

# ANAT&PHY 399: INDEPENDENT STUDY

## NEW COURSE PROPOSAL

CHANGES SAVED BUT NOT SUBMITTED

VIEWING: ANAT&PHY 399 : INDEPENDENT STUDY

LAST EDIT: WED, 22 AUG 2018 16:37:33 GMT

Proposal contact information:

**Name**

Cappabianca, Lisa

**E-mail**

lcappabianca@wisc.edu

**Phone**

608/262-0259

**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**

ANAT&PHY - Anatomy & Physiology

**Course Number**

399

Is this course crosslisted?

No

**Course Title**

Independent Study

**Transcript Title**

Independent Study

**Course Description**

Directed study in the fields of anatomy and/or physiology will offer students interested in these fields the opportunity to participate in more in-depth study (beginning to intermediate level) under the direct guidance of anatomy and/or physiology faculty.

**Enroll Info (usually None)**

None

**Requisites**

None

**Grading Basis**

A/F

**Component Type**

Independent Study section is scheduled

**Credits**

1-3

**Explain why the course is variable credit.**

Students will need to enroll for variable credit based on the amount of work and time spent on the area of study, as determined by the faculty member.

Is this a topics course?

No

**Repeatable**

Yes

**Total completions**

99

Can a student enroll in multiple sections of this course in one semester?

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 be considered for LAS credit?**

Yes

**For departments outside LS, please describe how the courses meet the articulated LAS criteria.**

This course requires students to develop a deep understanding of their chosen topic in anatomy or physiology. Students will be expected to utilize many of the following skills: identification of scholarly sources of information relevant to their topic; synthesis of current research; analysis of qualitative and quantitative data; articulation of well-reasoned arguments and findings where applicable and determination of implications of their research in the broader context of the applicable field.

**Select a level**

Intermediate

**Describe how the course meets the designation's articulated learning outcomes and criteria.**

The skills required for this course reflect the L&S criteria and learning outcomes by emphasizing written communication skills, analysis of new and existing research and application of acquired knowledge in a broader scientific context.

**General Education: QRA, QRB, Comm A or Comm B (if any).**

**Should this course be considered for the Ethnic Studies General Education attribute?**

No

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

**Should this course have the workplace course attribute?**

No

## 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 course aims to introduce highly motivated undergraduate students to research and directed study in the fields of anatomy and/or physiology outside the existing curriculum. The ANAT&PHY subject heading currently does not have an option for students to pursue independent study of this nature. The interim solution has been to have them enroll under the Kinesiology independent study sections. This course would more accurately capture the work being done by the students and reflect it more accurately on transcripts. Completion of this course would fulfill general elective requirements for graduation.

**What is the estimated enrollment for the course?**

<10 students per semester

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

4

**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 similar to other independent study sections in other subject headings in that it is administered by faculty within the designated subject area. There is no duplication of content as each student's area of study/research would be individually developed and approved by a participating faculty member in the field of anatomy and/or physiology.

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

## COURSE CONTENT INFORMATION

### Course Learning Outcomes

**Outcomes – enter one learning outcome per box, Audience use the green + to create additional boxes.**

1	Develop practical research skills that can be used across multiple disciplines.	
2	Critically review literature relevant to area of directed study	Undergraduate
3	Conduct lab-based research with peers, graduate students and post-docs learning to collaborate, collect data and work independently.	Undergraduate
4	Serve as peer leader for introductory course gaining experience in the development of leadership skills, organization skills and problem-solving.	Undergraduate

### Credit hour policy

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

**Please upload a syllabus.**

146-399 Sample Syllabus.pdf

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

**Admin Use Only**

**Reviewer Comments**

Key: 12131



**ANAT&PHY 399 – Independent Study (146-399)**  
**Department of Kinesiology**  
**University of Madison-Wisconsin**

**Course Description**

Directed study in the fields of anatomy and/or physiology will offer students interested in these fields the opportunity to participate in more in-depth study (beginning to intermediate level) under the direct guidance of anatomy and/or physiology faculty.

**Requisites**

Consent of instructor.

**Course Meeting Times/Locations:**

Due to the independent nature of this course, periodic meeting times and locations will need to be arranged between the instructor and student.

**Credits**

1-3 credits – amount must be approved by professor prior to enrollment. Credit will be based on the number of hours per week dedicated to the independent study (see credit hours policy below). Repeatable for credit.

**Course Designations and Attributes**

Counts as L&S Credit. Intermediate level course.

**Instructional Mode**

Primary instructional mode is individual instruction such as directed study, independent study or research with periodic face-to-face meetings with professor to review progress.

**Credit Hours**

Each enrolled credit is equivalent to approximately 45 hours of lab work, independent reading and research, writing and studying.

**Instructors**

Independent study must be directed by one of the following faculty members:

Dr. Beth Altschaf, [altschaf@wisc.edu](mailto:altschaf@wisc.edu)

Dr. Janet Branchaw, [branchaw@wisc.edu](mailto:branchaw@wisc.edu)

Patrick Hills-Meyer, [prhillsm@wisc.edu](mailto:prhillsm@wisc.edu)

Dr. Grace Lee, [grace.lee@wisc.edu](mailto:grace.lee@wisc.edu)

Dr. Andrew Lokuta, [ajlokuta@wisc.edu](mailto:ajlokuta@wisc.edu)

Dr. Julie Stamm, [stamm3@wisc.edu](mailto:stamm3@wisc.edu)

Dr. Kevin Strang, [kstrang@wisc.edu](mailto:kstrang@wisc.edu)

Instructors are available by appointment. Please arrange a schedule of times to meet regularly with your professor during the semester in order to monitor progress of independent study/research.

**Course Goal**

This directed study will offer students across many disciplines (pre-med, pre-health, biology, kinesiology, etc.) the opportunity to pursue in-depth studies or gain topic-related experience in the field of anatomy and/or physiology outside of the existing curriculum.

**Learning Outcomes:**

- Develop practical research skills that can be used across multiple disciplines.
- Critically review literature relevant to area of directed study.
- Conduct lab-based research with peers, graduate students and post-docs learning to collaborate, collect data and work independently.
- Serve as peer leader for introductory course gaining experience in the development of leadership skills, organization skills and problem-solving.

**Grading/Exams, Quizzes, Papers & Other Major Graded Work**

Course is graded on a standard A-F scale based on the quality of submitted work. The nature of the graded work will be determined between the individual student and the supervising faculty member.

**Required Course Materials /Representative List of Readings**

There are no required textbooks or course materials. Materials will be suggested based on the nature of the individual student's area of study.

**Academic Integrity**

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison's community of scholars in which everyone's academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to [studentconduct.wiscweb.wisc.edu/academic-integrity/](http://studentconduct.wiscweb.wisc.edu/academic-integrity/).

**Accommodations for Students with Disabilities**

**McBurney Disability Resource Center syllabus statement:** "The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA." <http://mcburney.wisc.edu/facstaffother/faculty/syllabus.php>

**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/>

# ANAT&PHY 699: INDEPENDENT STUDY

## NEW COURSE PROPOSAL

### CHANGES SAVED BUT NOT SUBMITTED

VIEWING: ANAT&PHY 699 : INDEPENDENT STUDY

LAST EDIT: WED, 22 AUG 2018 16:44:45 GMT

Proposal contact information:

**Name**

Cappabianca, Lisa

**E-mail**

lcappabianca@wisc.edu

**Phone**

608/262-0259

**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**

ANAT&PHY - Anatomy & Physiology

**Course Number**

699

Is this course crosslisted?

No



**Course Title**

Independent Study

**Transcript Title**

Independent Study

**Course Description**

Directed study in the fields of anatomy and/or physiology will offer students interested in these fields the opportunity to participate in more in-depth study (advanced level) under the direct guidance of anatomy and/or physiology faculty.

**Enroll Info (usually None)**

None

**Requisites**

Instructor Consent

**Grading Basis**

A/F

**Component Type**

Independent Study section is scheduled

**Credits**

1-3

**Explain why the course is variable credit.**

Students will need to enroll for variable credit based on the amount of work and time spent on the area of study, as determined by the faculty member.

Is this a topics course?

No

**Repeatable**

Yes

**Total completions**

99

Can a student enroll in multiple sections of this course in one semester?

No

## **COURSE DESIGNATIONS**

**Type of honors designation (if any)**

**Breadth attribute (if any)**

**Should this course be considered for LAS credit?**

Yes

**For departments outside LS, please describe how the courses meet the articulated LAS criteria.**

This course requires students to develop a deep understanding of their chosen topic in anatomy or physiology. Students will be expected to utilize many of the following skills: identification of scholarly sources of information relevant to their topic; synthesis of current research; analysis of qualitative and quantitative data; articulation of well-reasoned arguments and findings where applicable and determination of implications of their research in the broader context of the applicable field.

**Select a level**

Advanced

**Describe how the course meets the designation's articulated learning outcomes and criteria.**

The skills required for this course reflect the L&S criteria and learning outcomes by emphasizing written communication skills, analysis of new and existing research and application of acquired knowledge in a broader scientific context.

**General Education: QRA, QRB, Comm A or Comm B (if any).**

**Should this course be considered for the Ethnic Studies General Education attribute?**

No

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

**Should this course have the workplace course attribute?**

No

## **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 course aims to introduce highly motivated upper-level undergraduate students to advanced research and directed study in the fields of anatomy and/or physiology outside the existing curriculum. The ANAT&PHY subject heading currently does not have an option for students to pursue advanced independent study of this nature. The interim solution has been to have them enroll under the Kinesiology independent study sections. This course would more accurately capture the work being done by the students and reflect it more accurately on transcripts. Completion of this course would fulfill general elective requirements for graduation.

**What is the estimated enrollment for the course?**

<10

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

4

**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 similar to other independent study sections in other subject heading in that it is administered by faculty within the designated subject area. There is no duplication of content as each student's area of study/research would be individually developed and approved by a participating faculty member in the field of anatomy and/or physiology.

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

## COURSE CONTENT INFORMATION

### Course Learning Outcomes

**Outcomes – enter one learning outcome per box, Audience use the green + to create additional boxes.**

1	Develop practical advanced research skills that can be used across multiple disciplines.	Undergraduate
2	Critically review literature relevant to area of directed study.	Undergraduate
3	Conduct lab-based research with peers, graduate students and post-docs learning to collaborate, collect data and work independently.	Undergraduate
4	Serve as peer leader for introductory course gaining experience in the development of leadership skills, organization skills and problem-solving.	

### Credit hour policy

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

**Please upload a syllabus.**

146-699 Sample Syllabus.pdf

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

Admin Use Only

Reviewer Comments

Key: 12134



**ANAT&PHY 699 – Independent Study (146-699)**  
**Department of Kinesiology**  
**University of Madison-Wisconsin**

**Course Description**

Directed study in the fields of anatomy and/or physiology will offer students interested in these fields the opportunity to participate in more in-depth study (advanced level) under the direct guidance of anatomy and/or physiology faculty.

**Requisites**

Consent of instructor.

**Course Meeting Times/Locations:**

Due to the independent nature of this course, periodic meeting times and locations will need to be arranged between the instructor and student.

**Credits**

1-3 credits – amount must be approved by professor prior to enrollment. Credit will be based on the number of hours per week dedicated to the independent study (see credit hours policy below). Repeatable for credit.

**Course Designations and Attributes**

Counts as L&S Credit. Advanced level course.

**Instructional Mode**

Primary instructional mode is individual instruction such as directed study, independent study or research with periodic face-to-face meetings with professor to review progress.

**Credit Hours**

Each enrolled credit is equivalent to approximately 45 hours of lab work, independent reading and research, writing and studying.

**Instructors**

Independent study must be directed by one of the following faculty members:

Dr. Beth Altschaf, [altschaf@wisc.edu](mailto:altschaf@wisc.edu)

Dr. Janet Branchaw, [branchaw@wisc.edu](mailto:branchaw@wisc.edu)

Patrick Hills-Meyer, [prhillsm@wisc.edu](mailto:prhillsm@wisc.edu)

Dr. Grace Lee, [grace.lee@wisc.edu](mailto:grace.lee@wisc.edu)

Dr. Andrew Lokuta, [ajlokuta@wisc.edu](mailto:ajlokuta@wisc.edu)

Dr. Julie Stamm, [stamm3@wisc.edu](mailto:stamm3@wisc.edu)

Dr. Kevin Strang, [kstrang@wisc.edu](mailto:kstrang@wisc.edu)

Instructors are available by appointment. Please arrange a schedule of times to meet regularly with your professor during the semester in order to monitor progress of independent study/research.

**Course Goal**

This directed study will offer students across many disciplines (pre-med, pre-health, biology, kinesiology, etc.) the opportunity to pursue in-depth studies or gain topic-related experience in the field of anatomy and/or physiology outside of the existing curriculum.

**Learning Outcomes:**

- Develop advanced research skills that can be used across multiple disciplines.
- Critically review literature relevant to area of directed study.
- Conduct lab-based research with peers, graduate students and post-docs learning to collaborate, collect data and work independently.
- Serve as peer leader for introductory course gaining experience in the development of leadership skills, organization skills and problem-solving.

**Grading/Exams, Quizzes, Papers & Other Major Graded Work**

Course is graded on a standard A-F scale based on the quality of submitted work. The nature of the graded work will be determined between the individual student and the supervising faculty member.

**Required Course Materials /Representative List of Readings**

There are no required textbooks or course materials. Materials will be suggested based on the nature of the individual student's area of study.

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**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/>

# KINES 235: HUMAN PHYSIOLOGY AND HEALTH

**CHANGES SAVED BUT NOT SUBMITTED**

**VIEWING: KINES 235 : HUMAN PHYSIOLOGY AND HEALTH**

**LAST EDIT: THU, 23 AUG 2018 15:26:25 GMT**

**Proposal contact information:**

**Name**

Cappabianca, Lisa

**E-mail**

lcappabianca@wisc.edu

**Phone**

608/262-0259

**Type of approval**

Governance Approval Needed

**Course ID**

**Course ID**

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

No

## BASIC CATALOG INFORMATION

**First Available Term**

Fall 2019 (1202)

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

No

**Subject**

KINES - Kinesiology

**Course Number**

235

**Is this course crosslisted?**

No

**Course Title**

Human Physiology and Health

**Transcript Title**

Human Physiology and Health

**Course Description**

In this introductory course students learn basic physiological concepts, apply them to understand human health and disease, and link them to broader core concepts in biology. Each student completes a project in which they apply their conceptual understanding of general biology and physiology to investigate and create informational materials for the public about a disease or health promotion strategy. The foundational knowledge covered in this course serves students interested in health sciences majors, as well as non-science students interested in life-long health.

**Enroll Info (usually None)**

None

**Existing Requisites**

**No Requisites.**

**Requisites****Grading Basis**

A/F

**Component Type**

Lecture and Discussion sections are scheduled

**Credits**

4

**Is this a topics course?**

No

**Repeatable**

No



## COURSE DESIGNATIONS

Type of honors designation (if any)

Breadth attribute (if any)

Biological Science

Describe how the course meets the designation's articulated learning outcomes and criteria.

Should this course be considered for LAS credit?

Yes

For departments outside LS, please describe how the courses meet the articulated LAS criteria.

The course requires students "to draw flexibly upon and apply the modes of thought of the major areas of knowledge." This will be achieved primarily, though not exclusively, through the semester project, which will require students to identify and investigate a novel health promotion strategy or human disease. To develop a deep understanding of their topic, students will apply and integrate the basic knowledge and physiological concepts that are taught in the course and also identify scholarly sources of information about the topic beyond those provided by the course. They will demonstrate their understanding through written assignments and refine their understanding by distilling what they have learned to create a pamphlet or short video about their topic for use with a general public audience.

Select a level

Elementary

Describe how the course meets the designation's articulated learning outcomes and criteria.

General Education: QRA, QRB, Comm A or Comm B (if any).

Should this course be considered for the Ethnic Studies General Education attribute?

No

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

Should this course have the workplace course attribute?

No

## RATIONALE FOR THE COURSE

Explain the rationale for the changes. Do the changes impact the purpose of the course or the degree and/or major requirement(s) it currently fulfills?

With a target date of Fall 2019, Kinesiology 235 (Human Physiology & Health) will be moved from the Kinesiology department's subject heading (742) into a new subject heading, (146) Anatomy & Physiology, which will be administered in the Kinesiology Dept. in the School of Education. The proposed changes should

NOT tangibly affect any degrees, majors or certificates or the content of the course. Housing the course under the current heading of Kinesiology creates confusion on the part of students attempting to enroll in the course. By housing all physiology courses under the same heading, this will hopefully eliminate that confusion. It will also alleviate confusion on student transcripts - some graduate programs will not accept a physiology course labeled as kinesiology.

**What is the estimated enrollment for the course?**

110

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

4

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

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

## **COURSE CONTENT INFORMATION**

### **Course Learning Outcomes**

**Outcomes – enter one learning outcome per box, Audience use the green + to create additional boxes.**

1	Demonstrate basic knowledge of the function of human organ systems	Undergraduate
2	Demonstrate knowledge of biology core concepts and use them to contextualize and understand physiological processes and organ system function in humans	Undergraduate
3	Define the components of physiological feedback systems and explain the fundamental role that feedback systems play in regulating physiological processes	Undergraduate
4	Apply knowledge of organ systems and their regulation to explain the integration of functions across systems at the organismal level - homeostasis	Undergraduate
5	Apply knowledge of human physiology to understand the human condition in health and disease	Undergraduate
6	Demonstrate ability to critically read and apply scientific information in daily life	Undergraduate

### **Credit hour policy**

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

**Please upload a syllabus.**

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

**Admin Use Only**

**Reviewer Comments**

Key: 6102

**University of Wisconsin – Madison**  
**Department of Kinesiology, School of Education**  
**Human Physiology and Health (740-235-001), 4 credits**  
**Fall 2018**

**Learning Workshops:** Tuesdays & Thursdays, 1:00 –2:15PM, Helen C. White Hall, Room 3250

**Discussion:** Mondays, various times, Natatorium

**INSTRUCTORS:**

Janet Branchaw, PhD  
Room 2039, Natatorium  
890-4817, branchaw@wisc.edu  
Office Hour: Rm 3251 College Library  
Tuesdays 2:15 – 3:15 PM

Caitlin Murphy, MS  
4671 MSC  
263-6662, caitlin.murphy@wisc.edu  
Office Hour: Rm 3261 College Library  
Thursdays: 11:30 AM – 12:30 PM

**TEACHING ASSISTANTS:**

Andrew Pearson, MS  
Office: Room 1127B, Natatorium  
262-9572, appearson2@wisc.edu  
Office Hour: 1127B Natatorium  
Monday 12:30 – 2:00 PM  
Discussion sections: 301, 302, 306

Aaron Ward, MS  
Office: Room 1149C, Natatorium  
263-6308, award7@wisc.edu  
Office Hour: 1120 Natatorium  
Mondays: 2:30 – 3:30 PM  
Discussion sections: 303, 304, 305

**COURSE DESCRIPTION:**

In this course students learn basic physiological concepts, apply them to understand human health and disease, and link them to broader core concepts in biology. Each student completes a project in which they apply their conceptual understanding to investigate a disease or health promotion strategy and present a poster about their topic. The foundational knowledge covered in this course serves students interested in health sciences majors, as well as non-science students interested in life-long health.

**PREREQUISITES:** None

**COURSE GOALS:**

Students will be able to:

- demonstrate basic knowledge of the function of human organ systems
- demonstrate knowledge of biology core concepts and use them to contextualize and understand physiological processes and organ system function in humans
- define the components of physiological feedback systems and explain the fundamental role that feedback systems play in regulating physiological processes
- apply knowledge of organ systems and their regulation to explain the integration of functions across systems at the organismal level - homeostasis
- apply knowledge of human physiology to understand the human condition in health and disease
- demonstrate ability to critically read and apply scientific information in daily life

**LEARNING MATERIALS:**

1. **Learning Guides** - Each organ system will have a learning guide outlining the material that students are responsible for learning. **Exams assess understanding of the material in the Learning Guides.** Learning guides contain:

- a. **Learning Objectives** – a set of statements that identify what students should know and be able to do with the material.
  - b. **Key Terms & Concepts** – a list of the important terms and concepts
  - c. **Questions** – a set of questions addressing what is most important from the reading and class.
2. **Textbook** – The textbook should be used as a **resource** for completing the learning guide and for detailed explanations of physiological concepts; Principles of Human Physiology, 6<sup>th</sup> ed., Cindy L. Stanfield
3. **Online Resources** – identified and recommended by students and instructors

#### INSTRUCTION:

##### Learning Workshops (“lecture”):

1. **Mini-Lectures** Teaching staff give mini-lectures to introduce or review major concepts from the learning guide.
2. **Knowledge Application and Integration Activities** –Students work in teams to complete challenging learning activities, case studies, and problem sets that require integration and application of the learning guide facts and concepts. **Exams assess application of the concepts in these activities.**

##### Discussion:

1. **Learning Strategies** – activities and information about how to study effectively
2. **Q & A** - informal discussion of the material guided by students’ questions
3. **Learning Exercises** – group activities to help students uncover and correct misconceptions
4. **Exam Wrappers** – post-exam activities to diagnose what went well and what needs improvement

#### SEMESTER PROJECT:

Each student will select a **health promotion or disease** topic of interest to investigate over the course of the semester. Five assignments (25% of final grade) will guide the students’ learning:

1. Topic Proposal Essay (2%)
2. Biology Core Concepts Connections Essay (8%)
3. Physiological Organ Systems Connections Essay (8%)
4. Topic Learning Guide & Bibliography (5%)
5. Topic Presentation (2%)

#### LATE ASSIGNMENTS:

Assignments submitted late will be deducted 10% points per day.

#### ASSESSMENT:

1. **10% Learning Guide Quizzes** – There will be 8 quizzes covering material from the immediately preceding (8 questions) and upcoming learning guides (2 questions). Two learning guides are covered per quiz. Quizzes will be given in the first 15 minutes of lecture on the days indicated in the class schedule.
2. **10% Learning Workshop and Discussion Attendance and Activity Completion** – Students will be graded on participation and their contributions to group work activities during the learning workshops and discussion sessions. Students will evaluate their own and their group members’ contributions to the group work periodically throughout the semester by submitting online Group Effort Analysis (GEA) forms.
3. **25% Semester Project** – The project focuses on **application of concepts learned in class** to a topic of interest selected by the student and approved by the instructional staff. The project includes five assignments.

4. **55% Four Exams** – The exams will primarily test mastery of the learning objectives (as outlined on the learning guides) that has been presented since the previous exam. However, students are expected to be able to use material from previous units necessary for understanding material in the current unit. In this way, all exams are comprehensive. (4 exams – 13.75% each)

**Exam Wrappers** – After each exam students will complete an online exam wrapper. Exam wrappers allow students to determine why they missed questions and to make plans for what they will do differently to avoid making the same mistakes on the next exam.

**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%

**COURSE CREDITS:** This class meets for a total of 4 class period hours [3 hours lecture and 1 hour discussion] each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, problem sets, studying, etc.) for approximately 2 hours out of classroom for every class period (8 hours/week). This syllabus includes specific information about meeting times and expectations for student work.

**RECOMMENDED WEEKLY STUDY SCHEDULE:**

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
<i>Complete next learning guide</i>	<b>ASK QUESTIONS</b>  <b>Discussion</b>	<b>QUIZ</b>  <b>Learning Workshop</b>	<i>Review &amp; preview material to prep for quiz</i>	<b>QUIZ</b>  <b>Learning Workshop</b>	<i>Review material</i>	<i>Begin next learning guide</i>

**NOTE:** As indicated on the course schedule, quizzes are EITHER on Tuesday OR Thursday each week.

**ABSENCES:** Students must notify their TA **BEFORE** lecture or discussion begins to be granted an excused absence. The teaching staff will determine if the reason for missing is valid and will be excused. All students will be granted 2 excused and 1 unexcused absence from lecture and discussion together (total of 3 overall).

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

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**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/>

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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](http://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)

**COURSE SCHEDULE:**

Wk	Date	Topic	Quiz	Text	Project
1	R, 9-6	Course Introduction			
2	M, 9-10	Discussion			
	T, 9-11	Core Concepts & Homeostatic Control Systems 1		Chapter 1	
	R, 9-13	Core Concepts & Homeostatic Control Systems 2			
3	M, 9-17	Discussion			Topic Proposal
	T, 9-18	Cellular Physiology 1		Chapter 2, 3	
	R, 9-20	Cellular Physiology 2	1	Chapter 4	
4	M, 9-24	Discussion			
	T, 2-25	Chemical Messengers		Chapter 5	
	R, 2-27	Integration & Review	2		
5	M, 10-1	Discussion - Exam Review			
<b>Exam 1 – Monday, October 1 @ 7:30 – 9:30 PM</b>					
	T, 10-2	Endocrine System		Chapter 6	
	R, 10-4	Nervous System 1		Chapter 7	
6	M, 10-8	Discussion – Exam Wrapper			DRAFT Bio Core Concept Essay
	T, 10-9	Nervous System 2		Chapter 8	
	R, 10-11	Sensory Systems	3	Chapter 10	
7	M, 10-15	Discussion			Bio CC Essay
	T, 10-16	Autonomic & Motor Systems		Chapter 11	
	R, 10-18	Muscle System	4	Chapter 12	
8	M, 10-22	Discussion – Exam Review			
	T, 10-23	Integration and Review			
<b>Exam 2 – Wednesday, October 24 @ 7:30 – 9:30 PM</b>					
	R, 10-25	Cardiovascular System 1		Chapter 13	
9	M, 10-29	Discussion – Exam Wrapper			
	T, 10-30	Cardiovascular System 2		Chapter 14	
	R, 11-1	Cardiovascular System 3	5		
10	M, 11-5	Discussion			DRAFT Phys Core Concept Essay
	T, 11-6	Respiratory System 1		Chapter 17	
	R, 11-8	Respiratory System 2	6		
11	M, 11-12	Discussion – Exam Review			
	T, 11-13	Integration and Review			
<b>Exam 3 – Wednesday, November 14 @ 7:30 – 9:30 PM</b>					
	R, 11-15	Urinary System 1		Chapter 18	
12	M, 11-19	Discussion – Exam Wrapper			Phys CC Essay
	T, 11-20	Urinary System 2		Chapter 19	
<b>Thanksgiving Break</b>					
13	M, 11-26	Discussion			
	T, 11-27	Gastrointestinal System 1	7	Chapter 20	
	R, 11-29	Gastrointestinal System 2		Chapter 21	
14	M, 12-3	Discussion			Learning Guide & Bibliography
	T, 12-4	Quiz 8: Post Assessment Practice Session: Final Project Poster Presentation	8		
	R, 12-6	Final Project Poster Presentations 1			Poster
15	M, 12-10	Discussion – Exam Review			
	T, 12-11	Final Project Poster Presentations 2			
	R, 12-13	Study Day			
<b>Comprehensive Final Exam Saturday, December 15 @ 10:05 AM – 12:05 PM</b>					





# KINES 555: SPORTS SCIENCE & ATHLETE MONITORING

## NEW COURSE PROPOSAL

### CHANGES SAVED BUT NOT SUBMITTED

VIEWING: KINES 555 : SPORTS SCIENCE & ATHLETE MONITORING

LAST EDIT: TUE, 25 SEP 2018 16:02:02 GMT

Proposal contact information:

#### Name

Bell, David R

#### E-mail

drbell2@wisc.edu

#### Phone

608/265-2891

#### 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?

Yes

Who is the intended audience?

Graduate and undergraduate students

If course will enroll undergrad and graduate students, please provide 2 sets of learning outcomes below.

#### Subject

KINES - Kinesiology

**Course Number**

555

**Is this course crosslisted?**

No

**Course Title**

Sports Science & Athlete Monitoring

**Transcript Title**

Sports Sci & Athlete Monitor

**Course Description**

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, and movement screenings. Students will gain exposure to the most popular technologies in the field of human performance.

This course is an upper level elective in Kinesiology as it builds on concepts acquired in the Kinesiology core curriculum requirements. Additionally, it will offer real-world application of these concepts to students.

**Enroll Info (usually None)**

None

**Requisites**

None

**Grading Basis**

A/F

**Component Type**

Lecture and Laboratory sections are scheduled

**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?

Yes

## **COURSE DESIGNATIONS**

Type of honors designation (if any)

Breadth attribute (if any)

Should this course be considered for LAS credit?

No

General Education: QRA, QRB, Comm A or Comm B (if any).

Should this course be considered for the Ethnic Studies General Education attribute?

No

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

Should this course have the workplace course attribute?

No

## **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?**

Technology is rapidly evolving in how we track physical activity, particularly in team based settings. Yet, there are no courses on the UW-Madison campus that address these needs from a technology, preventative/wellness monitoring, and rehabilitation monitoring standpoint. This course will allow students in Kinesiology the ability to learn about these tools and apply their knowledge.

This will serve an upper level elective credit for undergraduate Kinesiology students and as an elective for graduate students.

**What is the estimated enrollment for the course?**

20

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

2

**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 to the Department of Kinesiology. There may be offerings in Physical Therapy that focus on technology from a rehabilitation standpoint. However, to my knowledge, there are no courses on campus that combine all of these components (technology, preventative/wellness monitoring, and rehabilitation monitoring) into a single course, which makes it unique.

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

**Subjects outside of unit**

PHY THER - Physical Therapy

## **COURSE CONTENT INFORMATION**

### **Course Learning Outcomes**

	<b>Outcomes – enter one learning outcome per box, use the green + to create additional boxes.</b>	<b>Audience</b>
1	Understand the principles behind athletic monitoring and human performance testing.	Both Grad Undergrad
2	Implement field-based monitoring systems.	Both Grad Undergrad
3	Develop return-to-play protocols and understand how they can mitigate injury risk.	Both Grad Undergrad
4	Collect performance data for analysis, interpretation, and visualization.	Both Grad Undergrad
5	Create useful tools for dissemination of testing results.	Both Grad Undergrad

### **Credit hour policy**

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

### **Please upload a syllabus.**

Kines 555 - Syllabus Spring 19\_9-19-2018.pdf

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

### **Admin Use Only**

### **Reviewer Comments**

Key: 12254

**KINESIOLOGY 555**  
**Sports Science & Athlete Monitoring**  
**University of Wisconsin – Madison / Department of Kinesiology / School of Education**  
**[https://canvas.wisc.edu/courses/\\*\\*\\*\\*\\*](https://canvas.wisc.edu/courses/*****)**  
**Spring 2019 (3 Credits) EMS Elective**  
**Class: T/TH 1:00pm – 2:15pm (Room 2083 GYM-NAT)**

**INSTRUCTOR:**

David Bell, PhD, ATC  
Room 2031 Nat/Unit II Gym  
608.265.2891; drbell2@wisc.edu  
Office hours: TBD

**COURSE DESCRIPTION:**

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, and movement screenings. Students will gain exposure to the most popular technologies in the field of human performance.

**INSTRUCTIONAL MODE:**

The course is a face-to-face and hands-on format. Students will be required to participate in lab activities to learn how to set up, collect, and disseminate data from field-based monitoring technologies. These technologies include: GPS, accelerometers, contact mats, timing systems, bar velocity sensors, and force plates.

**CREDIT HOURS:**

45 Hours Per Credit

**REQUISITES:**

None

**COURSE LEARNING OUTCOMES:**

Students will be able to:

- Understand the principles behind athletic monitoring and human performance testing.
- Implement field-based monitoring systems.
- Develop return-to-play protocols and understand how they can mitigate injury risk.
- Collect performance data for analysis, interpretation, and visualization.
- Create useful tools for dissemination of testing results.

**LEARNING MATERIALS:**

The following textbook is required. Additional materials will be found on the Canvas site.

**Monitoring Training & Performance in Athletes**

McGuigan  
Human Kinetics, 2017  
ISBN-13: 9781492535201

## 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:

## GRADING SCALE:

A	93-100%
AB	89-92%
B	82-88%
BC	78-81%
C	70-77%
D	60-69%
F	< 60%

## SEMESTER ASSIGNMENTS:

**Exams:** This course will have two exams.

**Pre-Class Quizzes:** 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.

**High-Performance Portfolio:** Students will turn in a sample portfolio of their work in order to demonstrate appropriate progression of the analysis of lab activities.

**Article Critique:** Students will find a scholarly article about athletic monitoring or performance and write a critique based upon the essential components discussed in class. The paper should be 1 – 2 pages in length.

**Final Project:** 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. Students will present this information in a conference format lecture at the end of the semester.

Assessment	Percent
Exam 1	25
Exam 2	25
Pre-Class Quizzes	10
High-Performance Portfolio	10
Article Critique	5
Final Presentation	25

## CLASS SCHEDULE:

Week	Date	Topic	Readings	Due
1	1/22/19 1/24/19	Syllabus and Course Introduction Creating a Performance Plan		
2	1/29/19* 1/31/19*	Screening the Athlete Functional Movement Screen	Ch. 1 Readings List: 1 & 2	Quiz 1
3	2/5/19 2/7/19	Building a Dashboard: Basic Statistics Talent ID: Thomas Newman	Ch. 2	
4	2/12/19* 2/14/19	Talent ID Performance Testing Building a Dashboard: STEN Scores	Readings List: 3	Quiz 2
5	2/19/19* 2/21/19*	Force Plates and Jump Testing Monitoring in the Weight Room	Readings List: 4, 5, & 6	Quiz 3
6	2/26/19* 2/28/19	Setting up a Monitoring System Athlete Monitoring 101	Ch. 4 & 5	
7	3/5/19 3/7/19	<b>Exam 1</b> Physiological Response to Training	Ch. 3	
8	3/12/19 3/14/19	Building a Dashboard: Pivot Tables Application of Stats in a Performance Environment		Article Critique
9	3/19/19 3/21/19	<b>No Class: Spring Break</b>		
10	3/26/19 3/28/19*	Team Performance Testing VXSport Calibration and Beep Test	Ch. 6 & 7 Readings List: 7 & 8	Quiz 4
11	4/2/19* 4/4/19	Simulated Team Practice Monitoring the Overhead Athlete	Ch. 8 & 9	
12	4/9/19 4/11/19	Return to Play Strategies <b>Exam 2</b>	Readings List: 9	Quiz 5
13	4/16/19 4/18/19	Building a Dashboard: Acute vs Chronic Application of Monitoring in Professional Sports: Barnett Frank		
14	4/23/19 4/25/19	The Role of Sleep in Injury and Performance Subjective Data Visualization	Readings List: 10	
15	4/30/19 5/2/19	The Future of Technology in Sports Medicine and Athletic Performance Final Project Work Day		Portfolio Due
<b>Final Exam – Presentations</b> <b>5/5/19 at 2:45pm</b>				

Dates with a \* denote that we will be doing a lab activity. Please bring/wear proper exercise attire.

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

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## **DIVERSITY & INCLUSION**

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## READINGS LIST:

#	Title	Author
1	Can Serious Injury in Professional Football be Predicted by a Preseason Functional Movement Screen?	Kiesel et al.
2	The Effect of Core Stability Training on Functional Movement Patterns in Collegiate Athletes.	Bagherian et al.
3	Principles of Test Selection and Administration.	Haff & Triplett
4	Understanding the Key Phases of the Countermovement Jump Force-Time Curve.	McMahon et al.
5	Ankle-Dorsiflexion Range of Motion and Landing Biomechanics.	Fong et al.
6	Limb Asymmetries in Landing and Jumping 2 Years Following Anterior Cruciate Ligament Reconstruction.	Paterno et al.
7	Monitoring Athlete Training Loads: Consensus Statement.	Bourdon et al.
8	The Relationships Between Internal and External Measures of Training Load and Intensity in Team Sports: A Meta-Analysis.	McLaren et al.
9	Has the Athlete Trained Enough to Return to Play Safely? The Acute:Chronic Workload Ratio Permits Clinicians to Quantify a Player's Risk of Subsequent Injury.	Blanch et al.
10	Impaired Sleep Mediates the Negative Effects of Training Load on Subjective Well-Being in Female Youth Athletes.	Watson et al.

## LAB ACTIVITY DESCRIPTIONS:

Date	Description
1/29/19	Students will learn the basic components of anthropometry. They will learn how to record height, weight, wingspan, reach, and body circumferences.
1/31/19	Students will learn how to assess and score movement patterns based upon the protocols of the Function Movement Screen.
2/12/19	Students will learn how to implement and score the vertical jump, 10-yard dash, and the pro-agility for talent identification. This lab will take place in the Performance Training Center at UW-Natatorium.
2/19/19	Students will learn how to administer and perform vertical jump protocols and how to interpret force plate data. This lab will take place in the Wisconsin Injury in Sport Lab at UW-Natatorium.
2/21/19	Students will learn how to use linear based transducers, accelerometers, and contact mats for monitoring training in the weight room. This lab will take place in the Performance Training Center at UW-Natatorium.
2/26/19	Students will learn how to calibrate and utilize athletic monitoring units for indoor activities. This lab will take place in the Wisconsin Injury in Sport Lab at UW-Natatorium.
3/28/19	Students will learn how to calibrate GPS units for greater precision and how to set up field-based fitness tests. This lab will take place at the intramural fields by UW-Natatorium.
4/2/19	Students will learn interpret GPS data of a team practice by creating one themselves. Students will set up and participate in a warm-up, agility drills, tactical team drills, and a cooldown. Then, download the GPS data for interpretation. This lab will take place at the intramural fields by UW-Natatorium.



## INSTRUCTIONS FOR PROPOSING UNDERGRADUATE CERTIFICATES and USE OF PROPOSAL FORM

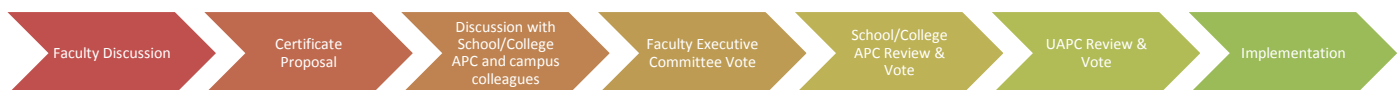
A certificate program is a designated set of for-credit courses focused upon a specific topic or theme that give students the opportunity to pursue a subject of interest in a formalized way that is documented on the transcript. Undergraduate certificates should complement students' degree/major programs and be designed to add opportunity for students without substantially adding to the requirements for instructional or academic student support resources.

### PLANNING THE UNDERGRADUATE CERTIFICATE

- Planning starts with idea development among the program faculty and staff.
- If you are part of a planning group that thinks an undergraduate certificate is a good idea, start to fill out the [Undergraduate Certificate Proposal Form](#).
- When your ideas are starting to take shape, consult with your school/college dean's office. If you aren't sure who to talk to in your school/college dean's office or if you have questions and want to discuss your plans, contact Jocelyn Milner (Jocelyn.Milner@wisc.edu), Director of Academic Planning and Institutional Research.
- When you have a full draft of a completed [Undergraduate Certificate Proposal Form](#), and ideally before school/college approval, send the proposal to Jocelyn Milner (Jocelyn.Milner@wisc.edu) for a check in and proposal review. This will help make sure that the certificate meets all components of the UAPC guidelines and will identify any implementation questions.

### APPROVAL STEPS FOR UNDERGRADUATE CERTIFICATES

1. The program faculty who are sponsoring the certificate program (most often a department) formally approve the certificate proposal.
2. The school/college that houses the certificate considers the certificate for approval, usually at the Academic Planning Council.
3. After school/college approval, the dean forwards the proposal to the provost with a copy to the director of Academic Planning and Institutional Research.
4. The provost will seek a recommendation for approval from the University Academic Planning Council.



**FOR INFORMATION AND FORMS:** <http://apir.wisc.edu/certificates.htm>

At this URL you will find links to the following information:

- These instructions and the Undergraduate Certificate Proposal Form, which includes detailed instructions
- Undergraduate Certificate Guidelines, which is the policy framework for the proposal form (adopted April 2013)
- Certificate Knowledge Base - The KB houses certificate forms and frequently asked questions.

QUESTIONS: Jocelyn Milner, Director, Academic Planning and Institutional Research ([Jocelyn.milner@wisc.edu](mailto:Jocelyn.milner@wisc.edu))  
Sarah Kuba, Academic Planner, APIR ([sarah.kuba@wisc.edu](mailto:sarah.kuba@wisc.edu))



**PROPOSAL FORM  
UNDERGRADUATE CERTIFICATE PROGRAM**

Undergraduate certificates are available to degree-seeking UW-Madison undergraduates and are intended to complement undergraduate degree/majors. This form is to be used in concert with the certificate guidelines. Complete the form and save as a Microsoft Word document.

**1. Certificate name and academic home**

- 1.1. Certificate name: Promoting Activity for Diverse Abilities
- 1.2. Home Department/Academic unit (Name/UDDS): Department of Kinesiology
- 1.3. Home School/College: Education, School of
- 1.4. Faculty director of the certificate program (name, title, email):  
Gary Diffie, Department Chair, gary.diffie@wisc.edu
- 1.5. Primary faculty/staff contact (name, title, email):  
Tim Gattenby, Distinguished Faculty Associate, gattenby@education.wisc.edu
- 1.6. Primary school/college dean's office contact (name, title, email):  
Carolyn Kelly, Senior Associate Dean for Academic Programs, Carolyn.kelley@wisc.edu
- 1.7. Date form completed: 9/28/2018

**2. Approval, Implementation and Review**

- 2.1. School/College Approval Date: [Click here to enter a date.](#)
- 2.2. UAPC Approval Date: [Click here to enter a date.](#)
- 2.3. Expected first term of student enrollment (fall term after UAPC approval): Fall 2019
- 2.4. Year of first program review (5 years after first student enrollment): 2024
- 2.5. Are all academic programs in the home academic unit are up to date for program review? Yes
- 2.5.1. If no, please provide an explanation:

**Information to be completed by RO and APIR:**

Plan Code (assigned by the Registrar's Office):  
CIP Code (assigned by Academic Planning and Institutional Research):  
Primary Divisional Disciplinary Assignment (assigned by APIR for analysis purposes only):

**3. Purpose, rationale, justification**

Describe the purpose, rationale, and justification for the certificate:

- 3.1. What is the purpose of the certificate program? How does it contribute to the mission of the sponsoring unit(s)? What gap in the program array is it intended to fill?

The certificate in Promoting Activity for Diverse Abilities will prepare students with the specialized knowledge and skills to safely promote and develop physical activities for individuals demonstrating a wide range of abilities. The overall goal of this program is to improve the health, wellness, and functioning of this population. Students will learn how to promote a variety of activities aimed to improve general activities of daily living, posture, mobility, breathing, nutrition, and fall prevention. According to the Centers for Disease Control report released July 30th 2015, fifty-three million adults (22%) in the United States have some type of disability, with the most common disability being mobility limitations. These individuals report having serious difficulty in walking or climbing stairs. Others report having issues with independent living activities like self-care and have difficulty doing errands alone such as visiting a doctor's office or shopping. According to the United States Census Bureau, between the years of 2005 and 2010, the total number of people with a disability increased by 2.2 million. A summary of the Current Population Survey reported that in 2015, only 26.9% of those aged 16 to 64 with any disability were employed (Health People 2020). Along with the lower likelihood of being employed came the higher probability of living in persistent poverty. From a medical standpoint, as many as 90% of people with disabilities report a chronic, yet preventable secondary health deficit including but not limited to depression, obesity, osteoporosis, bowel dysfunction, cardiovascular disease, and decubitus ulcers. Secondary medical conditions can be resolved, prevented, or mitigated with physical activity yet according to the Centers for Disease Control only 15% of individuals with a disability engage in regular physical activity compared to 35% of individuals without a disability (Centers for Disease Control 2008).

There are tremendous barriers to physical activity participation for people with a disability in this country. Chief among those are architectural barriers, transportation limitations due to a lack of financial resources, discriminatory policies and practices, societal attitudes, and lack of knowledge regarding fitness and healthcare among professionals (Healthy People 2010). Importantly, in 2011, over 75% of adults with disabilities experienced physical or program barriers that limited or prevented them from using wellness programs (Health People 2020). Very few, if any, programs exist in academia that prepare students in fitness and exercise science to serve the disabled and individuals who exhibit an ever increasing range of abilities. Coursework is lacking which provides knowledge about the challenges in adapted fitness activity or specialized equipment.

This certificate is intended for, but not limited to, three primary majors. These targets include undergraduate students pursuing an Exercise and Movement Science (EMS) major or a Health Promotion and Health Equity (HPHE) major in the Department of Kinesiology and undergraduate students pursuing a major in Rehabilitation Psychology in the Department of Rehabilitation and Special Education (RP&SE). Secondary targets include students in nursing and pre-medicine, dance and music therapy, biomedical engineering, public health policy, and others interested in improving lives through adapted physical activity. However, the core group of EMS and RP&SE students have expressed an interest in a certificate of this nature, following their experiences in the Adapted Fitness and Personal Training program offered through the Department of Kinesiology. On average, 250 University of Wisconsin-Madison undergraduate students consistently participate in this program assisting 100 disabled clients each semester. The mutually beneficial experience between student staff and disabled clients inspires many of these students to volunteer repeatedly in the program until they graduate.

The certificate will provide students with important credentials to battle the disparity in poor health and fitness across populations with diverse abilities. This certificate will help students gain the skills to

improve wellness and increase independent living abilities that people with disabilities need and desire. The skills and knowledge this certificate provides will give students an advantage in graduate-level studies, particularly in the fields of physical and occupational therapy, but also in a variety of careers related to better serving individuals with diverse abilities in all areas of education, health, and medical care.

This certificate program is intended to provide students with meaningful experiences and to ultimately give them an advantage in pursuing advanced degrees or in a variety of other careers. Adapted physical activity settings include therapy facilities for spinal cord injury and neurological rehabilitation centers, hospitals, hospital sponsored adapted programs, adapted fitness programs in corporate settings, senior day and residential facilities, aquatic facilities, public and private recreation agencies, health and fitness clubs, disability sports programs, seasonal camps and many others. Students can also leverage the knowledge gained to prepare for newly offered credentials through the American College of Sports Medicine, called the National Center on Health, Physical Activity and Disability (NCHPAD), and earn the endorsement of Certified Inclusive Fitness Trainer. Additionally, these credentials position students for future leadership positions in public policy, both at state and federal levels. As an example, the Centers for Disease Control are making grants available to state agencies to develop and implement initiatives promoting disability and health programs.

This certificate program as a professional preparation combined with the Adapted Fitness and Personal Training Program may put the University Wisconsin-Madison at the forefront of higher learning institutions in United States of which there are only a handful offering students the chance to focus their studies on adapted physical activity outside of the K through 12 Public School setting. In the future, the certificate program may also be the first step toward collaboration with the internationally-recognized Erasmus Mundus Masters in Adapted Physical Activity, a consortium of seven universities on the cutting edge of research and teaching methodology in adaptive physical activity. Finally, this certificate strongly aligns with the Kinesiology Department's current efforts to further strengthen the undergraduate program and it supports the department's mission and the ultimate purpose to enhance human health, productivity and quality of life.

### 3.2. How is designed to complement students' major program of study?

We do not anticipate this certificate to appeal to a single major but the three primary target audiences are undergraduate students in the EMS major, HPHE major, and Rehabilitation Psychology major. The curriculum is designed so that students must take additional courses outside of their primary area of study to better understand the full spectrum of physical, cognitive and emotional abilities and how to assist in promoting a variety of activities for the heterogeneous population.

### 3.3. What is the evidence that there is a societal and student demand for the certificate program experiences?

In previous interactions with the core group of the EMS and the RP&SE students, they have expressed an interest in a certificate of this nature following their experiences in the Adapted Fitness and Personal Training program offered through the Department of Kinesiology. Each semester, an average of 250

students participate and assist approximately 100 disabled clients. Many students volunteer for numerous semesters to gain expertise and continue building relationships with the clients.

This certificate program as a professional preparation option combined with the hands-on opportunity of the Adapted Fitness and the Personal Training Program will make the University Wisconsin-Madison a unique location to experience this type of educational training.

#### **4. Curriculum**

##### **4.1. Delivery modality:**

- ☒ Face-to-face
- ☐ Distance

##### **4.2. Provide a complete list of requirements.**

Students must complete 16-18 total credits. The 9-10 credits of core courses will provide the foundational content and instruction needed to be successful in subsequent certificate courses and will provide an upper-level course focusing on application and mastering knowledge. Students will also complete 7-8 credits of breadth elective courses that span the departments of Kinesiology, Rehabilitation Psychology and Special Education, Dance, and Communicative Science and Disorders. Breadth courses give students from a wide array of backgrounds and majors to select courses that will be applicable to a variety of diverse career interests or the students will also have the ability to choose courses in a more narrowed and detailed focus. Allowing for a set of focused elective choices or range of elective topic areas will be a benefit and a draw to students pursuing a variety of career paths.

*Program requirements should provide content that leads to the completion of certificate learning goals. See section 5. Assessment.*

##### **4.3. Provide a complete list of required and elective courses (department, course number, title, number of credits and last term taught) and any other program requirements.**

Department & course #	Course Title	Credits	Last term taught
<b>Core Courses (9-10 credits)</b>			
KINES 300	Practicum in Kinesiology	1	Fall 2018
KINES 227	Introduction to Clinical Anatomy of Human Movement	2	Spring 2018
OR			
ANAT&PHY 337	Human Anatomy (not open to first-year freshman students)	3	Fall 2018
KINES 516	Physical Activity for Diverse Abilities	3	Fall 2017
RP&SE 300	Individuals with Disabilities	3	Fall 2018
<b>Breadth Electives (7-8 credits)</b>			
CS&D 110	Introduction to Communicative Disorders	3	Fall 2018
CS&D 210	Neural Basis of Communication	3	Summer 2018
CS&D 424	Sign Language I (Sophomore standing)	2	Fall 2018
DANCE 231	Introduction to Dance/Movement Therapy	2	Fall 2018
DANCE 232	Introduction to Dynamics of Dance Therapy	2	Spring 2017
DANCE 331	Dynamics of Dance Therapy	3	Fall 2017
KINES 100	Exercise, Nutrition, and Health	2	Fall 2018
KINES 150	Foundations of Health Behavior and Health Equity	3	New, Fall 2019
KINES 360	Lifespan Motor Development	3	Fall 2018
KINES 547	Skills for Health: Methods and Practicum of Teaching Health	3	New
RP&SE 330	Behavioral Analysis: Applications to Persons with Disability	3	Fall 2018
RP&SE 466	Diversity in Special Education	3	Fall 2018
RP&SE 560	Psychosocial Aspects of Chronic Illness and Disability	3	New

4.4. Total credits required: *a minimum of 16 credits*

Checklist for Verification of Curricular Policy Requirements\*



You will have an opportunity to provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed.

- ☒ Certificate requires no more than half of the credits required for a major in a related field.
- ☒ Courses for the undergraduate certificate are numbered 699 or lower.
- ☒ Courses are offered on a regular basis (at least once every two academic years as identified in the requirements list in 4.3).
- ☒ Courses have enrollment capacity for students in the certificate program.
- ☒ Courses in which a student elects the pass/fail option will not meet certificate requirements.
- ☒ Courses in the proposed certificate have been approved.
- ☒ Special topics courses are only used if all topics count for the certificate.
- ☒ All requirements must be met; exceptions that amount to waiving requirements are not permitted.
- ☒ Course substitutions to the certificate curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.
- ☒ Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.
- ☒ The certificate accommodates students who start both as new freshmen and as transfer students. If certificate requirements include freshmen-only courses or a four-year progression of UW-Madison-only courses, an alternative pathway is available for students (including transfer students) who become aware of and interested in the certificate later in their undergraduate career.
- ☒ At least half of the credits must be earned in residence (UW-Madison on campus, study abroad, or distance courses); exceptions to the minimum residency requirement are not permitted.
- ☒ Applicable transfer, retroactive, and test (AP, IB, CLEP, departmental exam) credits will satisfy certificate requirements.
- ☒ Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

## 5. Assessment

- 5.1. ☒ Attach the full Assessment Plan when submitting this proposal.  
*See the Basic Assessment Plan for Undergraduate and Graduate Certificate Programs for instructions and the accompanying template. The Basic Assessment Plan and Template are minimum expectations for this information. Programs that have developed plans that exceed what is specified in the basic plan may provide that information.*
- 5.2. Provide a summary of the Undergraduate certificate assessment plan including learning goals, key methods and assessment approaches, and how assessment information will be reviewed and acted on.

This certificate will have four learning outcomes and these have been defined in the attached Assessment Plan. The outcomes will be directly assessed using the average GPA of students taking KINES 516. An indirect assessment of each outcome will be in the form of an exit survey sent each Spring semester to graduating seniors asking them to indicate the degree to which their certificate courses addressed each outcome and how well they believe that they accomplished each learning

outcome. Once a year, the results of the assessment (direct and indirect) in addition to course progression, completion, course enrollments and other features of the student experience will be discussed by a three-member team in the Kinesiology Department.

## 6. Admission & Enrollment

6.1. Which students are eligible for the certificate?

- ☒ Undergraduates in all schools/colleges (this is the default eligibility)
- ☐ Undergraduates in specific schools/colleges. List specific schools/colleges and provide a justification for limits. List schools/colleges here with justification for limits.
- ☐ University Special (non-degree seeking students). See the appendix for Enrollment of University Special students in undergraduate certificates. Include the addendum form with the proposal.

6.2. Does the certificate have additional limits on admission? Yes Students will be eligible to declare the certificate after completion of KINES 300 RP & SE 300. Staff in the School of Education Academic Services office (EAS) will administer the application and declaration process.

6.2.1. If yes, explain criteria and application process.

Explain criteria and application process here. (500 word limit)

Students must earn a grade of B or better in the core course of KINES 300 in order to be eligible to declare in the certificate.

6.3. Projected annual enrollment: 40

6.4. Maximum enrollment (using existing instructional and student services resources): 80

6.5. What are contingency plans for supporting enrollments higher than the stated maximum enrollment?

Doctoral students can TA or teach additional sections of a number of courses in the curriculum, and the Kinesiology department is supportive of this. In addition, funds earned from the delivery of summer courses will likely help to fund additional instructors to meet demand.

### Checklist for Verification of Admission Policy Requirements\*

You will have the opportunity to provide explanation and rationale for any Admission Policy Requirements that have been affirmed in the text box that follows the checklist.

- ☒ The certificate will be declared and canceled using the SIS eDeclaration in consultation with a certificate program advisor.
- ☒ The certificate program advisor(s) will monitor students' progress on the certificate and assist students who do not intend to complete the certificate in cancelling it.
- ☒ Program faculty/staff will not advise students to declare or remain enrolled in a certificate if it will extend their time to graduation.

\*Provide explanation and rationale for any Admission Policy Requirements that have not been affirmed. Type explanations for Admission Policy Requirements not affirmed here.

## 7. Advising

7.1. List certificate program advisor(s) with title and departmental affiliation(s).

Tim Gattenby, Distinguished Faculty Associate, Kinesiology

Morgan Shields, Faculty Associate, Kinesiology

7.2. How will the resource load of the additional advising will be met?

Describe how the advising resource load will be met here. (500 word limit)

*Do the individuals or offices have the capacity to add this workload? Does the program have the resources to support all aspects of advising and student support?*

Completion of the certificate requires completion of the listed courses, all of which currently exist and are being offered regularly. It is not anticipated that there will much demand for advising beyond making students aware of the certificate and the requirements. Information about the certificate will be available on the School of Education website and the Kinesiology websites. The SoE's Academic Services office (EAS) will administer the process that students will use to declare enrollment in the certificate once they have completed the core courses. Listed program advisors (7.1) will be available to answer student questions when they arise.

7.3. ☒ Program advisor(s) have been consulted and reviewed this proposal.

**8. Governance & Faculty**

8.1. The certificate is governed by:

☒ Existing department or school/college governance committees

☐ New certificate governance committees

8.2. If the certificate is governed by a new committee, define and outline governance structures and procedures for the certificate program.

Define and outline governance structures and procedures here. (500 word limit)

*Provide information on how program faculty are identified and provisions for transition in the faculty program director. Who will appoint the director and to whom will the director report?*

8.3. List the core program faculty and staff with title and departmental affiliation(s).

List core program faculty and staff here.

Gary Diffie, Department Chair, gary.diffie@wisc.edu

Tim Gattenby, Distinguished Faculty Associate, Kinesiology

Morgan Shields, Faculty Associate, Kinesiology

**9. Related Programs**

9.1. List majors and certificates that may not be earned in combination with this certificate.

Students may not earn a major or certificate with the same name/subject area. Students may not earn a certificate in which the certificate coursework overlaps 50% or more with another major or certificate and this will not be the case with the Exercise and Movement Science, Health Promotion and Health Equity or Rehabilitation Psychology major. The certificate can be completed without delaying graduation for these students. Students pursuing a Physical Education Teacher Education major with an Adapted Physical Education Concentration are not eligible for this certificate. It is the responsibility of the department to monitor students and ensure they are not enrolled in overlapping certificates or major programs.

- 9.2. List majors that are anticipated to frequently be completed in combination with the proposed certificate. For each, describe how the certificate can be completed in combination with the major without increasing time to degree.

This certificate will be frequently completed by students pursuing the following majors: Exercise and Movement Science, Health Promotion and Health Equity (NOI approved 6/2018, proposal for authorization will go to UAPC this academic year) and, Rehabilitation Psychology.

For Exercise and Movement Science majors, the certificate adds 5 courses that would not otherwise fill requirements: KINES 300 (1 credit), KINES 516, RP&SE 300 and two elective courses.

For Rehabilitation Psychology and Special Education majors, the certificate adds 5 courses that would not otherwise fill requirements: KINES 300 (1 credit), KINES 227 OR ANAT&PHY 337, KINES 516 and two elective courses.

For Health Promotion and Health Equity majors, the certificate adds 4 courses that would not otherwise fill requirements: KINES 300 (1 credit), KINES 516, RP&SE 300 and one elective course.

## 10. Resources and Ongoing Commitment

- 10.1. What resources are allocated to the undergraduate certificate program?  
Describe certificate resources here. (500 word limit)

There is no new source of funding; the classes exist and are covered by departmental units.

### Checklist for Verification of Ongoing Commitments\*

You will have an opportunity to provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed.

- ☒ If the program requires new instructional resources, space, advising, additions to the Library collections, or other support, a supporting letter is attached to demonstrate that the appropriate unit can provide the resources.
- ☒ The certificate program faculty are responsible for seeking appropriate governance approval for significantly altering the certificate's curriculum, suspending admissions or discontinuing the program.
- ☒ The faculty/staff will engage in program review five years after implementation and at least every ten years after that.
- ☒ The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.
- ☒ The program faculty/staff will keep Undergraduate Catalog and program website material current and will keep all advising and information resources consistent.

\*Provide explanation and rationale for any Ongoing Commitments that have not been affirmed.

Type explanations for Ongoing Commitments not affirmed here.

### Required attachments

- ☒ Supporting letters/memos

*Letters or memos from other academic units that will have overlapping interest (units that provide courses for the certificate, share a student audience, represent a closely related area of study, have overlapping faculty, have names that are similar) are required.*

☒ Assessment plan

*See the Basic Assessment Plan and Template for Undergraduate and Graduate Certificates for detail.*

☒ Appendix – Form for enrolling University Special students, if relevant

Appendix: Enrollment of University Special students in undergraduate certificates

- A. ☐ When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.
- B. Which University Special students are eligible for the certificate?
- ☐ University Special students who started the certificate as an undergraduate at UW-Madison, and graduated before completing the requirements; such students need a course or two to complete the certificate. (Note that this is the most common reason for making a certificate available to University Special students.)
  - ☐ University Special students who are members of the community that hold a bachelor's degree, but have not earned credits towards the certificate while a UW-Madison undergraduate. (Note that making a certificate available to this population is not common and requires additional justification for serving this population with an undergraduate certificate. Justification should include why a Capstone certificate would not better serve the community population instead of this undergraduate certificate.)
- C. ☐ Certificate program faculty and staff understand that Adult Career and Special Student Services (ACSSS) in the Division of Continuing Studies will serve as the advising, admissions, and academic dean's office for all University Special students.
- D. Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.  
Describe procedures here. (500 word limit)
- E. ☐ Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.
- F. Describe certificate program procedures to notify ACSSS of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.  
Describe procedures here. (500 word limit)
- G. Describe certificate program procedures to report to the Registrar's Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)  
Describe procedures here. (500 word limit)
- H. ☐ Certificate courses have the enrollment capacity to accommodate University Special students. Certificate program faculty and staff understand that University Special students completing the certificate will not have enrollment priority over degree-seeking undergraduate students nor University Special students enrolled in capstone certificate programs.
- I. ☐ If completing the certificate as a University Special student, at least 12 credits towards the certificate must be earned in residence at UW-Madison, either while enrolled as a University Special student or from coursework earned while enrolled as an undergraduate at UW-Madison. (Note this is a higher residency requirement than is used for degree-seeking students.)

## ASSESSMENT PLAN TEMPLATE UNDERGRADUATE & GRADUATE CERTIFICATE PROGRAMS

This assessment plan template is meant to outline a systematic approach to reviewing the student learning experience for your certificate program. A simple, straightforward assessment plan includes:

- **What** – What are students expected to learn?
- **Where** – Where in the curriculum are students expected to learn and apply the knowledge and skills specified as the learning outcomes?
- **How** – How do program faculty know (what is the evidence) that students are learning what they expect them to?
- **So What** – Faculty review the assessment activity findings to determine if students are meeting the expectations and identify ways to improve the program, if necessary.

More information about developing learning outcomes and an assessment plan guide is available on the UW-Madison Assessment website <https://assessment.provost.wisc.edu>.

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**Certificate Program Name:** Promoting Activity for Diverse Abilities

**Certificate Level (Undergraduate or Graduate/Professional):** Undergraduate

**Faculty Director Name, Contact Information, Title:** Gary Diffie, Department Chair, [gary.diffie@wisc.edu](mailto:gary.diffie@wisc.edu)

**Primary Program Contact Name, Contact Information, Title:** Tim Gattenby, Distinguished Faculty Associate, [gattenby@education.wisc.edu](mailto:gattenby@education.wisc.edu)

**Date this assessment plan was adopted by the program faculty:** 10/5/2018

### **Student Learning Outcomes (*What*)**

Generally, undergraduate and graduate certificate programs have 1 to 5 learning outcomes; undergraduate and graduate certificate programs must have one defined learning outcome. List the learning outcome(s) for this certificate program below.

1. Students will demonstrate the ability to increase healthy behaviors and safe activities for persons with diverse abilities.
2. Students will have the skills and knowledge to encourage, empower, and prescribe activity for people who exhibit a wide array of disabling conditions.
3. Students will be able to identify, create and expand opportunities where larger organizations can create more accessible physical activity programs for those who exhibit diverse abilities.
4. Students will have practical skills and knowledge to modify and or adapt activities to minimize the effects of disabling conditions and maximize healthy movement opportunities.

### **Curriculum Map (*Where*)**

- **Learning Outcomes** – Enter the certificate program learning outcomes identified in the previous section on the top row of the following chart. Alternatively, use the numbering in the list above in the chart.
- **Degree/Major Program Courses/Experiences** – List all certificate program requirements (in some cases co-curricular experiences may also be included).

- Indicate where the course or learning experience contributes to each of the learning outcomes. Courses may contribute to multiple learning outcomes.

<b>Curriculum Map (Where)</b>	Enter program-level learning outcomes and mark which course or contributes to which learning outcome.			
<b>Degree Program Courses or Experiences</b>	Learning Outcome #1	Learning Outcome #2	Learning Outcome #3	Learning Outcome #4
KINES 300	x		x	
KINES 227 OR ANAT&PHY 337				x
KINES 516	x	x	x	x
RP&SE 300				x

*\*Add or remove rows or columns as needed to capture all requirements and learning outcomes.*

<b>Assessment Planning (How)</b>	For each learning outcome, indicate how you plan to assess whether or not students are meeting the expectation, as well as when each learning outcome will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method.			
Method for assessing learning (at least one direct method required)	Direct: Students will meet the satisfactory requirements of the School of Education in KINES 516 coursework (GPA > 2.50).	Direct: Students will meet the satisfactory requirements of the School of Education in KINES 516 coursework (GPA > 2.50).	Direct: Students will meet the satisfactory requirements of the School of Education in KINES 516 coursework (GPA > 2.50).	Direct: Students will meet the satisfactory requirements of the School of Education in KINES 516 coursework (GPA > 2.50).
	Indirect: Graduating seniors will complete an exit survey assessing how well they believe their education addressed each learning goal and how well they feel that they accomplished each goal. The survey will be sent out every Spring semester beginning in 2021 and be included in the annual report of learning goal assessments.			
Timetable for assessment activity (at least one activity each year; all outcomes reviewed in a 3-year cycle)	Direct: Year 1 (Spring 2020) Indirect: Year 2 (Spring 2021)	Direct: Year 1 (Spring 2020) Indirect: Year 2 (Spring 2021)	Direct: Year 1 (Spring 2020) Indirect: Year 2 (Spring 2021)	Direct: Year 1 (Spring 2020) Indirect: Year 2 (Spring 2021)

*\*For examples of direct and indirect methods of assessment, see the UW Madison Assessment website.*

### Assessment Review and Reporting (So What)

- Who is responsible for assessment? (Identify a three-member team who will coordinate the implementation of the plan on an annual basis, usually the program chair, and two other members from the faculty or academic staff):

The four-member team will include:

Gary Diffie, Department of Kinesiology, Department Chair

Morgan Shields, Department of Kinesiology, Undergraduate Program Coordinator

Timothy G. Gattenby, Department of Kinesiology, Distinguished Faculty Associate

Jonanne Haynes-Monague, Lecturer, Kinesiology

- What is the plan for review of the assessment information? (Typically an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course



progression, completion, and other features of the student experience. This is also a good time to review and update the certificate implementation form):

There will be an annual meeting of the program faculty and staff. At this meeting, the key program faculty will review enrollment information, course progression, completion, exit survey results and other features of the student experience. At this meeting, they will review and update the certificate implementation form or curriculum, if necessary.

3. What is the plan for production of annual summary report? (typically a summary of the materials that forms the basis of the discussion at the annual meeting, the content of the discussion, and any recommendations):

At the annual meeting, key program faculty will generate a report to submit to the departmental Undergraduate Studies Committee. The report will cover 1) student engagement and quality of work; 2) if learning goals of the certificate are being met; 3) student competencies the learning objectives; 4) identifying areas where students may struggle; 5) discuss if program is reaching target students.

4. How will recommendations be implemented? (explain the general process by which recommendations will be implemented):

The program is designed to be responsive to student needs and faculty/staff concerns. Established processes for reviewing and updating the program will be followed, as necessary. If it has been determined that action must be taken to address discrepancies in learning outcomes, proposals will be developed through the Undergraduate Studies Committee. If approved, any changes will be implemented the following semester.

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Information on certificates <http://apir.wisc.edu/certificates.htm>

Information on assessment <https://assessment.provost.wisc.edu>

**The following emails of information and support were received regarding the Certificate in “Promoting Activity for Diverse Abilities,” from Department Chairs of Dance, Communicative Science and Disorders and Rehabilitation Psychology and Special Education:**

**Dance**

Tim,

This is great news! These three courses are perfect and we welcome the collaboration/new students. We run them on every-other-year cycles, starting with 231 this Fall and 331 Fall of 2019.

I apologize for the delayed response!

Kate

Kate Corby, MFA

[kcorby@wisc.edu](mailto:kcorby@wisc.edu)

Associate Professor and Chair

UW-Madison Dance Department

Co-Director

Performing Ourselves

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**From:** TIMOTHY G GATTENBY <[gattenby@education.wisc.edu](mailto:gattenby@education.wisc.edu)>

**Sent:** Thursday, July 19, 2018 8:21 AM

**To:** Kate Corby

**Cc:** TIMOTHY G GATTENBY

**Subject:** a new certificate - Promoting Activity for Diverse Abilities

Dear Dr. Kate Corby

In the Department of Kinesiology we are working to approve a new certificate called Promoting Activity for Diverse Abilities. This certificate will prepare students with the specialized knowledge and skills to safely promote physical activity for people with a wide range of disabling conditions.

In our development of the curriculum, we have identified the following courses from your department, that we would like to include.

**Breadth choices**

**Students might choose from these in breadth choices**

DANCE 231 Introduction to Dance/Movement Therapy  
(2 credits)

Dynamics of Dance Therapy (2  
credits)

Therapy (3  
credits)

(2

DANCE 232 Introduction to the

DANCE 331 Dynamics of Dance

We anticipate an enrollment of about 40-50 students per year, and that the students will be drawn from two primary areas: Kinesiology, and Rehabilitation Psychology. We believe that most of the students who select this certificate would be students who are typically already enrolling in your courses, but we wanted to make

you aware of the proposal, and connect with you to see if you have any concerns about us including your courses in our proposal.

At the bottom of this email I am including the certificate description and a draft of the curriculum for your information. The anticipated start to offer this certificate is Fall of 2019

If there are other courses, or additional course options that you think might be more appropriate given the focus of this certificate, please let me know. I would very much like your reaction in the next few weeks if possible. Let me know if there is someone else I should be contacting, or if you would like to sit down and talk about this in person.

Thank you so much for your consideration.

Tim Gattenby  
Distinguished faculty Associate  
Department of Kinesiology  
University of Wisconsin-Madison  
Madison, WI 53706  
608-263-5733 (phone)

### **Communicative Science and Disorders**

Dear Tim,

I am very supportive of this new certificate. I think it looks very exciting!!! The courses you have proposed from CSD look good. CSD 110 is especially relevant. 240 might be more of a stretch, but it is an entry level class, so that is good. You might consider CSD 210 as an option. This hits neuro bases of communication, and is an entry level course-- it is also offered on-line in the summer, so that might be an attractive option for students. CSD 424 is also a great choice and we offer it in the summer.

Please let me know if you need anything else from me or from CSD. I'm happy to do whatever you might need to get this certificate approved.

katie

On 7/19/18 8:18 AM, TIMOTHY G GATTENBY wrote:

Dear Dr. Hustad:

In the Department of Kinesiology we are working to approve a new certificate called Promoting Activity for Diverse Abilities. This certificate will prepare students with the specialized knowledge and skills to safely promote physical activity for people with a wide range of disabling conditions.

In our development of the curriculum, we have identified the following courses from your department, that we would like to include.

#### **Breadth choices**

Students might choose from these in breadth choices

CS&D 110 Introduction to Communicative Disorders	(3 credits)
CS&D 240 Language Development in Children and Adolescents	(3 credits)
(Sign language)	(3 credits)
CS&D 424 Manually Coded English	

We anticipate an enrollment of about 40-50 students per year, and that the students will be drawn from two primary areas: Kinesiology, and Rehabilitation Psychology. We believe that most of the students who select this certificate would be students who are typically already enrolling in your courses, but we wanted to make you aware of the proposal, and connect with you to see if you have any concerns about us including your courses in our proposal.

At the bottom of this email I am including the certificate description and a draft of the curriculum for your information. The anticipated start to offer this certificate is Fall of 2019

If there are other courses, or additional course options that you think might be more appropriate given the focus of this certificate, please let me know. I would very much like your reaction in the next few weeks if possible. Let me know if there is someone else I should be contacting, or if you would like to sit down and talk about this in person.

Thank you so much for your consideration.

Tim Gattenby  
Distinguished faculty Associate  
Department of Kinesiology  
University of Wisconsin-Madison  
Madison, WI 53706  
608-263-5733 (phone)  
**Rehabilitation Psychology and Special Education**

Hi Tim,

I conferred with Melinda and we don't have concerns regarding your proposed certificate. We would suggest a change in the breadth choices. RPSE 506 Strategies for Inclusive Schooling is cross-listed and taught out of C&I. As it is only available to students who have been accepted into the SE cert programs, it might not be the best choice for the certificate. Alternatively, RPSE 466-Diversity in Special Education as a potential course to replace 506 in the breadth course listings.

Best,

Tim

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**From:** TIMOTHY G GATTENBY  
**Sent:** Thursday, July 19, 2018 8:08 AM  
**To:** Melinda Leko; TIMOTHY N TANSEY  
**Cc:** TIMOTHY G GATTENBY  
**Subject:** A new Certificate - Promoting Activity for Diverse Abilities

Dear Dr. Melinda Leko and Dr. Tim Tansey:

In the Department of Kinesiology we are working to approve a new certificate called Promoting Activity for Diverse Abilities. This certificate will prepare students with the specialized knowledge and skills to safely promote physical activity for people with a wide range of disabling conditions.

In our development of the curriculum, we have identified the following courses from your department, that we would like to include.

As a certificate core requirement: RP&SE 300 Individuals with Disabilities

And in breadth choices the following options to choose from:

RP&SE 330 Behavior Analysis: Applications to Persons with disabilities

RP&SE 505 Biological, Psychosocial and Vocational Aspects of Disabilities

RP&SE 506 Strategies for Inclusive Schooling

RP&SE 560 Psychosocial Aspects of Chronic Illness and Disability

RP&SE 660 Health Promotion For Disabilities and Chronic Illness

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