chapters 10, 21-22 Reading: Mitchell, Oslin, Griffin, Chapters 10, 21-22 Sport Knowledge – Bowling and Archery Reading: Fronske (5e), chapters 8 & 4 Sport Knowledge Quiz-Bocce, Bowling and Archery	
Work day	Mon 11/20		
No Class	Wed 11/22	Thanksgiving break	
Teach	11/27-12/4	Teach Archery Days 1-3	
Work Day	Wed 12/6	EdTPA work session	
Project Work	Mon 12/11	Electronic Notebook Due Video Module Due	
Course celebration	Wed 12/13		

**LATE ASSIGNMENT POLICY:** A complete copy of all assignments must be turned in by the due date. However, we believe in second (third, fourth...) chances. Nothing in life is final, as they say, except for death and taxes, :), so if, after getting feedback on an assignment, you want to address the feedback and create a better final product, you can resubmit within 48 hours of receiving your grade.

**ABSENCES POLICY:** All work should be handed in on the day it is due. It is also acceptable to submit your work well BEFORE the assigned due date & time. Please familiarize yourself with and follow the University policy on Academic Honesty in the Student Handbook. On papers and exams, doing your own work is absolutely essential. In ALL papers, you must cite the sources of any information, quotations or ideas which are not your own, using standard citation methods

**LEARNING SUPPORT SERVICES:** Free UW tutoring & learning support resources at [advising.wisc.edu](https://advising.wisc.edu).  
(<https://advising.wisc.edu/tutoring>)

**HATE AND BIAS INCIDENTS:** We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom.

Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/reporhate](https://students.wisc.edu/reporhate). The University and the Kinesiology 235 teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

For more information, support, and resources regarding addressing hate and bias on campus, please visit [www.students.wisc.edu/reporhate](https://www.students.wisc.edu/reporhate)

#### **DIVERSITY & INCLUSION**

Institutional statement on diversity: "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>

## Course Change Proposal

**Subject** Kinesiology (742)

**Status** Under Review by Subject Owner

**Proposer** Cindy Kuhrasch

### Basic Information

**What is the primary divisional affiliation of the course?**

*Interdivisional*

**Current course number**

*375*

**Current course title**

*Practicum in Physical Education*

**Current published course description**

*Provide opportunities for the physical education student to develop competencies in the teaching skills necessary to provide quality Physical Education to children and youth. Students will receive individualized feedback about their performance from the cooperating teacher and the university supervisor. The course will also provide a forum for students to learn from their peers through discussions, sharing their experiences and knowledge gained from their practicum placement.*

**Chief academic officer of this unit**

*Gary M Diffie*

**Designee of chief academic officer for approval authority**

*Not Found*

**Currently crosslisted with**

**When will this change go into effect?**

*Fall 2018-2019*

## Basic Changes

Will the subject change?

*No*

**Current subject**

*Kinesiology (742)*

**Proposed subject**

Will the course number change?

*No*

**Current course number**

*375*

**Proposed course number**

**Is this an honors course?**

**Is this an individual instruction course such as directed study, independent study, research or thesis (i.e., a course with no group instruction)?**

Will the title change?

*No*

**Current title**

*Practicum in Physical Education*

**Proposed title (max. 100 chars.)**

**Proposed transcript title (max. 30 chars.)**

Will the crosslistings change?

*No*

**Current crosslistings**

**Proposed crosslistings**

Will the "repeatability" of the course change?

*Yes*

**Current repeatability**

*Not repeatable for credit*

**Proposed repeatability**

*Repeatable for credit*

## Catalog Changes

Will the credits change?

Yes

**Current minimum credits**

3

**Current maximum credits**

3

**Proposed minimum credits**

1

**Proposed maximum credits**

3

Will the grading system change?

No

**Current grading system**

**Proposed grading system**

Will the published course description change?

Yes

**Current course description**

*Provide opportunities for the physical education student to develop competencies in the teaching skills necessary to provide quality Physical Education to children and youth. Students will receive individualized feedback about their performance from the cooperating teacher and the university supervisor. The course will also provide a forum for students to learn from their peers through discussions, sharing their experiences and knowledge gained from their practicum placement.*

**Proposed course description**

*The variable credit course is designed as a remedial opportunity to practice teaching skills. This course will be required of any student who does not earn at least a "B" in one of the methods/practicum classes. It will provide opportunities for the physical education student to focus on and develop a set of teaching skills within a school setting. The course allows the practicum student an opportunity to receive individualized feedback about their teaching performance from the cooperating teacher and the university supervisor.*

Will the prerequisites change?

Yes

**Current prerequisites and other requirements**

*KINES 371, KINES 372, KINES 373*

**Proposed prerequisites and other requirements**

*No prerequisites*

## Designation Changes

Will the graduate course attribute status change?

*No*

Should this course have the graduate course attribute?

If yes, this course:

Will the Liberal Arts and Sciences (LAS) undergraduate designation change?

*No*

What change is needed?

What is the rationale for seeking LAS credit?

Will the level of the course change for L&S attributes?

*No*

Current level:

Proposed level:

Will the L&S breadth requirement change?

*No*

Current breadth:

Proposed breadth:

Will the General Education Requirement change?

*No*

Current GER:

Proposed GER

## Additional Information

**Explain the relationship and importance of the proposed change to existing or future programs (i.e., degrees, majors and certificates)**

*This course will serve as a means of remediation for students who are not successful in the methods/practicum series for Physical Education.*

**Are any of these programs outside your academic unit?**

*No*

**Indicate the subjects that are most closely aligned with the other academic units. The proposal will be sent to the academic units that support those subjects for review.**

**Specify which requirement(s) this change affects, if any (e.g. satisfies third-level language, meets the major's capstone requirement, fulfills PhD minor requirement)**

**Do any of these requirements affect programs (degrees, majors, certificates) outside your academic unit?**

**Indicate the subjects that are most closely aligned with the other academic unit. The proposal will be sent to the academic units that support those subjects for review.**

**Address the relationship of this change to other UW-Madison courses, including possible duplication of content**

*Remedial course in a series of methods courses that builds on concepts presented in Kines 370:Planning, Facilitating & Assessing in Movement and Health Professions. We feel our course is uniquely designed to meet the specific needs of students preparing to teach in physical activity and health professions.*

**Is there a relationship to courses outside your subject?**

*No*

**Indicate the outside affected subject(s). The proposal will be sent to the academic units that support those subjects for review.**

**Will any courses be discontinued as a result of this change?**

*No*

**List course number(s) and complete a course discontinuation proposal for each course**

## Justification Changes

### **Explain the need for the change**

*Kinesiology 370, 371, 372, and 373 provide a series of practicum experiences for our students. As a result of observing two groups of students go through this sequence, we now recognize that an additional full semester of practicum is no longer necessary for most students. As a result, we are changing this course to one that is remedial and variable in nature. These changes will allow for us to individualize the practicum needs of our students.*

### **Additional comments (optional)**

### **Attach a syllabus**

*375 syllabus 11.20.pdf*

### **Additional attachments (optional)(please read "help" text before uploading an attachment)**

## UNIVERSITY OF WISCONSIN – MADISON

### KINESIOLOGY 375: PRACTICUM IN KINESIOLOGY

1-3 credits

Supervisor: Nancy Krattiger-Ziltener  
Office: 2037 Unit II – Natatorium  
Phone: Office – 265-0471  
Cell – 608-751-6506  
Office Hours: By Appointment  
E-Mail: [nziltener@education.wisc.edu](mailto:nziltener@education.wisc.edu) [nkz@inwave.com](mailto:nkz@inwave.com)

**Schedule:** Three Credits – 96 hours (48 elementary/48 secondary)  
Two Credits - 64 hours (32 elementary/32 secondary)  
One Credit – 32 hours (one site elementary or secondary)

#### **Course Description:**

The **variable** credit course is designed as a remedial opportunity to practice teaching skills. This course will be required of any student who does not earn at least a “B” in one of the methods/practicum classes. It will provide opportunities for the physical education student to focus on and develop a set of teaching skills within a school setting. The course allows the practicum student an opportunity to receive individualized feedback about their teaching performance from the cooperating teacher and the university supervisor.

#### **STUDENT COURSE REQUIREMENTS**

Each student **MUST** complete a notebook (**3 ring binder or Google Doc**) that reflects the knowledge and experience gained during the semester. The university supervisor will offer feedback on the notebook throughout the semester and a final grade will be assigned to the notebook when it is turned in on the last day of regular classes. The following materials should be included in the notebook:

- A. **Daily reflections** – after each day at your practicum site record an account of the experiences you had as well as the knowledge you gained. Think of your journal as an account of your thoughts. Include insights about children, ideas you have picked up from others, unique experiences that will help you in the future (i.e. class management techniques). Remember to illustrate your points with examples and begin to indicate how your experiences will impact you as a future educator. The journal must be **typed** and should be completed as you finish each week. **You need to be sure each journal entry has the date, class, and hours (both daily and a running total).**
- B. **Unit plans** – You need to have **two complete unit plans** of your choice from units you observe at each site. Use the unit plan formats or variation that you have been given at the university.
- C. **Lesson plans** – You should have **detailed lesson plans for any lesson that you teach.**
- D. **Standards** – Your unit and lesson plans need to be linked to the standards.
- E. **Seminars**

##### **Classroom Management (seminar 1)**

Please gather the cooperating teacher’s management plan (classroom and students). Write a one to two page narrative of the plan.

##### **Discipline Process (seminar 2)**

Write a one to two page narrative of the discipline process used by the school and the classroom teacher.

##### **Assessment (seminar 3)**

Informally interview your cooperating teacher regarding his/her beliefs about assessment in physical education and report the results in a one to two page narrative. Also, bring in examples of assessment instruments used by your cooperating teacher.

##### **Portfolio (seminar 4)**

##### **EDTPA (seminar 5)**

##### **Student Teacher Information (seminar 6)**

**STUDENT EXPECTATIONS**

**MAKE CONTACT WITH YOUR COOPERATING TEACHER.** You need to make contact with your cooperating teacher for your **first** experience. This requirement must be fulfilled the semester before beginning your practicum. This meeting will include the university supervisor where the discussion of expectations, goals, and schedules will take place. In making your schedule you need to make sure that, you are able to see at least two of the same classes twice a week. The meeting should take place at the school. You will make contact with the cooperating teacher for your second experience by the date listed on the checklist. Those doing a one credit practicum will not have a second site.

For those of you who schedule hours on **Thursday and Friday**, there may be holidays that you need to consider when looking at your hour total.

**TEACHING RESPONSIBILITIES** – While at the practicum site you and your cooperating teacher will decide upon your responsibilities. I urge you to take the initiative in becoming fully involved in the teaching/learning process. Depending on the number of credits you are taking, you will have a varying number of assignments.

<b>Credits</b>	<b>Practicum hours</b>	<b>Lessons</b>	<b>Units</b>	<b>Seminars</b>	<b>Videos</b>	<b>Visits</b>
3	96	10	2 at ea. site	6	2 at ea. site	4
2	64	7	1 at ea. site	4	2 at ea. site	4
1	32	4	1	2	2	2

Dates and times for supervisory visits should be agreed upon by you, the cooperating teacher and the university supervisor.

**PROFESSIONAL PRESENTATION** – Be sure you are on time and are dressed professionally. Remember you are representing yourself and the University of Wisconsin–Madison. As a practicum student, you are responsible for the education of someone’s children. This requires a new level of commitment and responsibility that is required of you as a student. It is the expectation of the teacher preparation program staff that you will conduct yourself as a professional educator.

**EVALUATIONS** – It is your responsibility to remind the cooperating teacher of the evaluations at the halfway and end of your practicum experience at each site.

**COOPERATING TEACHER EXPECTATIONS**

1. Meet with the student and university supervisor to create a schedule that allows them to complete the required hours.
2. Work with the student and the university supervisor to design a plan of observing, helping, team teaching and soloing that will best serve both the student to grow as a teacher, and allow your students to have a positive learning experience.
3. Give the practicum student regular, constructive feedback after each teaching session. A good series of questions might be, “What went well? What would you change? What did you learn about your teaching?”
4. Complete both a **halfway** and **final** evaluation form.
5. Identify any problem areas, and openly discuss them with the intention of creating a plan for improvement.
6. Contact the university supervisor with any problems or issues that arise.

## Reflective Inquiry Assignment

The process of reflective inquiry is the same as creating teaching goals, studying them, and trying out new ideas that you think will help you to get better. I hope that this process will seem a little easier placed in this format.

### Step 1 Topic Selection

Although there are many areas of teaching in which we can grow as teachers, there are three main areas in which first year teachers typically wish for more practice. As a result, for this practicum experience you should pick from one of the three main topics listed below:

- ♣ Student Instruction
- ♣ Classroom Management
- ♣ Student assessment

### Step 2

Think about why you selected this topic. Have you observed something at your practicum site that sparked your interest? Have you noticed a tendency in your own teaching that you would like to work on? Describe your reasons for selecting this topic.

### Step 3 Objective Selection

Within each topic, there are many elements to select from. In order to help you to narrow the focus of your work, you should choose one objective from the topic you selected in step 1.

#### Student Instruction

- ♣ Ask questions and pose scenarios to stimulate learning opportunities (i.e. help learners articulate ideas/thinking, promote risk taking/problem solving, facilitate factual recall, encourage convergent/divergent thinking, stimulate curiosity), which aid in becoming physically educated.
- ♣ Select and implement instructional strategies based on developmental levels, learning styles and safety issues
- ♣ Use demonstrations and explanations to link physical activity concepts to appropriate learning experiences

#### Classroom Management

- ♣ Use strategies to help learners demonstrate responsible, personal and social behaviors that promote positive relationships and a productive environment
- ♣ Use strategies to promote mutual respect, support for others, safety and cooperative participation
- ♣ Organize, allocate and manage resources (i.e. time, space, equipment, activities and teacher attention) to provide active and equitable learning experiences
- ♣ Use strategies to help learners become self- motivated in their learning

#### Student Assessment

- ♣ Use a variety of formal and informal assessment techniques to assess learner performance, provide feedback and communicate learner progress
- ♣ Use assessment strategies to involve learners in self and peer assessment
- ♣ Select and use developmentally appropriate assessment strategies and instruments congruent with physical activity learning goals
- ♣ Use and interpret performance data to inform curricular and instructional decisions

### Step 4

Consider your topic and objectives in a more scientific manner. **Talk** to your cooperating teacher and ask about his/her opinions regarding the topic. **Think** about your reasons for wanting to improve in this area of teaching. Do some **research** (internet or other) about the topic and gather some reasons for the importance of studying this topic. **Write** those thoughts out in a narrative format.

### Step 5

Use the information you gathered from your previous research and come up with a few specific actions that you could take that will improve your teaching in this area.

### Step 6

Try your actions out on your students/classes.

## Step 7

As a result of the implementation of your teaching actions, consider and answer the following:

Describe the central focus and purpose for the content you taught

Describe how the standard and learning objectives within your learning segment address the development of student competencies in the psychomotor, cognitive and/or affective learning domains

Describe and justify why your strategies were appropriate for the whole class, individuals, and/or groups of students with specific learning needs

Did your actions affect your classroom in the way you expected?

Why or why not?

If you could do it over again, what would you do differently? Why?

## Video Assignment due with notebook \_\_\_\_\_ at 4:00 p.m.

1. Create a rubric of the skills exhibited by a quality physical educator. Be sure to include all behaviors that a master teacher would have in the teaching of his/her class. Then compare yourself to the qualities of a master teacher.
2. Videotape a lesson taught by your cooperating teacher – be sure to ask permission first.
3. Also, **videotape** yourself teaching **twice** at each of your practicum sites. Make sure you videotape once toward the **beginning** of each practicum and once towards the **end**.
4. Observe the videotapes and complete the teacher rubric based on the performance of you and your cooperating teachers. Write a narrative about your teaching.

## Grading:

Seminar Attendance	20 points ea.	93-100	A
Reflective Assignment	50 points	89-92%	AB
Resource Notebook	30 points	83-88%	B
Cooperating Teacher Eval	40 points	79-82%	BC
University Supervisor Eval	30 points	70-78%	C
		60-69%	D
		Below 60%	F

**\*All students MUST earn at least a grade of “B” to advance to the next methods/practicum course.**

## PRACTICUM CHECK LIST

- contact cooperating teacher
- halfway eval first site
- final eval first site
- turn in notebook and video tapes for first check
- week of \_\_\_\_\_ is transition week
- halfway eval second site (not required if 1 credit)
- final eval second site (not required if 1 credit)

## ASSIGNMENT CHECK LIST

- teach lessons at each site
- videotape lessons of you teaching and one of your cooperating teacher
- daily reflections from each site (date, hours)
- unit plans
- lesson plans
- reflective inquiry
- resource notebook
- observed by the university supervisor two times at each site

**YOUR COMPLETED RESOURCE NOTEBOOK WITH ALL ASSIGNMENTS MUST BE TURNED IN BY \_\_\_\_\_ AT 4:00 P.M.**

## New University of Wisconsin School of Education Teacher Licensing Standards

Effective teachers:	Artifact
1.1. Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.	Notebook
1.2. Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials.	Notebook Seminar 1 & 2
1.3. Reflect on and meaningfully justify decisions relating to the learner and the learning environment.	Reflective Inquiry
2.1. Select and/or create individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.  <ul style="list-style-type: none"> <li>• Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.</li> <li>• Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.</li> </ul>	Notebook Lesson Plans Unit Plans
2.2. Choose, modify, and/or create formative and summative assessments to measure each learner's progress toward instructional goals.	Notebook
2.4. Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.	Reflective Inquiry Video assignment
3.1. Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning. <ul style="list-style-type: none"> <li>• Learning activities address learning objectives and content standards.</li> </ul>	Teaching
3.2. Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner's strengths and meet learners' needs.	Teaching
3.3. Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.	Teaching
3.4. Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives. <ul style="list-style-type: none"> <li>• Efficient learning environment includes promoting learning and minimizing loss of instructional time.</li> </ul>	Teaching Seminar 1
3.6. Use formal and informal assessment to continuously monitor learners' learning, and adjust instruction as appropriate.	
3.7. Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.	Reflective Inquiry Final Exam
4.1 Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learner's learning.	Notebook
4.2 When appropriate, work with others to create and implement comprehensive and appropriate assessment.	
4.3 Use assessment to provide meaningful feedback to learners to guide future learning and/or performance.	Seminar 3
5.1 Use evidence to continually evaluate the effectiveness of their practices, and choice and use of technology and resources, adjusting as needed to improve communication and each learner's learning	Video Assignment
5.2 Directly model safe, legal, and ethical use of technologies and information resources	Teaching
5.7 Demonstrate leadership	Teaching

## KINESIOLOGY 508 Workshop – Summer 2018

University of Wisconsin – Madison / Department of Kinesiology / School of Education

Sports Science & Athlete Monitoring (3 credits) – 3 week summer session

Course Time / Location: Monday-Friday: 9:00am-12:00pm, Room 2081, Nat/Unit II Gym

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### Instructor:

David Bell, PhD, ATC

Room 2031 Nat/Unit II Gym

608.265.2891; drbell2@wisc.edu

Office hours: M/W 12-1pm

### Teaching Assistant:

Dan Schaefer, CSCS

Room 2224 Nat/Unit II Gym

608-262-9559; daschaefer2@wisc.edu

Office hours: T/R 12-1pm

### Course Description:

This class will take an in depth look at how technology is changing the way we assess physical activity, help people return from injury, and increase physical performance. Topics covered in this course include field based testing, athlete monitoring, movement screenings. Students will gain exposure to the most popular technologies in the field of human performance.

### Course Format / Instructional Mode:

The course is a face-to-face and hands-on format. Students will be required to participate in activities in order to collect data to be used in the course. The scheduled meeting times call for five class periods per week for 180 minutes. Some class periods may be adjusted to accommodate group learning activities.

**Requisites:** None

**Credit Hours:** Will be met using one of the following: 45Hours Per Credit

### Course Learning Outcomes:

Students will be able to:

- Understand the principles behind human performance testing including aerobic and anaerobic testing
- Understand the principles behind monitoring and testing.
- Learn about the current trends in technology.
- Learn about return-to-play testing and how it can mitigate injury risk
- Gain skills in data analysis and interpretation.
- Create useful tools for dissemination of testing results.

### Learning Materials:

The following textbooks are recommended. Additional materials will be found on the Canvas site.

Monitoring Training and Performance In Athletes  
McGuigan

Human Kinetics, 2017

ISBN-13: 9781492535201

Functional Testing in Human Performance  
Reiman & Manske

Human Kinetics, 2009, 1<sup>st</sup> edition

ISBN-13: 9780736068796

### Expectations:

Students are expected to attend all class periods and complete all assignments. You can best prepare for class by reading the assigned material in advance. Please be an **active learner**, questions and discussions will only enhance the classroom environment. Grades are **earned** based on your percentage of points available using the following scale: A= 91% and above, AB = 90% - 90.9%, B = 81% - 89.9%, BC = 80% - 80.9%, C = 70% - 79.9% D = 60% - 69.9%, F= <59.9%.

### Learning Assessment:

- Pre-Class reading quizzes: 30%
  - Quizzes will take place prior to teach class on the canvas site. They are designed to ensure that students have read the required material prior to the start of class.
- Weekly portfolio: 30%
  - Each Monday, students will turn in a sample portfolio of their work in order to demonstrate appropriate progression.
- Final project/Case studies: 40%

- Students will perform a needs analysis of a client or sports team using the principles assessed in this class. They will provide a written client report, assessment portfolio, and description of best monitoring practices to the instructor.

**Course Agenda:\***

Wk	Date	Topic	Readings	Due
1	May 29	Intro / Syllabus / Needs Analysis / Anthropometrics	Monitoring Training and Performance In Athletes (Ch. 1)	
	May 30	Basics of Measurement and Screening / Functional Movement Screen	Functional Testing in Human Performance (Ch. 1 & 2)	Pre-Class Quiz
	May 31	Basics of Fitness & Aerobic Testing / Beep Test	Monitoring Training and Performance In Athletes (Pg. 129 - 135) & Functional Testing in Human Performance (Ch. 8)	Pre-Class Quiz
	June 1	Guest Lecture: Kevin Schultz; Strength & Power Testing Lab (Vertical jump, 40 yd, Pro agility)	Functional Testing in Human Performance (Ch. 13)	Pre-Class Quiz
2	June 4	Monitoring Basics	Monitoring Training and Performance In Athletes (Ch. 2 & 3)	Portfolio Part 1 & Pre-Class Quiz
	June 5	Monitoring Internal Load	Monitoring Training and Performance In Athletes (Ch. 4 & 5)	Pre-Class Quiz
	June 6	Monitoring External Load (GPS)	Monitoring Training and Performance In Athletes (Ch. 6)	Pre-Class Quiz
	June 7	Monitoring External Load (Weight Room)	Canvas: Comyns 2013, Campbell 2017	Pre-Class Quiz
	June 8	Evaluation, Interpretation, and Dissemination of Monitoring Data	Monitoring Training and Performance In Athletes (Ch. 7)	Pre-Class Quiz
3	June 11	Guest Lectures: Steve Gisselman; Megan Young	Monitoring Training and Performance In Athletes (Ch. 7) Canvas: Gabbett 2010	Portfolio Part 2 & Pre-Class Quiz
	June 12	Goniometry Skills	Canvas: Basics of Goniometry	Pre-Class Quiz
	June 13	Return-to-Play assessments (hop testing, dynamometer, DXA, etc.)	Canvas: Basics of force plates; dynamometers, DXA scanning Functional Testing in Human Performance (Ch. 1 & 2)	Pre-Class Quiz
	June 14	Force Plate Testing	Canvas: Paterno 2007, Toole 2017; Kuenze 2016	Pre-Class Quiz
	June 15	Final Projects/Presentations		

\*Subject to change to benefit the course

**LATE ASSIGNMENT POLICY:** Late assignments will be assessed a 10% penalty/day.

**ABSENCES POLICY:** Due to the abbreviated nature of this summer course, students will be allowed 1 absence for the course.

**LEARNING SUPPORT SERVICES:** Free UW tutoring & learning support resources at [advising.wisc.edu](https://advising.wisc.edu). (<https://advising.wisc.edu/tutoring>)

**ACCOMMODATIONS:** The instructional team will try to ensure that all students are fully included in the course activities. Please let us know if you are in need of any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. We will make every effort to maintain the confidentiality of the information you share. Students with questions about accommodations or assessment for learning issue can contact the McBurney Resource Center. <http://mcburney.wisc.edu/services/>

**ACADEMIC HONESTY:** The Board of Regents, administrators, faculty, academic staff, and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and the UW. Thus, the University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. All students have an obligation to conduct their academic work according to University standards. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. Students are encouraged to visit the UW-Madison Dean of Students page on Academic Integrity: <http://www.students.wisc.edu/doso/academic-integrity/>

**HATE AND BIAS INCIDENTS:** We value each member of our community. Hate and bias incidents distract from our classroom community and negatively affect your and your classmates' ability to learn, feel welcome, and feel safe. Hate and bias incidents will not be tolerated in this classroom.

Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/reporhate](https://students.wisc.edu/reporhate). The University and the Kinesiology 235 teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

For more information, support, and resources regarding addressing hate and bias on campus, please visit [www.students.wisc.edu/reporhate](https://www.students.wisc.edu/reporhate)

## **DIVERSITY & INCLUSION**

**Institutional statement on diversity:** "Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world." <https://diversity.wisc.edu/>



Survey

Distributions

Data & Analysis

Reports

## Exercise and Movement Science Exit interview

▾ SURVEY INSTRUCTIONS

Block Options ▾

### Display This Question:

If Customize your survey. This screen is for instructional purposes only and will not be shown to re... Is Displayed



SurveyInst  
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### Customize your survey.

*This screen is for instructional purposes only and will not be shown to respondents.*



Q1

Greetings graduating kinesiology student! Please take a few minutes to give us feedback about your experience here in the department of kinesiology and to update us on where you are headed next!



We wish to know the extent to which each of our learning objectives listed below was met. Please read each goal and indicate to what extent from 'extremely well' to 'not well at all' your education addressed each learning goal.

	Extremely well	Very well	Moderately well	Slightly well	Not well at all
1. Students will be able to define and explain major concepts across the breadth of kinesiology.	<input type="radio"/>				
2. Students will be able to apply their knowledge related to movement and physical activity techniques and approaches in clinical and applied settings to enhance human health and quality of life.	<input type="radio"/>				
3. Students will demonstrate competence in the scientific research process, which includes the ability to consume, analyze, interpret and critically review scientific literature.	<input type="radio"/>				
4. Students will develop appropriate styles of written and oral communication to use both within and outside of the scientific community.	<input type="radio"/>				

■ Q2

How helpful or unhelpful was your kinesiology academic advisor in helping you navigate your academic careers in kinesiology?



- Extremely helpful
- Moderately helpful
- Slightly helpful
- Neither helpful nor unhelpful
- Slightly unhelpful
- Moderately unhelpful
- Extremely unhelpful

■ Q3

Do you have any comments about your kinesiology advising experience?



■ Q4

Do you have any comments about your advising experience outside of the kinesiology department?



■ Q5

Have you applied to graduate or a professional school?



- Yes
- No
- Not yet, but planning to in the future



Display This Question:

If Have you applied to graduate or a professional school? Yes Is Selected



■ Q5a

We would appreciate knowing the institution and program where you have applied to graduate/professional school.



Display This Question:

If Have you applied to graduate or a professional school? Yes Is Selected



■ Q5b

Have you heard back from any of those programs and if yes, have you decided where to attend?



 **Display This Question:**  
If Have you applied to graduate or a professional school? Not yet, but planning to in the future Is Selected 

 Q5c Where (graduate or a professional school) are you planning to apply?



 **Display This Question:**  
If Have you applied to graduate or a professional school? No Is Selected   
And Have you applied to graduate or a professional school? Not yet, but planning to in the future Is Selected

 Q6 Are you starting a job after graduation?

  Yes  
 No  
 Not sure

 **Display This Question:**  
If Are you starting a job after graduation? Yes Is Selected 

 Q6a What is the job position?



 Q7 Do you have any fun or interesting stories about your experience that the department could use in some way in the graduation ceremony? Please keep specific names out of the description.



 Q8 Is there any other feedback you would like to provide to the kinesiology department about your experience?



 Q9 Would you be willing to participate in a brief face-to-face exit interview if we randomly select a few kinesiology students to interview?

  Yes  
 No

Q10 Could you please provide us with an email address (not your wisc.edu account) to keep on file for future contact?



From the department of Kinesiology, THANK YOU for your time, CONGRATULATIONS and best of luck in your next adventure!



Add Block

