

Course Change Proposal

Subject Kinesiology (742)
Proposer Lisa Cappabianca

Status Under Review by Subject Owner

Basic Information

What is the primary divisional affiliation of the course?

Interdivisional

Current course number

773

Current course title

Cardiorespiratory Adaptions to Environment and Exercise

Current published course description

Examination of the effects of acute and chronic exercise and exposure to hypo- and hyperbaric environments on physiological responses; mechanisms underlying these responses.

Chief academic officer of this unit

Gary M Diffie

Designee of chief academic officer for approval authority

Lisa Cappabianca

Currently crosslisted with

Physiology (762)

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

773

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

Cardiorespiratory Adaptions to Environment and Exercise

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

Yes

Current crosslistings

Physiology (762)

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

Examination of the effects of acute and chronic exercise and exposure to hypo- and hyperbaric environments on physiological responses; mechanisms underlying these responses.

Proposed course description

Will the prerequisites change?

No

Current prerequisites and other requirements

Graduate or professional standing

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)

The department of physiology no longer wishes the course to be cross-listed. Therefore we request that the cross-listing be removed.

Are any of these programs outside your academic unit?

Yes

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.

Physiology (762)

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)

This change does not affect any requirements.

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

No

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

There is no relationship to any other UW-Madison courses.

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

The physiology department has requested that we remove the cross-listing from this course.

Additional comments (optional)

Attach a syllabus

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

Course Change Proposal

Subject Kinesiology (742)
Proposer Lisa Cappabianca

Status Under Review by Subject Owner

Basic Information

What is the primary divisional affiliation of the course?

Interdivisional

Current course number

779

Current course title

Human Muscle Function in Health and Disease

Current published course description

Multidisciplinary seminar on human muscle function in health and disease. The course is geared toward advanced undergraduate and graduate students in kinesiology, physical and occupational therapy, motor control and behavior, neurophysiology resident in neurology and other related allied health professionals.

Chief academic officer of this unit

Gary M Diffie

Designee of chief academic officer for approval authority

Lisa Cappabianca

Currently crosslisted with

Neurology (676)

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

779

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

Human Muscle Function in Health and Disease

Proposed title (max. 100 chars.)

Proposed transcript title (max. 30 chars.)

Will the crosslistings change?

Yes

Current crosslistings

Neurology (676)

Proposed crosslistings

Will the "repeatability" of the course change?

No

Current repeatability

Proposed repeatability

Catalog Changes

Will the credits change?

No

Current minimum credits

2

Current maximum credits

2

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

Multidisciplinary seminar on human muscle function in health and disease. The course is geared toward advanced undergraduate and graduate students in kinesiology, physical and occupational therapy, motor control and behavior, neurophysiology resident in neurology and other related allied health professionals.

Proposed course description

Will the prerequisites change?

No

Current prerequisites and other requirements

Graduate or professional standing

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)

The existing course is cross-listed with neurology. Neurology no longer enrolls students in the course and does not plan to offer it in the future.

Are any of these programs outside your academic unit?

Yes

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.

Neurology (676)

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)

None

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

No

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

None

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?

Yes

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

NEUROL 779

Justification Changes

Explain the need for the change

Neurology plans to discontinue Neurol 779 and no longer enrolls students in the course. Therefore there is no longer a need to cross-list it with Kines 779.

Additional comments (optional)

Attach a syllabus

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

New Course Proposal

Changes saved but not submitted

Viewing: **KINES 566 : Promoting Health in the Community**

Last edit: 02/06/18 10:38 am

Proposal contact information:

Name	Shields, Morgan	E-mail	mrshields@wisc.edu	Phone	
	608/263-2609				

Type of approval Governance Approval Needed

Is your unit (department/subject listing) submitting more than 5 course proposals at this time?

No

Basic Catalog Information

First Available Term Spring 2019 (1194)

Should this course
have the graduate
attribute? No

Subject KINES - Kinesiology

Course Number 566

Is this course
crosslisted? No

Course Title Promoting Health in the Community

Transcript Title Promote Health Community

Course Description

Aims to introduce theories and application of health promotion and health education, specifically, health education specialties and philosophical foundations. Will address professional issues relating to the history, philosophy, ethics, practice, settings and competence of health education. Includes a focus on skills and techniques in writing, developing health

educational materials, public speaking and group dynamics as they relate to community health promotion and health education programs.

Enrollment

Information

Addresses the development of skills and tools needed to interact in a variety of health promotion and educational settings including the development of content and materials, consideration of the audience and personal reflection.

Existing Requisites

No Requisites.

Requisites

Kines 370

Grading Basis A/F

Component Type Lecture, Discussion

Credits 3

Is this a topics course?

No

Repeatable No

Does this course need a scheduled two-hour final exam for fall and spring offerings?

No

Course Designations

Type of honors
designation (if any)

Breadth attribute (if
any)

Should this course No
be considered for
LAS credit?

General Education:
QRA, QRB, Comm A

or Comm B (if any).

Should this course No
be considered for
the Ethnic Studies
General Education
attribute?

If this is a foreign language course, indicate the level.

Should this course No
have the workplace
course attribute?

Rationale for the Course

Why is this course being proposed? In responding to this question, be sure to answer the following: What gap in the curriculum is this course fulfilling? What is the purpose of the course? What degree and/or major requirement(s) will this fulfill?

This advanced health promotion and health education class is a critical part of the core curriculum in the Health Promotion and Health Equity major. The course addresses the learning outcomes for the major including recognizing theories related to health promotion and health equity and developing qualities to develop socially just practices to lead effectively within their communities. Importantly, this is the only core course with an active health education element that involves observing what health promotion looks like in the community and providing a supervised space to engage with sensitive material. The purpose of the course is to prepare students to teach or lead discussions about health topics in a variety of settings across different populations.

What is the
estimated
enrollment for the
course?

50/semester

How many qualified
instructors in the
primary unit will be
able to teach the
course?

Address the relationship of the course to other UW-Madison courses, including the duplication of content, both inside and outside the primary unit.

This course is unique in its focus on the practice of health promotion in the community. The kinesiology department houses a Health Education Minor that includes courses designed to train Health Educators in the Public Schools and are intended for students pursuing a major in Education. These courses include kines 541 'Organization and Administration of School Health Programs', Kines 542 'Teacher Education about Alcohol and Other Drugs', Kines 561 'Teacher Education in Human Sexuality', Kines 567 'Issues, Materials and Methods in Health Education'. An addition kinesiology course, 501 'Health Education for Teachers' is an elective for the Exercise and Movement Sciences students and focuses on introductory health content and awareness (health terminology and theories). Kines 566 focuses on the practice and application of skills developed specifically for promoting health in any setting (community or education).

What subjects (if any) might be interested in this course?

Subjects outside of unit
COUNSELING PSYCHOLOGY
NURSING
POPULATION HEALTH SCIENCES
RP & SE
SOCIAL WORK

Course Content Information

Course Learning Outcomes

Outcome

Audience

1 List responsibilities and competencies an entry-level health educator should possess.

Undergraduate

	Outcome	Audience
2	Define health terminology and identify one's role in the health education/promotion profession.	Undergraduate
3	Identify the physical, mental, and social characteristics affecting health in specific populations.	Undergraduate
4	Describe the role and importance of networking in the school and community health profession.	Undergraduate
5	Demonstrate effective methodologies of teaching health.	Undergraduate
6	Create a comfortable, safe environment for educating others about health topics.	Undergraduate
7	Write behavioral objectives for any health topic based upon target audience development and need.	Undergraduate
8	Incorporate National Health Education standards into health lesson plans.	Undergraduate
9	Practice skills planning and assessing their own classroom or community health-related presentations.	Undergraduate
10	Assess their own attitudes, beliefs, and values concerning these topics and the possible effects they may have on their professional work educating others.	Undergraduate

Credit hour policy

This course has been designed to meet the credit hour policy.

Please upload a [Kines566 syllabus_HPHE draft.pdf](#) syllabus.

Please provide additional information, as necessary, to further describe your course.

Notes

Reviewer
Comments

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

Course Name: Promoting Health in the Community

Course Number: Kinesiology 566, 3 Credits

Spring, 2019

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

Course designation and attributes: Community-Based Learning Course

Meeting time and location of class: Monday/Wednesday from 11:00-12:15

Discussions: Thursday at 1:20

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:

Aims to introduce the concepts of health education and health promotion, specifically, health education specialties, theoretical and philosophical foundations. Will address professional issues relating to the history, philosophy, ethics, practice, settings, and competence of health education. Includes a focus on skills and technique in writing, developing health educational materials, public speaking, and group dynamics as they relate to community health education and health promotion programs. Lectures will include content involving promotion of health behaviors, violence, tobacco, alcohol and drug use, sexual health, grief, health literacy, suicide prevention and women's health. Students will experience and participate in the process of facilitation/education of health-related topics occurring in a variety of settings in the Madison community as a part of their service learning. Discussion sections will include time to reflect and explore their personal values surrounding the course content and community-based experiences. Additionally, teaching strategies, presentation outlines, creating developmentally appropriate learning goals, and developing sensitivity towards communicating these topics will be emphasized.

INSTRUCTIONAL MODE:

The mode of instruction will be blended and include lectures, discussion and community-based learning.

CREDIT HOURS:

Will be met using the 45 hours per credit rule to fit with the blended format of the class.

REQUISITES: Kines 370

COURSE LEARNING OUTCOMES:

Students will be able to:

- ° List responsibilities and competencies an entry-level health educator should possess.
- ° Define health terminology and identify one's role in the health education/promotion

profession.

- ° Identify the physical, mental, and social characteristics affecting health in specific populations.
- ° Describe the role and importance of networking in the school and community health profession.
- ° Demonstrate effective methodologies of teaching health.
- ° Create a comfortable, safe environment for educating others about health topics.
- ° Write behavioral objectives for any health topic based upon target audience development and need.
- ° Incorporate National Health Education standards into health lesson plans.
- ° Practice skills planning and assessing their own classroom or community health-related presentations.
- ° Assess their own attitudes, beliefs, and values concerning these topics and the possible effects they may have on their professional work educating others.

LEARNING MATERIALS:

1. Textbook: Telljohann, S.K., Symons, C.W., Pateman, B. (2007). *Health Education- Elementary and Middle School Applications* (5th Edition). New York, NY: McGraw-Hill.
2. Additional Course Readings will be posted on Canvas
3. Additional online material: National Health Standards, Wisconsin Health Standards, National Sexuality Standards, SIECUC Guidelines

SEMESTER ASSIGNMENTS:

1. **Reflection papers- 15%** Based on experiences in and outside of the classroom, students will reflect on their personal growth each week. Of special importance will be the student's ability to recognize any personal biases through which their ability to help promote health in others is compromised.
2. **Content Modules- 5%** Additional background material covering the topics of promotion of health behaviors, violence, tobacco, alcohol and drug use, sexual health, grief, health literacy, suicide prevention and women's health will be provided in module form on Canvas. There will be a quiz at the end of each module and students may complete the modules on their own time but they must all be complete by week 7 of class.
3. **Objective Summary of experiences in a classroom or community setting where a health-related topic is taught or discussed- 10%** Students will select five sites from the list of community settings provided in class and will observe/volunteer for at least 5 hours at each site. Examples of Service Learning Opportunities include: Health Literacy, Suicide Prevention, PA promotion, AA, Retirement Homes, Schools, Boys & Girls club. Students will objectively summarize their experiences for each of the five settings.
4. **Evaluation Tool to use during observation of different health education environments- 20%** Students will develop a tool to evaluate their community-based learning experiences based off of health education philosophies and theory.
5. **Outline for Teaching in a classroom or public community setting- 20%** Based on an understanding of community needs and effective planning, students will create a sequence of activities that can be used to promote the development of health skills or knowledge to a chosen population.
6. **Written Critique of the experience observing others teaching- 10%** Based on the criteria examined in class and their evaluation tool, students will reflect upon the value, importance to the intended population, and effectiveness of one of their visits.

7. **Topical Presentation- 20%** Students will select one activity from their outline (see above) and present it to the class. Classmates using the criteria of quality program implementation as discussed in class will evaluate presentations.

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	Date	Topic	Assignments Due
1	1/23	Community Building in Our Classroom	Sign-up for Service Learning Opportunities, Reflection
2	1/28	Examining Your Attitudes, Beliefs, and Value	Reflection
3	2/4	Philosophy and Organization of Preventive and Rehabilitative Programs	Service Learning 1 finished, Objective Summary 1, Reflection
4	2/11	Contemporary Issues in Health Education	Reflection
5	2/18	Contemporary Issues in Health Education Continued	Reflection
6	2/25	Contemporary Issues in Health Education Continued	Service Learning 2 finished, Objective Summary 2, Reflection
7	3/4	Cultural Issues in Health Ed: Ethnic, Racial, Religious, and Familial Groups	All Content Modules due, Reflection
8	3/11	Health Promotion and Preference, Virtual Poster Presentations	Outline for Teaching due, Reflection
SPRING BREAK			
9	3/25	Understanding BY Design- The Big Questions	Service Learning 3 finished, Objective Summary 3, Reflection
10	4/1	Considering and Analyzing Educational Resources	Reflection
11	4/8	Experiential Learning Strategies for Health Education	Evaluation Tool due, Reflection
12	4/15	Educational Tools That Engage the Learner, Being a Reflective Practitioner	Service Learning 4 finished, Objective Summary 4, Reflection
13	4/22	Health Literacy, Your Personal Philosophy as a Guide to Educating Others	Written Critique due, Reflection
14	4/29	Presentations	Topical Presentations due, Service Learning 5 finished, Objective Summary 5, Reflection

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. After one unexcused absence, 1 point will be deducted for each

absence/week from weekly reflection assignments.

LEARNING SUPPORT SERVICES: Free UW tutoring & learning support resources at 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/repothate. The University and the Kinesiology 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/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/>

Dept	Program	Current Admissions Policy	Proposed Admissions Policy
C&I	Elem Education	<p>Candidates must have completed at least 40 college-level credits by the end of the fall semester of the application year. Students must also have earned a minimum 2.5 GPA on a 4.0 scale on all transferable college-level coursework attempted OR meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p> <p>Students applying for the MC-EA/Elementary Education-Special Education dual certification option must have successfully completed the course RP & SE 300 Individuals with Disabilities by the end of the summer before beginning the program.</p> <p>The Elementary Education program will consider “Academic Competence,” “Multicultural and Interpersonal Competencies,” and “Reflective Competence” in making its admissions decisions. Candidates are required to submit the following as evidence for these competencies:</p> <ul style="list-style-type: none"> • No more than two letters of recommendations. • A résumé that highlights the candidate’s experiences with children and/or youth, and other relevant experiences such as studying abroad or proficiency with additional languages. • Responses to two essay prompts. 	<p>Candidates must have completed at least 40 college-level credits by the end of the fall semester of the application year. Students must also have earned a minimum 2.5 GPA on a 4.0 scale on all transferable college-level coursework attempted. OR meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p> <p>Students applying for the MC-EA/Elementary Education-Special Education dual certification option must have successfully completed the course RP & SE 300 Individuals with Disabilities by the end of the summer before beginning the program.</p> <p>The Elementary Education program will consider “Academic Competence,” “Multicultural and Interpersonal Competencies,” and “Reflective Competence” in making its admissions decisions. Candidates are required to submit the following as evidence for these competencies:</p> <ul style="list-style-type: none"> • No more than two letters of recommendations. • A résumé that highlights the candidate’s experiences with children and/or youth, and other relevant experiences such as studying abroad or proficiency with additional languages. • Responses to two essay prompts.
C&I	World Language Education	<p>Candidates must have (1) earned 54 or more transferable semester credits (junior standing) by the end of the spring semester of the application year; (2) completed all but six credits of the relevant World Language major; (3) earned a minimum 2.75 grade point average on all major coursework completed; earned a cumulative GPA of at</p>	<p>Candidates must have (1) earned 54 or more transferable semester credits (junior standing) by the end of the spring semester of the application year; (2) completed all but six credits of the relevant World Language major; (3) earned a minimum 2.75 grade point average on all major coursework completed; earned a cumulative GPA of at least 2.75 (on a</p>

		<p>least 2.75 (on a 4.00 scale); (4) completed, or be in the process of completing, an approved immersion experience (except for Latin); and (5) meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p> <p>Candidates must submit the following:</p> <ol style="list-style-type: none"> 1. A résumé. 2. A 5-7 minute recording in the target language describing the experiences that led the student to choose language teaching as a profession. 3. Two letters of recommendation attesting to the student's experience with children or adolescents or experience related to the mission of the program. 4. Additional documents or materials (optional) that distinctly demonstrate the candidate's qualification for admission to the program. 	<p>4.00 scale); (4) completed, or be in the process of completing, an approved immersion experience (except for Latin); and (5) meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p> <p>Candidates must submit the following:</p> <ol style="list-style-type: none"> 1. A résumé. 2. A 5-7 minute recording in the target language describing the experiences that led the student to choose language teaching as a profession. 3. Two letters of recommendation attesting to the student's experience with children or adolescents or experience related to the mission of the program. 4. Additional documents or materials (optional) that distinctly demonstrate the candidate's qualification for admission to the program.
C&I	Secondary	<p>Candidates must have completed a documented bachelor's or comparable undergraduate degree in a field of study relevant to the licensable area. Students should have a GPA of 3.0 or better on the last 60 credits of the bachelor's degree, although a GPA waiver is possible for an applicant whose qualitative factors are felt to be strong. Candidates must meet prerequisite course requirements depending on the content area. Some experience working with adolescents or populations that include speakers of languages other than English is "beneficial." Finally, GRE scores (and TOEFL for foreign students) are required.</p>	<p>Candidates must have completed a documented bachelor's or comparable undergraduate degree in a field of study relevant to the licensable area. Students should have a GPA of 3.0 or better on the last 60 credits of the bachelor's degree, although a GPA waiver is possible for an applicant whose qualitative factors are felt to be strong. Candidates must meet prerequisite course requirements depending on the content area. Some experience working with adolescents or populations that include speakers of languages other than English is "beneficial." Finally, GRE scores (and TOEFL for foreign students) are required.</p> <p>Candidates must submit the following:</p>

		<p>Candidates must submit the following:</p> <ol style="list-style-type: none"> 1. Two letters of recommendation. 2. A statement of purpose/reasons for graduate study. 3. A résumé. 	<ol style="list-style-type: none"> 1. Two letters of recommendation. 2. A statement of purpose/reasons for graduate study. 3. A résumé.
RPSE	Special Education	<p>Candidates must have completed at least 40 college-level credits by the end of the fall semester of the application year. Students must also have earned a minimum 2.5 GPA on all college-level course work attempted and meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE). Finally, students must have successfully completed the course RP & SE 300 Individuals with Disabilities by the end of the summer semester before beginning the program.</p> <p>Candidates must submit the following:</p> <ol style="list-style-type: none"> 1. No more than three letters of recommendation. 2. A résumé that includes a description and dates of educational and work experiences, awards, accomplishments, and a list of references. 3. A written statement of reasons for wanting to be a special education teacher. 4. Additional (optional) documents or materials that may address or provide insight into the applicant's background, experiences, stated professional goals, places where the applicant has selection patterns, and grade-point average or basic skills test scores. 	<p>Candidates must have completed at least 40 college-level credits by the end of the fall semester of the application year. Students must also have earned a minimum 2.5 GPA on all college-level course work attempted. and meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE). Finally, students must have successfully completed the course RP & SE 300 Individuals with Disabilities by the end of the summer semester before beginning the program.</p> <p>Candidates must submit the following:</p> <ol style="list-style-type: none"> 1. No more than three letters of recommendation. 2. A résumé that includes a description and dates of educational and work experiences, awards, accomplishments, and a list of references. 3. A written statement of reasons for wanting to be a special education teacher. 4. Additional (optional) documents or materials that may address or provide insight into the applicant's background, experiences, stated professional goals, places where the applicant has selection patterns, and grade-point average or basic skills test scores.

Art	Art Education	<p>Eligible candidates must have completed at least 54 credits of transferable college-level coursework to include 20 credits of Studio Art and 6 credits of the Aesthetics requirement by the end of the spring semester of the application year. Candidates must also have earned a cumulative GPA of at least 2.75 on a 4.0 scale, based on all transferable college coursework attempted and meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p> <p>Candidates must submit a “statement of purpose” that addresses their experiences relevant to art and art education and 6-10 high-quality digital images of artwork that best represent the candidate’s skills, knowledge, and interests in art.</p>	<p>Eligible candidates must have completed at least 54 credits of transferable college-level coursework to include 20 credits of Studio Art and 6 credits of the Aesthetics requirement by the end of the spring semester of the application year. Candidates must also have earned a cumulative GPA of at least 2.75 on a 4.0 scale, based on all transferable college coursework attempted. and meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p> <p>Candidates must submit a “statement of purpose” that addresses their experiences relevant to art and art education and 6-10 high-quality digital images of artwork that best represent the candidate’s skills, knowledge, and interests in art.</p>
Kines	Physical Education	<p>Candidates must have completed 40 or more credits of college coursework by the end of the semester in which the application is submitted and earned a minimum 2.75 (on a 4.0 scale) on all college course work attempted and meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p> <p>. Students must also have completed two Kinesiology courses: KINES 116 First Aid and Basic Life Support (or exemption) and KINES 119 Introduction to Kinesiology.</p> <p>Candidates must submit the following:</p> <ol style="list-style-type: none"> 1. Two letters of recommendation. 2. Biographical questionnaire. 3. An 800-1000 word narrative describing reasons for wanting to be a physical educator. 	<p>Candidates must have completed 40 or more credits of college coursework by the end of the semester in which the application is submitted and earned a minimum 2.75 (on a 4.0 scale) on all college course work attempted. and meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p> <p>. Students must also have completed two Kinesiology courses: KINES 116 First Aid and Basic Life Support (or exemption) and KINES 119 Introduction to Kinesiology.</p> <p>Candidates must submit the following:</p> <ol style="list-style-type: none"> 1. Two letters of recommendation. 2. Biographical questionnaire. 3. An 800-1000 word narrative describing reasons for wanting to be a physical educator.

C&I and Music	Music Education	<p>During the second year in the core music curriculum, candidates audition/interview with the music education faculty. The audition includes, but is not limited to, performance, sight-singing, and keyboard harmonization components. Students must have passed the audition to be admitted to the program. Eligible students must also have met these minimum GPA requirements: 2.5 in music theory and history courses; 3.0 in all music courses; 2.75 cumulative (all courses). Eligible students must also meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p>	<p>During the second year in the core music curriculum, candidates audition/interview with the music education faculty. The audition includes, but is not limited to, performance, sight-singing, and keyboard harmonization components. Students must have passed the audition to be admitted to the program. Eligible students must also have met these minimum GPA requirements: 2.5 in music theory and history courses; 3.0 in all music courses; 2.75 cumulative (all courses). Eligible students must also meet minimum score requirements on an approved basic skills exam (ACT, SAT, GRE, Praxis CORE).</p>
---------------------	--------------------	--	---

Proposal to Suspend Admission to the Athletic Training BS Program

Purpose:

The Department of Kinesiology is requesting suspension of admission to the Athletic Training (BSAT) program effective May of 2019.

The proposal requires no undergraduate studies or departmental vote but must be voted on by the executive committee. A memo is then sent to School of Education's Senior Associate Dean of Academic requesting the action be addressed by the School of Education's Academic Planning Council at its next available meeting.

Rationale:

The Department of Kinesiology is proposing suspension of the BSAT due to:

- *Upcoming changes in the accreditation standards for AT programs.*
The Athletic Training program is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). The CAATE in conjunction with the Board of Certification and National Athletic Trainers Association of deemed that all professional preparation programs in athletic training must be delivered at the Master's degree level. Programs will no longer be able to enroll students into BS programs by fall of 2022.
- *Suspending the program allows for an orderly teach out plan and implementation for the new Master's degree program.*
The AT program plans to admit two additional cohorts of students into the program during the 2018 and 2019 admission cycles. Students typically apply to the program during their sophomore year with a Feb 1st application deadline. Students are notified of acceptance in the spring and begin the 4-semester professional sequence the following fall. Under this plan our final BSAT class would graduate in the spring of 2021. Our goal is to put the new MS degree program in place with our first cohort of students enrolling in summer of 2021.

Impact of this change:

- This change impacts prospective students who may have indicated an interest in the BSAT program. Under the proposed plan incoming freshman are not likely to meet the requirements to apply to the AT program by February 1, 2019. The AT program will work with the School of Education Academic Services office to communicate with prospective students regarding this change.
- The program has no students who have "stopped-out" of the program with the intent to return. Our program tracks all students and we have retained and graduated all students in our most recent classes.
- The AT program does maintain a scholarship account with the UW-Foundation. All donations have been made to support students in the AT program and will continue to be awarded when the program is elevated to the MS level.
- Suspension of the program will have no adverse effect on other academic units or program stakeholders provided the AT program is successful in the development and implementation of a new MS degree program.