

# KINES 150: FOUNDATIONS OF HEALTH BEHAVIOR AND HEALTH EQUITY

## IN WORKFLOW

1. KINES Subject Approver (gmdiffey@wisc.edu; lcappabianca@wisc.edu)
2. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; meharris2@wisc.edu; sychta@wisc.edu)
3. L&S College Approver (emklein@wisc.edu; jmbrown1@wisc.edu; klcornelius@wisc.edu; mjpflieger@wisc.edu)
4. UCC Approver (meyoung@wisc.edu; mrschultz3@wisc.edu)
5. PeopleSoft (wclipske@wisc.edu; sjgolueke@wisc.edu; mjevans@wisc.edu)

## COURSE CHANGE PROPOSAL

Date Submitted: Thu, 06 Dec 2018 18:12:06 GMT

**VIEWING: KINES 150 : FOUNDATIONS OF HEALTH BEHAVIOR AND HEALTH EQUITY**

**LAST EDIT: TUE, 05 FEB 2019 18:08:56 GMT**

Changes proposed by: meharris2

**Proposal contact information:**

**Name**

Harris, Maren E

**E-mail**

meharris2@wisc.edu

**Phone**

608/262-1763

**Type of approval**

Governance Approval Needed

**Course ID**

025128

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

## BASIC CATALOG INFORMATION

**First Available Term**

Fall 2019 (1202)

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

No

**Subject**

KINES - Kinesiology

**Course Number**

150

**Is this course crosslisted?**

No

**Course Title**

Foundations of Health Behavior and Health Equity

**Transcript Title**

Fndations:HLth Behavior Equity

**Course Description**

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

**Enroll Info (usually None)**

None

**Existing Requisites**

None

**Requisites****Grading Basis**

A/F

**Component Type**

Lecture section is scheduled

**Credits**

3

Is this a topics course?

No

**Repeatable**

No

## **COURSE DESIGNATIONS**

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

**Breadth attribute (if any)**

Social Science

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

This course is grounded in a systematic study of humans and institutions, particularly as it relates to the relationship between social context and health outcomes data. The course supports students in thinking critically about their own society and larger global community, as well as view health issues from multiple perspectives.

**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 encourages students to draw flexibly upon and apply the modes of thought of the major areas of knowledge and, through examination of health disparities, builds knowledge around the implications of our cultural heritage for health outcomes. Students will be expected to identify scholarly sources of information, understand different types of data, articulate well-reasoned arguments and findings and determine potential implications in the broader context of health promotion and health equity.

**Select a level**

Elementary

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

The course meets the LAS criteria by building student understanding and application of theory in relation to health patterns in society using a broader social science framework. Students will analyze the impact of social context on health outcomes and health disparity, as well as analyze arguments, evaluate evidence, and construct arguments in relation to health education and health behavior. They will also connect theory and application through analysis of research and apply major areas of knowledge to the solution of individual and community problems, specifically as it relates to health intervention and outcomes.

**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?

We are proposing that this course be considered for LAS credit. This course is required for the proposed Health Promotion and Health Equity major. The L&S curriculum committee asked us to seek LAS credit for these courses so the major could be considered as an additional major for L&S students.

What is the estimated enrollment for the course?

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

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

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

## COURSE CONTENT INFORMATION

### Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Describe the differences between health and wellness.	Undergraduate
2	Identify the most common health problems observed in the United States.	Undergraduate
3	Identify the impact of ethnicity and race, education, age, income and geography and disability on physical and mental health.	Undergraduate
4	Describe intra and interpersonal determinants of health behaviors.	Undergraduate
5	Describe the cultural, social, economic environmental and policy factors that influence health behaviors.	Undergraduate
6	Review health education strategies designed to influence individual and public health.	Undergraduate
7	Evaluate health information to determine accuracy and effectiveness.	Undergraduate

### Credit hour policy

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

**Please upload a syllabus.**

Kines 150\_Foundations of Health Behavior and Health Equity.pdf

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

**Admin Use Only**

**Reviewer Comments**

Key: 11846

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

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

**Course Number: Kines 150, 3 Credits, LAS Social Science Breadth**

**Fall, 2019**

**Canvas Course URL**

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

**Discussions: R at 9:55**

**INSTRUCTOR:**

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

Office: 2176 MSC, 2021 Natatorium

Phone number: 608 262 7421

Email: dfedwards@wisc.edu

Office Hour location/time: By appointment

**TEACHING ASSISTANT(S):**

Name: TBD

Office: TBD

Phone number, email: TBD

Office Hour location/time: TBD

**COURSE DESCRIPTION:**

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

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

**INSTRUCTIONAL MODE:**

Will involve biweekly lectures and discussion groups.

**CREDIT HOURS:**

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

**PREREQUISITES:**

None

**COURSE LEARNING OUTCOMES:**

Students will be able to:

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

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

#### **LEARNING MATERIALS:**

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

#### **SEMESTER ASSIGNMENTS:**

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

#### **ASSESSMENT:**

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

#### **GRADING SCALE:**

A	91-100%
AB	90-90.9%
B	81-89.9%
BC	80-80.9%

C 70-79.9%  
D 60-69.9%  
F < 59.9%

**Class Schedule:**

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



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

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

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

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

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

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

Please intervene in incidents of hate and bias when you can, and report incidents to us-if you feel comfortable-and/or to the UW-Madison hate and bias reporting system: [students.wisc.edu/repoathate](https://students.wisc.edu/repoathate). 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/repoathate](https://www.students.wisc.edu/repoathate)

## **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 370: PLANNING, FACILITATING & ASSESSMENT IN MOVEMENT AND HEALTH PROFESSIONALS

## IN WORKFLOW

1. KINES Subject Approver (gmdiffie@wisc.edu; lcappabianca@wisc.edu)
2. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; meharris2@wisc.edu; sychta@wisc.edu)
3. L&S College Approver (emklein@wisc.edu; jmbrown1@wisc.edu; klcornelius@wisc.edu; mjpflieger@wisc.edu)
4. UCC Approver (meyoung@wisc.edu; mrschultz3@wisc.edu)
5. PeopleSoft (wclipske@wisc.edu; sjgolueke@wisc.edu; mjevans@wisc.edu)

## COURSE CHANGE PROPOSAL

Date Submitted: Tue, 11 Dec 2018 16:44:05 GMT

**VIEWING: KINES 370 : PLANNING, FACILITATING & ASSESSMENT IN MOVEMENT AND HEALTH PROFESSIONALS**

**LAST EDIT: TUE, 05 FEB 2019 16:17:33 GMT**

Changes proposed by: meharris2

**Proposal contact information:**

**Name**

Harris, Maren E

**E-mail**

meharris2@wisc.edu

**Phone**

608/262-1763

**Type of approval**

Governance Approval Needed

**Course ID**

004820

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

## BASIC CATALOG INFORMATION

**First Available Term**

Fall 2019 (1202)

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

No

**Subject**

KINES - Kinesiology

**Course Number**

370

**Is this course crosslisted?**

No

**Course Title**

Planning, Facilitating & Assessment in Movement and Health Professionals

**Transcript Title**

Pln, Fac, Assess Mvmt & Hlth

**Course Description**

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

**Enroll Info (usually None)**

KINES 360 or concurrent registration

**Existing Requisites**

Declared in Physical Education

**Requisites****Grading Basis**

A/F

**Component Type**

Lecture and Laboratory sections are scheduled

**Credits**

3

Is this a topics course?

No

**Repeatable**

No

**COURSE DESIGNATIONS**

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

**Breadth attribute (if any)**

Social Science

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

This course meets the requirements for the social science attribute. Students will be challenged to analyze data, create instructional plans, and use theoretical approaches to problems to create solutions to individual and societal health needs.

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

Yes

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

In this course, students will draw on and apply to modes of thought of the major areas of knowledge in the creation of learning tasks and assessment plans for health. These plans must be aligned with local, state, and national standards, requiring analysis of data and synthesizing information into existing plans and framework.

**Select a level**

Intermediate

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

As stated above, this course encourages students to draw on and apply modes of thought. Specifically, students will recognize and evaluate new information in the creation of new lesson plans and integrate new knowledge into the existing framework. Additionally, they will utilize this data and knowledge to craft plans to address individual health problems. This is required to ensure plans are compatible with three separate standards (local, state, and national) as well as applicable to specific needs of individuals. Students will use their knowledge of various points of view on educational planning, facilitation and assessment in their assignments and course projects. Aspects of this class include an advanced reflection of knowledge regarding evidence-based practice in combination with the flexibility to adapt plan development to social and cultural needs.

**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?

We are proposing that this course be considered for LAS credit. This course is required for the proposed Health Promotion and Health Equity major. The L&S curriculum committee asked us to seek LAS credit for these courses so the major could be considered as an additional major for L&S students.

What is the estimated enrollment for the course?

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

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

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

## COURSE CONTENT INFORMATION

### Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Design and implement short- and long-term plans that meet program and educational goals, as well as a variety of participants needs.	Undergraduate
2	Develop a program plan that leads to appropriate and valuable content in movement and health.	Undergraduate
3	Select and implement instructional strategies based on developmental levels, learning styles, special and diverse learning needs, and safety issues.	Undergraduate
4	Identify and use appropriate services and resources to meet special and diverse learning needs.	Undergraduate
5	Use effective demonstrations and explanations to link movement and health concepts to appropriate learning experiences.	Undergraduate
6	Develop and practice a wide variety of facilitation skills to lead and guide others to increased health and physical activity.	Undergraduate
7	Select and utilize varied roles in the instructional process based on the content, purpose of instruction, and the needs of participants (model, assessor, monitor and facilitator).	Undergraduate
8	Use standards to guide instruction and develop assessment plans.	Undergraduate
9	Evaluate the benefits and disadvantages of a wide variety of assessment tools.	Undergraduate
10	Demonstrate the ability to connect planning, facilitation, and assessment skills.	Undergraduate

Credit hour policy

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

**Please upload a syllabus.**

kines 370\_ Planning Facilitating Assessment in Movement and Health Professionals\_121018.pdf

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

**Admin Use Only**

**Reviewer Comments**

Key: 6132

**University of Wisconsin – Madison**

**Department of Kinesiology, School of Education**

**Course name: Planning, Facilitating & Assessment in Movement and Health**

**Professionals Course number: Kines 370, 3 Credits; Social Science LAS Attribute**

**Canvas Course URL: <https://learnuw.wisc.edu/>**

**Course designation and attributes: 3 credits –Two –75 Minute Lectures each week  
Fall, 2019**

**Meeting time and location of class:**

TR 11:00-12:40PM 2055/1065 Gymnasium-Natatorium

**INSTRUCTORS:**

Title and Name: Faculty Associate: Cindy Kuhrasch

Office: 2027 Gym-Nat

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

Phone: 262-4348

Office Hour location/time: By appointment

Title and Name: Lecturer: Jonanne Hayes Manogue

Office: 1015 Gym-Nat

Email: [hayesmanogu@wisc.edu](mailto:hayesmanogu@wisc.edu)

Office Hour location/time: By appointment

**COURSE DESCRIPTION:**

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

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

**INSTRUCTIONAL MODE:**

Will involve bi-weekly lectures.

**CREDIT HOURS:**

Will be met using 45 hours/credit by having 150 minutes of class time each week over 15 weeks in addition to a minimum of 6 hours of outside work each week.

**REQUISITES:**

None

**COURSE LEARNING OUTCOMES:**

Students will be able to:

- Design and implement short- and long-term plans that meet program and educational goals, as well as a variety of participants needs.
- Develop a program plan that leads to appropriate and valuable content in movement and health.



- Select and implement instructional strategies based on developmental levels, learning styles, special and diverse learning needs, and safety issues.
- Identify and use appropriate services and resources to meet special and diverse learning needs.
- Use effective demonstrations and explanations to link movement and health concepts to appropriate learning experiences.
- Develop and practice a wide variety of facilitation skills to lead and guide others to increased health and physical activity.
- Select and utilize varied roles in the instructional process based on the content, purpose of instruction, and the needs of participants (model, assessor, monitor and facilitator).
- Use standards to guide instruction and develop assessment plans.
- Evaluate the benefits and disadvantages of a wide variety of assessment tools.
- Demonstrate the ability to connect planning, facilitation, and assessment skills.

**REQUIRED TEXT For PE Majors:**

Rink, J.E., (2014). Teaching Physical Education for Learning (7<sup>th</sup> ed.). New York, NY: McGraw Hill

**READINGS FROM:**

Issel, M, (2013). Health Program Planning And Evaluation: A Practical, Systematic Approach for Community Health (3e), Burlington, MA: Jones & Bartlett Learning (Health Promotion Majors)

Lund, L. & Tannehill, D. (2015) Standards-Based Physical Education Curriculum Development (3rd ed.). Burlington, MA: Jones & Bartlett Learning.

Bartholomew Eldredge, L.K., Markham, C.M., Ruiter, R.A.C., Fernandez, M.E., Kok, G., & Parcel, G.S. (2016) Planning Health Promotion Programs (4th ed.). San Francisco, CA: Jossey-Bass. (Health Promotion Majors)

**SEMESTER ASSIGNMENTS:****In-Class Assignments**

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

**Program Evaluation**

Using the information from readings, class presentations and discussions, the student will assess a professional program of physical activity or health. Assessments must be based on National standards and evaluated using an assessment tool created by the student.

**Assessment Plan**

Using the information from readings, class presentations and discussions, the student will develop 3-4 statements that exemplify their basic beliefs about assessment. The student will develop an assessment for the psychomotor, cognitive, and affective areas that could be implemented within each instructional plan. The Assessment Plan will be evaluated on evidence of understanding and thoroughness.

**Instructional Plans**

The student will develop instructional plans based on their intended profession. Instructional Plans will be evaluated on the inclusion of instructional experience components, an appropriate sequence of learning tasks, assessment and elements of safety.

### **Planning Resource**

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

### **Observation Tool**

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

### **Facilitation Practice**

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

### **Facilitating Reflection**

Facilitating Reflection: The student will visit a program facilitator(s) and write a reflection of the facilitating using specific writing prompts.

### **ASSESSMENT:**

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

#### **Course Evaluation**

In-Class Assignments	15%
Assessment Plan	10%
Movement analysis	5%
Instructional Plans	30%
Planning Resource	10%
Observation (with tool created in class-including styles)	10%
Facilitation Practice	10%
Facilitating Reflection	<u>10%</u>
<b>Total</b>	<b>100</b>

### **GRADING SCALE:**

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

### **CLASS SCHEDULE:**

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

Day	Topic	Readings	Assignments
1	Course Overview, Standards	Lund & Tannehill (2015) Ch 1 pages 6-14; Ch 3 pages 38-52	
2	Movement Analysis	On-line Readings: Laban Movement; Moving Well: Laban Movement Therapy in Action	
3	Movement Analysis	On-line Readings: Laban Movement Analysis for User Experience Design.	Assigned: Movement Analysis
4	Taxonomies of Learning	On-line Reading: The Three Domains of Learning	In-Class Assignment
5	Domains	Rink (2014) Ch 10 pages 223-224	In-Class Assignment
6	Goals and Objectives – Participants	Rink (2014) Ch 10 [PE Majors] Issel (2013) Ch 7 pages 215-225 [Health Promotion Majors]	
7	Goals and Objectives – Participants	Bartholomew Eldredge et al. (2016) Ch 5 pages 294-331 [Health Promotion Majors]	In-Class Assignment DUE: Movement Analysis
8	Content Selection and Development: Sequencing movement tasks to facilitate learning – Refinement, Extensions, Application	<b>Rink (2014) Ch 5 pages 83-88</b> <b>Bartholomew Eldredge et al. Ch 6 pages 355-370</b>	In-Class Assignment
9	Planning: From Standards – Goals & Objectives	On-line Reading: SHAPE [PE Majors] On-line Reading: HESPA [Health Promotion Majors]	In-Class Assignment
10	Planning: Format	Rink (2014) Ch 5 pages 88-94	
11	Planning: The Lesson	Rink (2014) Ch 10 pages 225-232	Assignment: Instructional Plan 1
12	Assessment: Types of Assessment	Rink (2014) Ch 11-pages 247-253	
13	Assessment: Authentic Assessment	Lund & Tannehill (2015) Ch 6 pages 112-115 Rink (2014) Ch 11 pages 253-269	
14	Assessment: Steps in Conducting the Assessment	Rink (2014) Ch Issel (2013) Ch 4 pages 126-133 [Health Promotion Majors]	DUE: Instructional Plan 1
15	Assessment: Making Assessment a Practical and Important Part of the Program		Assignment: Assessment Plan 2
16	Plan Development: Backward design	Lund & Tannehill (2015) Ch 3 pages 43-53	
17	Plan Development: Unit/Program Planning	Rink (2014) Ch 10 pages 237-240 [PE Majors] Issel (2013) Ch 8 pages 251-260 [Health Promotion Majors]	Assignment: Planning Resource
18	Plan Development: Lesson/Program Plans		DUE: Instructional Plan 2
19	Plan Development: Learning Tasks		Assignment: Instructional Plan 3
20	Plan Development: Lesson Plan		
21	Facilitation: Facilitator Qualities		DUE: Instructional Plan 3
22	Facilitation: Observing Facilitating/Collecting indicators of quality Facilitating	Shimon (2011) Ch 7–Scope and Sequence; Rink-Ch 12 –Content-Specific Pedagogy	Assignment: Observation Tool

23	Facilitation: Create Facilitation Rubric		DUE: Planning Resource
24	Facilitation: Evaluate video using rubric	Rink-Ch 1 –Teaching Physical Education: An Orientation; Rink-Ch 3 –Designing Learning Experiences and Tasks	
25	Facilitation: Facilitating Skills at the Before and at the Beginning of the instructional experience	Rink-Ch 6 –Developing and Maintaining a Learning Environment, Rink-Ch 4 –Task Presentation	DUE: Observation Tool
26	Facilitation: Facilitating Skills During the instructional experience	Rink-Ch 7 –Teaching During Activity; Rink-Ch 8– Teacher Strategies	Assignment: Facilitation Practice
27	Facilitation: Facilitating Skills During the instructional experience	Rink-Ch 9 –Student Motivation, Personal Growth, and Inclusion; Rink-Ch 14 –Observational Techniques and Tool	
28	Facilitation: Whole activity facilitation	Rink-Ch 13–The Teacher as the Continuous Learner	DUE: Facilitation Practice
29	Facilitation: Facilitating Reflection and Facilitating Self-Assessment		Assessment: Facilitation Reflection; Facilitation
30	Course synthesis and evaluation		DUE: Facilitation Reflection; Facilitation

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

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

### STUDENT EXPECTATIONS

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

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

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

**ACADEMIC HONESTY:** The University of Wisconsin is a highly respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at

<http://participants.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for participants at <http://participants.wisc.edu/doso/participants.html>

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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/repothate](http://students.wisc.edu/repothate). 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/repothate](http://www.students.wisc.edu/repothate)

## **DIVERSITY & INCLUSION**

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

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

<https://diversity.wisc.edu/>

# KINES 566: PROMOTING HEALTH IN THE COMMUNITY

## IN WORKFLOW

1. KINES Subject Approver (gmdiffie@wisc.edu; lcappabianca@wisc.edu)
2. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; meharris2@wisc.edu; sychta@wisc.edu)
3. L&S College Approver (emklein@wisc.edu; jmbrown1@wisc.edu; klcornelius@wisc.edu; mjpflieger@wisc.edu)
4. UCC Approver (meyoung@wisc.edu; mrschultz3@wisc.edu)
5. PeopleSoft (wclipske@wisc.edu; sjgolueke@wisc.edu; mjevans@wisc.edu)

## HISTORY

1. Jun 20, 2018 by Morgan Shields (mrshields)

## NEW COURSE PROPOSAL

Date Submitted: Tue, 11 Dec 2018 16:44:36 GMT

**VIEWING: KINES 566 : PROMOTING HEALTH IN THE COMMUNITY**

**LAST APPROVED: WED, 20 JUN 2018 10:55:17 GMT**

**LAST EDIT: TUE, 05 FEB 2019 16:20:19 GMT**

Changes proposed by: meharris2

### Proposal contact information:

#### Name

Harris, Maren E

#### E-mail

meharris2@wisc.edu

#### Phone

608/262-1763

#### Type of approval

Governance Approval Needed

#### Course ID

025176

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

## BASIC CATALOG INFORMATION

#### First Available Term

Fall 2019 (1202)

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

No

**Subject**

KINES - Kinesiology

**Course Number**

566

**Is this course crosslisted?**

No

**Course Title**

Promoting Health in the Community

**Transcript Title**

Promoting Community Health

**Course Description**

Introduces theories and application of health promotion and health education, specifically, health education specialties and philosophical foundations. Will address professional issues relating to the history, philosophy, ethics, practice, settings and competence of health education. Includes a focus on skills and techniques in writing, developing health educational materials, public speaking and group dynamics as they relate to community health promotion and health education programs.

**Enroll Info (usually None)**

None

**Requisites**

KINES 370

**Grading Basis**

A/F

**Component Type**

Lecture and Discussion sections are scheduled

**Credits**

3

Is this a topics course?

No

**Repeatable**

No

## **COURSE DESIGNATIONS**

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

**Breadth attribute (if any)**

Social Science

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

In this course, students will utilize data analysis and interpretation to analyze human health education. After this course, students will be able to think critically about the larger health community and analyze social concepts and perspectives related to health behaviors.

**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 teaches students the ability to draw flexibly upon and apply the modes of thought of the major areas of knowledge. Students will understand the framework of human health and health education through a historical, philosophical, and ethical lens.

**Select a level**

Advanced

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

Student will apply the major areas of knowledge to individual and community health problems in Madison and other communities. Students will also look at the development of health education through a historical lens and critically evaluate their own cultural and personal values in the context of health education and promotion. In order to draw conclusions about the state of health education, students will be required to analyze methodologies and prepare written and oral health education materials. Students will complete a project focused on verbal communication of health to a variety of audiences based on scientific research and the needs of the target population. This process will include research, organization, application of health education theory and sensitivity for cultural differences.

**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

What is the estimated enrollment for the course?

50/semester

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

3

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

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

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

Subjects outside of unit
COUN PSY - Counseling Psychology
NURSING - Nursing
POP HLTH - Population Health Sciences
RP & SE - Rehab Psych & Special Educ
SOC WORK - Social Work

## COURSE CONTENT INFORMATION

### Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	List responsibilities and competencies an entry-level health educator should possess.	Undergraduate
2	Define health terminology and identify one's role in the health education/promotion profession.	Undergraduate
3	Identify the physical, mental, and social characteristics affecting health in specific populations.	Undergraduate
4	Describe the role and importance of networking in the school and community health profession.	Undergraduate
5	Demonstrate effective methodologies of teaching health.	Undergraduate
6	Create a comfortable, safe environment for educating others about health topics.	Undergraduate
7	Write behavioral objectives for any health topic based upon target audience development and need.	Undergraduate

8	Incorporate National Health Education standards into health lesson plans.	Undergraduate
9	Practice skills planning and assessing their own classroom or community health-related presentations.	Undergraduate
10	Assess their own attitudes, beliefs, and values concerning these topics and the possible effects they may have on their professional work educating others.	Undergraduate

#### **Credit hour policy**

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

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

Kines 566\_Promoting Health in the Community\_121018.pdf

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

#### **Admin Use Only**

#### **Reviewer Comments**

Key: 11501

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

**Course Name: Promoting Health in the Community**

**Course Number: Kinesiology 566, 3 Credits; Social Science LAS Attribute  
Spring, 2019**

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

**Course designation and attributes:** Community-Based Learning Course

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

**Discussions: Thursday at 1:20**

**INSTRUCTOR:**

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

Office: 2176 MSC, 2021 Natatorium

Phone number: 608 262 7421

Email: [dfedwards@wisc.edu](mailto:dfedwards@wisc.edu)

Office Hour location/time: By appointment

**TEACHING ASSISTANT(S):**

Name: TBD

Office: TBD

Phone number, email: TBD

Office Hour location/time: TBD

**COURSE DESCRIPTION:**

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

**INSTRUCTIONAL MODE:**

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

**CREDIT HOURS:**

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

**REQUISITES:** Kines 370

**COURSE LEARNING OUTCOMES:**

Students will be able to:

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

profession.

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

### LEARNING MATERIALS:

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

### SEMESTER ASSIGNMENTS:

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

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

**GRADING SCALE:**

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

**CLASS SCHEDULE:**

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

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

**ABSENCES POLICY:** If students have a valid reason, as determined by the teaching staff, for missing class, they must notify their TA **BEFORE** class begins to be granted an excused absence. All students will be granted 1 unexcused absence. After one unexcused absence, 1 point will be deducted for each

absence/week from weekly reflection assignments.

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

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

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

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