

MS 768EDU: KINESIOLOGY

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IN WORKFLOW

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HISTORY

1. Sep 20, 2018 by clmig-smenda
2. Dec 28, 2018 by Melissa Rose Schultz (mrschultz3)

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VIEWING: MS 768EDU : KINESIOLOGY

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Changes proposed by: skulow

Catalog Pages Using this Program

Kinesiology, M.S. (<http://guide.wisc.edu/graduate/kinesiology/kinesiology-ms>)

Final Catalog

Rationale for Inactivation

Name of the school or college academic planner who you consulted with on this proposal.

Name
Barb Gerloff - EDU

Proposal Abstract/Summary:

Due to redundancies in course work for our non-thesis track, the Graduate Studies Committee has decided to remove a single course (Kines 721) from the required course list. This is a very minor change.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change be effective?

Fall 2019 (1202)

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

Yes

BASIC INFORMATION

Program State:

Active

Type of Program:

Degree/Major

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Who is the audience?

Graduate or professional

Parent Home Department:

Home Department:

KINESIO

Parent School/College:

School/College:

School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Yes

Award:

Master of Science

Other Award Name:

SIS Code:

MS 768EDU

SIS Code (BS):

SIS Description:

Kinesiology MS

SIS Description (BS):

Transcript Title:

Kinesiology

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

No

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

No

SUSPENSION AND DISCONTINUATION

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date?

Please explain.

Are all assessment plans in the home academic unit up to date?

Please explain.

Are all assessment reports in the home academic unit up to date?

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

No

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

No

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

When will the application for the first term of enrollment open?

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

If this proposal is approved, describe the implementation plan and timeline.

RATIONALE AND JUSTIFICATIONS

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

What is the market, workforce, and industry need for this program? Provide evidence.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

What is the rationale for this change?

Students on the non-thesis track are currently required to take two courses with very similar content in Kines 721 (Neural Basis for Movement) and Kines 713 (Neural Basis of Normal and Pathological Movement). The Kinesiology Graduate Studies Committee voted to remove Kines 721 as a result of this overlapping content.

What evidence do you have that these changes will have the desired impact?

With the elimination of Kines 721, students will be able to take one additional course that aligns with their interests and career goals than they are currently able to do. The students on the non-thesis track have a wide variety of career goals and the additional elective course will allow them to take the course or pursue internship opportunities that are aligned with their future goals.

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

FACULTY AND STAFF RESOURCES

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

What resources are available to support faculty, staff, labs, equipment, etc. ?

Program advisor(s) with title and departmental affiliation(s).

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

RESOURCES, BUDGET, AND FINANCE

Is this a revenue program?

What is the tuition structure for this program?

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will not be charged, please explain.

Upload the proposal for market based tuition:

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

Are new Library resources needed to support this program?

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

CURRICULUM AND REQUIREMENTS

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

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 certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

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.)

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

The application deadline is February 15, applications may be considered after this date.

For admission, the Graduate School requires, as does the Kinesiology department, a minimum 3.0 GPA (on a 4.0=A scale) on the last 60 semester hours (or equivalent) of undergraduate coursework. An applicant must submit official Graduate Record Exam (GRE) scores, academic transcripts from each institution attended, a minimum of three letters of recommendation, and a statement of reasons for graduate study. The statement should name the applicant's intended area(s) of specialization and provide specific details on why the applicant names the area(s). If a professor in the area of specialization agrees to serve as the prospective student's advisor, then the department's graduate office recommends the applicant for admission to the Graduate School. A committee reviews, and an individual advisor is not required for, nonthesis admissions. Please consult the kinesiology website (<https://kinesiology.education.wisc.edu/admissions/graduate>) for further details of these requirements and procedures.

GRADUATE SCHOOL ADMISSIONS

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online (<https://grad.wisc.edu/admissions>).

Describe plans for recruiting students to this program.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

Maximum enrollment that can be supported with existing instructional and student services resources:

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (<http://guide.wisc.edu/graduate/#policiesandrequirementstext>), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	No

Mode of Instruction Definitions

- Evening/Weekend:** These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.
- Online:** These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.
- Hybrid:** These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.
- Accelerated:** These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

Requirements	Detail
Minimum Credit Requirement	Non-thesis track: 32 credits Occupational Science track: 31 credits All other thesis-based tracks: 30 credits
Minimum Residence Credit Requirement	16 credits
Minimum Graduate Coursework Requirement	At least half of the required degree coursework must be in graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.
Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	Course numbered 300 and above with a grade of A, AB, B, or S count toward minimum credit requirement; grades of BC or C count only if equal credits of AB and A offset the lower grades to average B (3.00).
Assessments and Examinations	No formal examination specific to the M.S. is required. Curricular requirements vary among tracks within the program, and in all tracks all didactic courses must be passed, in conformity with GPA and grad requirements, above. For tracks requiring a thesis, the thesis defense committee has discretion to accept or reject the thesis at the student's defense. Repeat defense, if required, is at the discretion of the advisor.
Language Requirements	No language requirements.

REQUIRED COURSES

Biomechanics Track ¹

Code	Title	Credits
Required Courses		
KINES 618	Biomechanics	2-3
STAT/F&W ECOL/HORT 571	Statistical Methods for Bioscience I	4
KINES 951	Seminar-Biomechanics	2
KINES 991	Research in Physical Activity- Theory and Design	3
KINES 990	Research or Thesis	2-12
KINES 900	Seminar in Kinesiology ²	1
Suggested Elective Courses (chosen in consultation with advisor)		
KINES 614	Biological Factors Influencing Exercise Performance	3
KINES 721	Neural Basis for Movement	3
KINES 773	Cardiorespiratory Adaptions to Environment and Exercise	3
KINES 861	Principles of Motor Control and Learning	3
KINES 961	Seminar in Motor Control and Learning	2

¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

² All Kinesiology M.S. and Ph.D. students in biomechanics are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program.

Exercise Physiology Track ¹

Code	Title	Credits
Required Courses		
ANAT&PHY 435	Fundamentals of Human Physiology ²	5
STAT/F&W ECOL/HORT 571	Statistical Methods for Bioscience I	4
KINES 615	Laboratory Techniques in Exercise Physiology	2
KINES 773	Cardiorespiratory Adaptions to Environment and Exercise	3
KINES 774	Metabolic Responses to Exercise and Environmental Stress	2
KINES 991	Research in Physical Activity- Theory and Design	3
KINES 990	Research or Thesis	2-12
KINES 953	Human Biodynamics Seminar	1
KINES 900	Seminar in Kinesiology ³	1
Electives (courses selected in consultation with advisor)		minimum of 3
Total minimum credits required for graduation (beyond baccalaureate degree)		30

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² Kinesiology students complete special content. Contact physiology-enroll@lists.wisc.edu for consent to enroll in ANAT&PHY 435 Fundamentals of Human Physiology. The Department of Neuroscience chair's assistant will then connect you with the ANAT&PHY 435 director for content details, will data-enter your online permission to enroll in ANAT&PHY 435 and reserve your place, and will notify you by email. Please allow at least a week for the permission process to finalize. Department contacts: <https://neuro.wisc.edu/contact-us/>.

³ All Kinesiology M.S. and Ph.D. students in exercise physiology are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program.

Exercise Psychology Track ¹

Code	Title	Credits
Required Courses		
KINES 991	Research in Physical Activity- Theory and Design	3
KINES 990	Research or Thesis ²	2-12
KINES 900	Seminar in Kinesiology ³	1
Electives		

There are no specific courses required of candidates for the M.S. with specialization in Exercise Psychology. In accordance with Graduate school policy, a minimum of 30 credits is required for the M.S. degree. Electives courses to meet the degree requirements are chosen in consultation with the advisor. Each candidate's program of formal course work and independent study is tailored in a personalized manner to accommodate the individual's research and career goals.

- ¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
- ² Sufficient to meet graduation requirements, chosen in consultation with major advisor.
- ³ All Kinesiology M.S. and Ph.D. students in Exercise Psychology are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program.

Motor Control and Behavior Track ¹

Code	Title	Credits
Required Courses		
KINES 991	Research in Physical Activity- Theory and Design	3
KINES 990	Research or Thesis	2-12
KINES 900	Seminar in Kinesiology ²	1
Statistics courses (chosen in consultation with advisor) ³		4-6
Electives (chosen in consultation with advisor) ⁴		
<i>Suggested Courses</i>		
KINES 721	Neural Basis for Movement	3
KINES 861	Principles of Motor Control and Learning	3
KINES 951	Seminar-Biomechanics	2
KINES 961	Seminar in Motor Control and Learning	2
KINES 713	Neural Basis of Normal and Pathological Movement	3

- ¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
- ² All Kinesiology M.S. and Ph.D. students in Motor Control and Behavior are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program.
- ³ Suggested sequence (or equivalent):
 1. ED PSYCH 760 Statistical Methods Applied to Education I
 2. ED PSYCH 761 Statistical Methods Applied to Education II
- ⁴ Elective course may be Kinesiology courses not chosen as required courses or courses in related fields (e.g., psychology, neuroscience).

Physical Activity Epidemiology Track ¹

Code	Title	Credits
Required Courses		
KINES/POP HLTH 791	Physical Activity Epidemiology	3
KINES/POP HLTH 955	Seminar - Physical Activity Epidemiology	1
KINES 991	Research in Physical Activity- Theory and Design	3
KINES 990	Research or Thesis	2-12
KINES 900	Seminar in Kinesiology ²	1
Electives (chosen from list below or others in consultation with advisor)		
ANAT&PHY 435	Fundamentals of Human Physiology	5
KINES 521	Physical Activity and Health	3
KINES 600	Advanced Exercise Psychology	3
KINES 614	Biological Factors Influencing Exercise Performance	3
KINES 700	Psychological Effects of Exercise	3
KINES 773	Cardiorespiratory Adaptions to Environment and Exercise	3
KINES 774	Metabolic Responses to Exercise and Environmental Stress	2
KINES 779	Human Muscle Function in Health and Disease	2
CHEM 341	Elementary Organic Chemistry	3
BMOLCHEM 503	Human Biochemistry	3

STAT/B M I 541	Introduction to Biostatistics	3
STAT/B M I 642	Statistical Methods for Epidemiology	3
POP HLTH/NUTR SCI 621	Introduction to Nutritional Epidemiology	1
POP HLTH 750	Cancer Epidemiology	2-3
POP HLTH/SOC 797	Introduction to Epidemiology	3
POP HLTH 798	Epidemiologic Methods	3
POP HLTH 802	Advanced Epidemiology: Etiology and Prevention	3

Students will take advanced coursework in various areas as described in the program area synopsis. In accordance with Graduate School policy, a minimum of 30 credits is required for the M.S. degree, and a minimum of 51 credits for the Ph.D. Completion of a thesis will be required for the M.S. degree. The curriculum is intended to provide the student with a sound basis in the adaptations to physical activity and exercise as well as the statistical and methodological tools needed to evaluate relationships between physical activity and health outcomes at the population level. There are three required courses in addition to the thesis or dissertation requirement, and the remaining credits can be chosen in consultation with the graduate advisor to meet the three objectives.

¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

² All Kinesiology M.S. and Ph.D. students in Physical Activity Epidemiology are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program.

Occupational Science Track ¹

Code	Title	Credits
Subject/Field Content		
OCC THER 612	Professional Skills III: Organization and Management in OT Practice	3
OCC THER 613	Professional Skills IV: Community-based OT Practice	2
KINES 900	Seminar in Kinesiology ²	1
KINES 885	Seminar in Occupation and Health	1
OCC THER 671	Scientific Inquiry in OT I: Evidence-Based Practice.	2
OCC THER 672	Scientific Inquiry in Occupational Therapy II: Research Design and Methods	2
OCC THER 673	Scientific Inquiry in OT III: Data Collection and Analysis.	3
OCC THER 674	Scientific Inquiry in OT IV: Scientific Writing for Publication	2

Depth & Breadth Electives 8

Students are strongly encouraged to select 2-3 courses in a concentration area (Examples: Child & Family Studies, Global Health, Disability Studies, Public Health, Patient Advocacy)

Research		
KINES 990	Research or Thesis	3

¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

² All Kinesiology M.S. and Ph.D. students are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program. Minimum 2 credits.

Non-Thesis Track ¹

Synopsis: All other tracks within the M.S. in Kinesiology degree are essentially a precursor to Ph.D.-level training, and thus require extensive research experience as part of the degree. The Non-Thesis M.S. track is designed for students who are interested in graduate-level training in Kinesiology, but who are not necessarily interested in a career doing research in the field. Non-Thesis M.S. students: will take graduate-level courses that cover the breadth of the field of Kinesiology; will take additional electives from Kinesiology or from any departments across campus that the students see as fitting their personal educational goals; and may complete a final project of their own design as mentored by consenting faculty.

Purpose of MS: The M.S. in Kinesiology Non-Thesis track is designed to provide broad, graduate-level training in Kinesiology. Students will take advanced coursework in each of the traditional disciplines within the field and also focus on their individual interests by selecting courses as electives. A thesis is NOT required in this track. Students in the Non-Thesis track often express interest in obtaining graduate-level training to support their goal of coaching/teaching in team or individual settings, personal training or fitness instruction, or as a supplement to a practice in physical therapy, athletic training, or some other allied health profession, or for other purposes. We emphasize here that we don't intend the non-thesis track to prepare students for eventual Ph.D. study (although it could, depending on the student and the Ph.D.). Students who want a laboratory-based research experience as part of their M.S. degree, along with experience in academic writing (M.S. thesis as a traditional precursor to a Ph.D. dissertation), may wish to consider pursuing their M.S. degree through one of the other tracks within Kinesiology.

Code	Title	Credits
First Fall Term		
KINES 773	Cardiorespiratory Adaptions to Environment and Exercise	3
KINES 991	Research in Physical Activity- Theory and Design	3
Elective chosen from list below		3
First Spring Term		
KINES 700	Psychological Effects of Exercise	3
KINES/POP HLTH 791	Physical Activity Epidemiology	3
Elective chosen from list below		2
Second Fall Term		
KINES 618	Biomechanics	2-3
KINES 713	Neural Basis of Normal and Pathological Movement	3
Elective chosen from list below		3
Second Spring Term		
KINES 774	Metabolic Responses to Exercise and Environmental Stress	2
KINES 861	Principles of Motor Control and Learning	3
Elective chosen from list below		3
Electives²		
KINES 521	Physical Activity and Health	3
KINES/MEDICINE/NURSING 523	Clinical Exercise Testing & Training	3
KINES 614	Biological Factors Influencing Exercise Performance	3
KINES 779	Human Muscle Function in Health and Disease	2
KINES 785	Human Occupation and Health	2-3
KINES 900	Seminar in Kinesiology	1
CURRIC 744	Perspectives in Multicultural Education	3
CURRIC/ELPA 746	The Adult Learner: Implications for Curriculum and Instruction	3
NUTR SCI 625	Advanced Nutrition: Obesity and Diabetes	1
GEN BUS 310	Fundamentals of Accounting and Finance for Non-Business Majors	3
GEN BUS 311	Fundamentals of Management and Marketing for Non-Business Majors	3

¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

² Student chooses, based on personal interests/goals, from this list *or any other* 500-level or higher numbered courses on campus.

Total credits required:

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy>) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

MAJOR-SPECIFIC POLICIES

GRADUATE PROGRAM HANDBOOK

The Graduate Program Handbook (<https://merit-www.education.wisc.edu/kinesiology/wp-content/uploads/sites/12/2017/08/Handbook-Grad-2017-August-27-PDF.pdf>) is the repository for all of the program's policies and requirements.

PRIOR COURSEWORK

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 15 credits of graduate coursework from other institutions. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special

With program approval, students are allowed to count no more than 15 credits of coursework numbered 300 or above taken in UW–Madison University Special student status. Coursework earned five or more years prior to admission to a master's degree is not allowed to satisfy requirements.

PROBATION

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

1. Good standing (progressing according to standards; any funding guarantee remains in place).
2. Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).
3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

An overall GPA below 3.0 will place the student on academic probation. If a 3.0 GPA is not regained in the subsequent semester the student may be dismissed from the program or allowed to continue provisionally for 1 semester based on advisor appeal to the Graduate School.

ADVISOR / COMMITTEE

The department assigns an advisor to each student. For M.S.–non-thesis track, the advisor is the Graduate Studies chair. For all other thesis-based tracks, the advisor is the research mentor.

A thesis committee, for those tracks requiring a thesis, is gathered prior to the thesis proposal in consultation with the faculty advisor and consistent with the department and Graduate School policy (<http://grad.wisc.edu/acadpolicy/#committees>). Normally the proposal committee would continue as the thesis defense committee. The proposal and defense committees consist of 3 members.

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Master's degree students who have been absent for five or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

Within the Department, completion of required courses and proposal of the thesis, when applicable, within two years of matriculation is considered satisfactory progress. See the program handbook (<http://kinesiology.education.wisc.edu/docs/kinesiology-documents/grad-program-pols-proceeds-manual-posted-to-web-site-14-oct-2011.pdf?sfvrsn=0>) for more information.

OTHER

Students pursuing research degree generally supported with tuition remission throughout study career. Students pursuing classroom-based (Non-thesis) M.S. occasionally supported, generally without tuition remission (unless they personally locate same via separate department, e.g., Athletics).

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

PROGRAM LEARNING OUTCOMES AND ASSESSMENT

Parent Program Learning Outcomes

List the program learning outcomes.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.	
1	Master fundamental knowledge in at least one of the broad areas of specialization represented in the Department of Kinesiology. (Thesis-based tracks)
2	Demonstrate understanding of major current and past theories, research findings, methodologies, and techniques in their areas of specialization.
3	Identify sources and assemble evidence pertaining to questions or challenges in their area of specialization.

4	Complete an original research project in one of the broad areas of specialization represented in the Department of Kinesiology. (Thesis-based tracks)
5	Select and utilize appropriate methodologies to conduct research, analyze, and interpret resulting data.
6	Prepare a thesis or research report describing their research project.
7	Communicate clearly in ways appropriate to their area of specialization.
8	Demonstrate fundamental knowledge in the broad areas of specialization represented in the Department of Kinesiology. (Non-Thesis based track)
9	Demonstrate an understanding of the major current and past theories, research findings, methodologies and techniques in each of the broad areas of inquiry represented within the Department of Kinesiology.
10	Retrieve and examine scientific literature, evaluate evidence for and against hypotheses, and be able to discuss strengths and weaknesses in existing literature.
11	Recognize and apply principles of professional and ethical conduct. (Thesis-based tracks)
12	Use scientific rigor when designing experiments, collecting and analyzing data, interpreting and reporting results.
13	Recognize and apply principles of professional and ethical conduct. (Non-Thesis based track)

Summarize the assessment plan.

Approved Assessment Plan:

RELATED PROGRAMS

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

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

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

COMMITMENTS

All required courses are approved through the school/college level.

Courses are offered on a regular basis to allow timely completion.

Courses have enrollment capacity.

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

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 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.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

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.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

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.

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.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

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.

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.

Students must earn a minimum 3.000 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.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

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.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Degree-seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

SUPPORTING INFORMATION

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

APPROVALS

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the

program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by:

Date entered:

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

FOR ADMINISTRATIVE USE

Admin Notes:

Guide URL:

/graduate/kinesiology/kinesiology-ms/

Effective date:

Effective Guide Edition:

Career:

Graduate

SIS Program Code:

G768

SIS Program Code (BS):

SIS Short Description:

Kinesiol

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Master of Science

Diploma Text 2:

KINESIOLOGY

Degree:

878

Degree (BS):

Field of Study:

Biological Science

Program Length:

2

National Student Clearing House Classification:

Masters

Plan Group:

768

Educational Level:

Masters degrees

Award Category:

Master's

Enrollment Category:

Master's

CIP Code:

31.0505 - Kinesiology and Exercise Science.

STEMOPT:

UWSTEM:

Yes

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Yes

Reviewer Comments

Key: 670

PHD 768EDU: KINESIOLOGY

Export to PDF
Add Comment

IN WORKFLOW

1. KINESIO Dept. Approver (gmdiffie@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; lcappabianca@wisc.edu)
2. EDU School Admin Reviewer (bgerloff@wisc.edu; ckelley@wisc.edu; ejach@wisc.edu; sychta@wisc.edu)
3. EDU School Approver (dhess@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; sychta@wisc.edu)
4. APIR Admin (wiessinger@wisc.edu; mrschultz3@wisc.edu; jlmilner@wisc.edu)
5. GFEC Approver (karpus@wisc.edu; pramanat@wisc.edu; jmorrell@wisc.edu; abergholz@wisc.edu; emreynolds2@wisc.edu)
6. UAPC Approver (smangelsdorf@wisc.edu; jlmilner@wisc.edu; mrschultz3@wisc.edu; wiessinger@wisc.edu; laleininger@wisc.edu)
7. APIR Admin (wiessinger@wisc.edu; mrschultz3@wisc.edu; jlmilner@wisc.edu)
8. Registrar (sjgolueke@wisc.edu; wclipske@wisc.edu)
9. Publication Ready (jbrown42@wisc.edu)

HISTORY

1. Sep 20, 2018 by clmig-smenda
2. Dec 28, 2018 by Melissa Rose Schultz (mrschultz3)

Date Submitted: Mon, 08 Apr 2019 20:16:39 GMT

VIEWING: PHD 768EDU : KINESIOLOGY

LAST APPROVED: FRI, 28 DEC 2018 21:51:40 GMT

LAST EDIT: MON, 08 APR 2019 20:16:36 GMT

Changes proposed by: skulow

Catalog Pages Using this Program

Kinesiology, Ph.D. (<http://guide.wisc.edu/graduate/kinesiology/kinesiology-phd>)

Final Catalog

Rationale for Inactivation

Name of the school or college academic planner who you consulted with on this proposal.

Name
Barb Gerloff - EDU

Proposal Abstract/Summary:

A required course (KINES 991) for the Biomechanics track is missing from the Guide. This course has been required, but the omission was uncovered during the most recent Guide update. This is not a change to the program, but a correction of the Guide.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change be effective?

Fall 2019 (1202)

Select yes if this proposal is only to add, remove, or rearrange curricular requirements, and will change less than 50% of the curriculum.

Yes

BASIC INFORMATION

Program State:

Active

Type of Program:

Degree/Major

Parent Program:

Upload the Approved Notice of Intent and UW System Approval Memo.

Upload completed draft of the full Board of Regents Authorization Proposal for this program.

Parent Audience:

Who is the audience?

Graduate or professional

Parent Home Department:

Home Department:

KINESIO

Parent School/College:

School/College:

School of Education

The program will be governed by the home department/academic unit as specified. Will an additional coordinating or oversight committee be established for the program?

No

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

Parent is in the Graduate School:

Is this in the Graduate School?

Yes

Award:

Doctor of Philosophy

Other Award Name:

SIS Code:

PHD 768EDU

SIS Code (BS):

SIS Description:

Kinesiology PHD

SIS Description (BS):

Transcript Title:

Kinesiology

Will this name change apply to all enrolled students in the same term (turn-key)?

Named Options:

Does the parent program offer this as an additional major as well?

Will this be offered as an additional major as well?

No

Explain the program's process for reviewing joint degree proposals from students.

Describe the reason for offering the program as an additional major. Include evidence of student interest and demand, how the additional major benefits the students' learning experience, and describe how the program has capacity in course offerings and advising to support the additional major.

Provide information on which degree/majors it will likely be combined with most frequently and provide evidence that such combinations will not extend student time to degree beyond the standard four academic years.

Briefly describe the process the student follows to get permissions to declare the additional major from the primary degree/major and the additional major offering unit.

Will a doctoral minor be required?

No

Explain the rationale for the decision.

Describe the alternate breadth training resources that will be made available to/required of students.

Is this a non-admitting master's degree?

SUSPENSION AND DISCONTINUATION

What is the date by which you will submit a plan to resolve the suspended status, if approved?

What is the last term that a student could declare this program?

What is the last term that students may be enrolled in or complete the program?

What is the timeline and advance communication plan?

Explain the precipitating circumstances or rationale for the proposal.

What is the potential impact on enrolled students?

What is the potential impact on faculty and staff?

Explain and provide evidence of efforts made to confer with and to notify faculty and staff.

Explain and provide evidence of efforts made to confer with and to notify current students.

Explain and provide evidence of efforts made to confer with and to notify alumni and other stakeholders.

Teach-out plan - How will program quality be maintained during the suspended period or the teach-out period for discontinued programs?

Teach-out plan: A) For currently enrolled students, how will required courses, curricular elements, advising and other student services be provided?

Teach-out plan: B) For prospective students in the admissions pipeline, how are any commitments being met or needs to notify them that their program of interest will not be available?

Teach-out plan: C) For stopped out students, what provisions are made for their re-entry? What program(s) will they be re-entered into?

Teach-out plan: D) Provide any other information relevant to teach-out planning.

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

List the departments that have a vested interest in this proposal.

Are all program reviews in the home academic unit up to date?

Please explain.

Are all assessment plans in the home academic unit up to date?

Please explain.

Are all assessment reports in the home academic unit up to date?

Please explain.

Mode of Delivery:

Face-to-Face (majority face-to-face courses)

Provide information on how any lab courses required for the degree will be handled.

Will this program be part of a consortial or collaborative arrangement with another college or university?

No

Upload proposal:

Will instruction take place at a location geographically separate from UW-Madison?

No

Upload proposal:

Parent has outside accreditation:

Will this program have outside accreditation?

No

Parent Guide Accreditation tab

Guide Accreditation tab

Will graduates of this program seek licensure or certification after graduation?

No

Graduates of parent program seek licensure or certification after graduation.

Parent Guide Certification/Licensure tab

Guide Certification/Licensure tab

First term of student enrollment:

When will the application for the first term of enrollment open?

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

Year of three year check-in to GFEC (3 years after first student enrollment):

Year of first program review (5 years after first student enrollment):

If this proposal is approved, describe the implementation plan and timeline.

RATIONALE AND JUSTIFICATIONS

How does the named option relate to the major and to other named options in the major, if relevant?

Why is the program being proposed? What is its purpose?

How is the certificate program designed to complement the degree/major of participating students?

What is its relation to the institution's mission? (Consider the mission broadly as a major research university with missions in teaching, research, service, and the Wisconsin Idea.) How does it contribute to the mission of the sponsoring unit(s)?

Do current students need or want the program? Provide evidence.

What is the market, workforce, and industry need for this program? Provide evidence.

How does the program represent emerging knowledge, or new directions in professions and disciplines?

In what ways will the program prepare students through diverse elements in the curriculum for an integrated and multicultural society (may include diversity issues in the curriculum or other approaches)?

What gap in the program array is it intended to fill?

What is the rationale for this change?

This course has always been part of the requirements for the biomechanics track internally, but was omitted from the Guide. No changes are being made to the program.

What evidence do you have that these changes will have the desired impact?

This course has always been part of the requirements for the biomechanics track internally, but was omitted from the Guide. No changes are being made to the program.

What is the potential impact of the proposed change(s) on enrolled students?

What is the potential impact of the proposed change(s) on faculty and staff?

FACULTY AND STAFF RESOURCES

List the core program faculty and staff with title and departmental affiliation(s) who are primarily involved and will participate in the delivery and oversight.

What resources are available to support faculty, staff, labs, equipment, etc. ?

Program advisor(s) with title and departmental affiliation(s).

How will the resource load for the additional advising be met?

Describe how student services and advising will be supported.

Describe the advising and mentoring practices that will be used in this program, including how annual assessment of student progress will be communicated.

Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal.

Select the Graduate Research Scholars Community for this program.

School of Education Graduate Research Scholars

RESOURCES, BUDGET, AND FINANCE

Is this a revenue program?

What is the tuition structure for this program?

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will not be charged, please explain.

Upload the proposal for market based tuition:

Provide a summary business plan.

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

What is the marketing plan?

Describe resource and fiscal considerations - A. Provide an overview of plans for funding the program including program administration, instructional/curricular delivery, academic and career advising, technology needs, marketing (if relevant), financial aid and scholarships (if relevant), capacity for student learning outcomes assessment and program review.

Describe resource and fiscal considerations - B. Are the faculty, instructional staff and key personnel existing or new faculty and staff? If they already serve existing programs, how are they able to add this workload? If new faculty and staff will be added, how will they be funded?

Describe resource and fiscal considerations - C. What impacts will the program have on staffing needs beyond the immediate program? How are those needs being met?

Describe resource and fiscal considerations - D. For graduate programs, describe plans for funding students including but not limited to funding sources and how funding decisions will be made.

UW System Administration and the Board of Regents require submission of budget information in a specific format. These forms will be completed in collaboration with APIR after school/college approval and before submission to UWSA for Board consideration. These forms are uploaded here by APIR.

Given considerations associated with the proposed change, describe the academic unit's fiscal capacity to support the instructional and curricular requirements, academic and career advising, student support services, technology needs, and relevant assessment of student learning and program review requirements. Is there sufficient capacity in the curricular and academic support services to meet the additional workload? For research graduate programs, include information on how the program will be administered and how student funding will be handled. For undergraduate programs, include information on academic advising, career advising, student support services.

Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

Are new Library resources needed to support this program?

Provide a summary of the requirements.

Memo from the Libraries confirming that the needs can be addressed.

Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Will you be seeking federal financial aid eligibility for this Capstone program?

Capstone program students are eligible for federal financial aid (usually loans) if they participate in Gainful Employment (GE) requirements, that is, they prepare students for employment in a recognized occupation. For information about gainful employment requirements see: <https://studentaid.ed.gov/sa/about/data-center/school/ge>

Identify the SOC codes most closely associated with the occupational preparation the Capstone provides.

What program-specific financial aid, if any, is available for this program?

What is the time period that this program is designed to be completed in by the typical student?

Gainful Employment requirements come with the need to track employment of graduates and provide additional reports – does the program have the capacity to complete these requirements?

CURRICULUM AND REQUIREMENTS

If you are proposing a change to the curriculum, what percentage of the curriculum is changing?

Provide an explanation of the reasons for such a substantial curricular change, the potential impact on students, availability of courses, and plan for transition.

Which students are eligible for the certificate?

List the specific schools and colleges.

Provide justification for the limits.

Is this certificate available to University Special (non-degree seeking students)?

Which University Special students are eligible for the certificate?

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 certificate program procedures to notify Adult Career and Special Student Services (ACSSS) of those University Special students who are formerly unaffiliated with the program who intend to complete a certificate.

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.)

Parent Plan Admissions/How To Get In Requirements

GRADUATE SCHOOL ADMISSIONS

Graduate admissions is a two-step process between academic degree programs and the Graduate School. Applicants must meet requirements of both the program(s) and the Graduate School. Once you have researched the graduate program(s) you are interested in, apply online (<https://grad.wisc.edu/admissions>).

Requirements	Detail
Fall Deadline	February 15
Spring Deadline	December 1
Summer Deadline	The program does not admit in the summer.
GRE (Graduate Record Examinations)	Required
English Proficiency Test	Every applicant whose native language is not English or whose undergraduate instruction was not in English must provide an English proficiency test score and meet the Graduate School minimum requirements (https://grad.wisc.edu/apply/requirements/#english-proficiency).
Other Test(s) (e.g., GMAT, MCAT)	n/a
Letters of Recommendation Required	3

The application deadline is February 15, applications may be considered after this date.

For admission, the Graduate School requires, as does the kinesiology department, a minimum 3.0 GPA (on a 4.0=A scale) on the last 60 semester hours (or equivalent) of undergraduate coursework. An applicant must submit official Graduate Record Exam (GRE) scores, academic transcripts from each institution attended, a minimum of three letters of recommendation, and a statement of reasons for graduate study. The statement should name the applicant's intended area(s) of specialization and provide specific details on why the applicant names the area(s). If a professor in the area of specialization agrees to serve as the prospective student's advisor, then the department's graduate office recommends the applicant for admission to the Graduate School. Please consult the kinesiology website (<https://kinesiology.education.wisc.edu/admissions/graduate>) for further details of these requirements and procedures.

Describe plans for recruiting students to this program.

What is the recruiting and admissions strategy for underrepresented students?

Will students be declared in an intended major while completing the admission requirements?

Describe how the students will be advised and the transition to other degree granting program if they are not admitted.

Projected Annual Enrollment:

Maximum enrollment that can be supported with existing instructional and student services resources:

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.

Are international students permitted to enroll in this program?

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Select the school or college degree requirements that will be used.

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

MINIMUM GRADUATE SCHOOL REQUIREMENTS

Review the Graduate School minimum academic progress and degree requirements (<http://guide.wisc.edu/graduate/#policiesandrequirements>), in addition to the program requirements listed below.

MAJOR REQUIREMENTS

MODE OF INSTRUCTION

Face to Face	Evening/Weekend	Online	Hybrid	Accelerated
Yes	No	No	No	No

Mode of Instruction Definitions

- Evening/Weekend:** These programs are offered in an evening and/or weekend format to accommodate working schedules. Enjoy the advantages of on-campus courses and personal connections, while keeping your day job. For more information about the meeting schedule of a specific program, contact the program.
- Online:** These programs are offered primarily online. Many available online programs can be completed almost entirely online with all online programs offering at least 50 percent or more of the program work online. Some online programs have an on-campus component that is often designed to accommodate working schedules. Take advantage of the convenience of online learning while participating in a rich, interactive learning environment. For more information about the online nature of a specific program, contact the program.
- Hybrid:** These programs have innovative curricula that combine on-campus and online formats. Most hybrid programs are completed on-campus with a partial or completely online semester. For more information about the hybrid schedule of a specific program, contact the program.
- Accelerated:** These on-campus programs are offered in an accelerated format that allows you to complete your program in a condensed time-frame. Enjoy the advantages of on-campus courses with minimal disruption to your career. For more information about the accelerated nature of a specific program, contact the program.

CURRICULAR REQUIREMENTS

Requirements	Detail
Minimum Credit Requirement	51 credits
Minimum Residence Credit Requirement	32 credits
Minimum Graduate Coursework Requirement	Half of degree coursework (26 credits out of 51 total credits) must be completed graduate-level coursework; courses with the Graduate Level Coursework attribute are identified and searchable in the university's Course Guide.

Overall Graduate GPA Requirement	3.00 GPA required.
Other Grade Requirements	Course numbered 300 and above with a grade of A, AB, B, or S count toward minimum credit requirement; grades of BC or C count only if equal credits of AB and A offset the lower grades to average B (3.00).
Assessments and Examinations	Ph.D. students must: 1. pass all didactic courses in conformity with GPA and grad requirements; 2. pass preliminary exams (http://grad.wisc.edu/acadpolicy/#preliminaryexaminations) administered by a three member faculty committee; and 3. successfully propose and defend a dissertation before a five-member committee constituted as above in this chart.
Language Requirements	No language requirements.
Doctoral Minor/Breadth Requirements	Doctoral students must complete a minor, currently minimum 10 credits, either "distributed" (several departments) or in a single outside department. Students must consult their advisors on minor requirements.

REQUIRED COURSES

Biomechanics Track ¹

Code	Title	Credits
Required Courses		
STAT/F&W ECOL/HORT 572	Statistical Methods for Bioscience II	4
KINES 900	Seminar in Kinesiology ²	1
KINES 951	Seminar-Biomechanics	2
KINES 990	Research or Thesis	2-12
KINES 991	Research in Physical Activity- Theory and Design	3

Note: Kines 991 is required for PhD candidates who did not complete this or an equivalent course as part of their MS program.

General Field Requirement

At least 2 graduate level courses of at least 2 credits each in Kinesiology, at UW-Madison, outside of Biomechanics area 4-6

Electives

Chosen in consultation with advisor Remaining Credits

¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

² All Kinesiology Ph.D.* students in biomechanics are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program
* includes dissertations unless registered, instead, for specialization seminar KINES 951 Seminar-Biomechanics; or unless expressly exempted via advisor request to Graduate Studies Committee

Exercise Physiology Track ¹

Code	Title	Credits
Required Courses		
ANAT&PHY 435	Fundamentals of Human Physiology	5
KINES 773	Cardiorespiratory Adaptions to Environment and Exercise	3
KINES 774	Metabolic Responses to Exercise and Environmental Stress	2
KINES 991	Research in Physical Activity- Theory and Design	3
Note: the above courses are only required if not taken as part of an M.S. program		
KINES 900	Seminar in Kinesiology ³	1
KINES 953	Human Biodynamics Seminar	1
KINES 999	Independent Reading	1-4

General Field Requirement

At least 2 graduate-level courses of at least 2 credits each in Kinesiology, at UW-Madison, outside of Exercise Physiology area 4-6

Electives (sufficient to meet graduation requirements; chosen in consultation with advisor)

Research

KINES 900	Seminar in Kinesiology	minimum of 8
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- ¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
- ² Kinesiology students complete special content. Contact physiology-enroll@lists.wisc.edu for consent to enroll in ANAT&PHY 435. The Department of Neuroscience chair's assistant will then connect you with the ANAT&PHY 435 director for content details, will data-enter your online permission to enroll in ANAT&PHY 435 and reserve your place, and will notify you by email. Please allow at least a week for the permission process to finalize. Department contacts: <https://neuro.wisc.edu/contact-us/>.
- ³ All Kinesiology M.S. and Ph.D.* students in exercise physiology are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program.
*Includes dissertators unless registered for specialization seminar KINES 953 Human Biodynamics Seminar or unless expressly exempted via advisor request to Grad Studies Committee.

Exercise Psychology Track ¹

Code	Title	Credits
Required Courses		
KINES 991	Research in Physical Activity- Theory and Design ²	3
KINES 900	Seminar in Kinesiology ³	1
General Field Requirement		
At least 2 graduate-level courses of at least 2 credits each in Kinesiology, at UW-Madison, outside of the Exercise Psychology area.		4-6
With the exception of the requirements above, no specific courses are required of candidates for the Ph.D. in Kinesiology with specialization in Exercise Psychology. For the Ph.D., candidates must complete a minimum of 51 credits beyond the baccalaureate degree in accordance with Graduate School policy, but most students in the exercise psychology program elect to take additional credits beyond this minimum. Emphasis is placed on the demonstration of competence in general psychology, exercise psychology, exercise science, statistics and research design, rather than on completion of specific courses. Each candidate's program of formal coursework and independent study is tailored in a personalized manner to accommodate the individual's research and career goals.		

- ¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
- ² Ph.D. students needn't take KINES 991 Research in Physical Activity- Theory and Design if their M.S. degree included it or an approved equivalent.
- ³ All Kinesiology MS and PhD* students in Exercise Psychology are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program, including dissertations unless registered for the specialization seminar (KINES 951 Seminar-Biomechanics) or unless expressly exempted via advisor request to the Graduate Studies Committee.

Motor Control and Behavior Track ¹

Code	Title	Credits
Required Courses		
KINES 991	Research in Physical Activity- Theory and Design ²	3
KINES 990	Research or Thesis	2-12
KINES 900	Seminar in Kinesiology ³	1
Statistics courses (chosen in consultation with advisor) ⁴		4-6
General Field Requirements		
At least 2 graduate level courses of at least 2 credits each in Kinesiology, at UW-Madison, outside of the Motor Control & Behavior area.		4-6
Suggested Elective Courses (chosen in consultation with advisor) ⁵		
KINES 721	Neural Basis for Movement	3
KINES 861	Principles of Motor Control and Learning	3
KINES 951	Seminar-Biomechanics	2
KINES 961	Seminar in Motor Control and Learning	2
KINES 713	Neural Basis of Normal and Pathological Movement	3

- ¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
- ² Required for Ph.D. candidates who did not complete this or an equivalent course as part of their M.S. program.

³ All Kinesiology M.S. and Ph.D. students are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program. This includes Ph.D. dissertators unless they register for KINES 961 Seminar in Motor Control and Learning or unless they seek and receive express exemption via advisor request to the Grad Studies Committee.

⁴ Suggested statistics sequence (or equivalent):
 1. ED PSYCH 760 Statistical Methods Applied to Education I¹
 2. ED PSYCH 761 Statistical Methods Applied to Education II¹

⁵ Elective courses may be Kinesiology courses not chosen as required courses or may be courses in related fields (e.g., Psychology, Neuroscience).

Occupational Science Track ¹

Code	Title	Credits
Required Courses		
Courses in Research Methods, Design, Proposal Development, and Research Ethics ²		6
KINES 991	Research in Physical Activity- Theory and Design	3
KINES 900	Seminar in Kinesiology ³	1
KINES 785	Human Occupation and Health	2-3
KINES 885	Seminar in Occupation and Health	1
General Field Requirements		
Two Kinesiology classes of at least 2 credits each outside your focus area (Occupational Science Track specific courses would not qualify for this requirement).		4
Electives		
Elective courses are taken in a “concentration area” specific to the area of research. (Examples: ICTR Clinical Trials, Global Health, Prevention Science, Aging, Lifespan Development). Selected in consultation with Faculty Advisor.		
Research		
KINES 990	Research or Thesis	1-12

¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.

² Must be completed prior to KINES 991
 • Minimum of one course in Quantitative, Qualitative or Mixed Methods (Examples: ED PSYCH 760 Statistical Methods Applied to Education I, ED PSYCH 761 Statistical Methods Applied to Education II)
 • Minimum of one course on Research Ethics (Examples: MED HIST 728 Biomedical Ethics and Society; NURSING 802 Ethics and the Responsible Conduct of Research; SURG SCI 812 Research Ethics and Career Development.)

³ All Kinesiology M.S. and Ph.D. students are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program

Physical Activity Epidemiology Track ¹

Code	Title	Credits
Required Courses		
KINES/POP HLTH 791	Physical Activity Epidemiology	3
KINES/POP HLTH 955	Seminar - Physical Activity Epidemiology	1
KINES 991	Research in Physical Activity- Theory and Design	3
KINES 990	Research or Thesis	2-12
KINES 900	Seminar in Kinesiology ²	1
Electives (chosen from list below or others in consultation with advisor)		
ANAT&PHY 435	Fundamentals of Human Physiology	5
KINES 521	Physical Activity and Health	3
KINES 600	Advanced Exercise Psychology	3
KINES 614	Biological Factors Influencing Exercise Performance	3
KINES 700	Psychological Effects of Exercise	3
KINES 773	Cardiorespiratory Adaptions to Environment and Exercise	3
KINES 774	Metabolic Responses to Exercise and Environmental Stress	2
KINES 779	Human Muscle Function in Health and Disease	2
CHEM 341	Elementary Organic Chemistry	3
BMOLCHEM 503	Human Biochemistry	3

STAT/B M I 541	Introduction to Biostatistics	3
STAT/B M I 642	Statistical Methods for Epidemiology	3
POP HLTH/NUTR SCI 621	Introduction to Nutritional Epidemiology	1
POP HLTH 750	Cancer Epidemiology	2-3
POP HLTH/SOC 797	Introduction to Epidemiology	3
POP HLTH 798	Epidemiologic Methods	3
POP HLTH 802	Advanced Epidemiology: Etiology and Prevention	3

Students will take advanced course work in various areas as described in the program area synopsis. In accordance with Graduate School policy, a minimum of 30 credits is required for the M.S. degree, and a minimum of 51 credits for the Ph.D. The curriculum is intended to provide the student with a sound basis in the adaptations to physical activity and exercise as well as the statistical and methodological tools needed to evaluate relationships between physical activity and health outcomes at the population level. There are three required courses in addition to the thesis or dissertation requirement, and the remaining credits can be chosen in consultation with the graduate advisor to meet the degree objectives.

General Field Requirement

At least 2 graduate level courses of at least 2 credits each in Kinesiology at UW-Madison outside of Physical Activity Epidemiology area.

- ¹ These tracks are internal to the program and represent different pathways a student can follow to earn this degree. Track names do not appear in the Graduate School admissions application, and they will not appear on the transcript.
- ² All Kinesiology M.S. and Ph.D. students in Physical Activity Epidemiology are required to register for KINES 900 Seminar in Kinesiology each semester they are enrolled in the program. Includes dissertators unless registered for specialization seminar KINES/POP HLTH 955 Seminar - Physical Activity Epidemiology or unless expressly exempted via advisor request to Grad Studies Committee.

Total credits required:

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

GRADUATE SCHOOL POLICIES

The Graduate School's Academic Policies and Procedures (<https://grad.wisc.edu/acadpolicy>) provide essential information regarding general university policies. Program authority to set degree policies beyond the minimum required by the Graduate School lies with the degree program faculty. Policies set by the academic degree program can be found below.

MAJOR-SPECIFIC POLICIES

GRADUATE PROGRAM HANDBOOK

The Graduate Program Handbook (<https://merit-www.education.wisc.edu/kinesiology/wp-content/uploads/sites/12/2017/08/Handbook-Grad-2017-August-27-PDF.pdf>) is the repository for all of the program's policies and requirements.

PRIOR COURSEWORK

Graduate Work from Other Institutions

With program approval, students are allowed to count no more than 18 credits of graduate coursework from other institutions. Coursework earned ten years or more prior to admission to a doctoral degree is not allowed to satisfy requirements.

UW–Madison Undergraduate

No credits from a UW–Madison undergraduate degree are allowed to count toward the degree.

UW–Madison University Special

With program approval, students are allowed to count no more than 15 credits of coursework numbered 300 or above taken in UW–Madison University Special student status. Coursework earned ten or more years prior to admission to a doctoral degree is not allowed to satisfy requirements.

PROBATION

The Graduate School regularly reviews the record of any student who earned grades of BC, C, D, F, or Incomplete in a graduate course (300 or above), or grade of U in research credits. This review could result in academic probation with a hold on future enrollment or in being suspended from the Graduate School.

1. Good standing (progressing according to standards; any funding guarantee remains in place).
2. Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).
3. Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor or program).

An overall GPA below 3.0 will place the student on academic probation. If a 3.0 GPA is not regained in the subsequent semester the student may be dismissed from the program or allowed to continue provisionally for 1 semester based on advisor appeal to the Graduate School. The Graduate School's probation policy is described in the Graduate School's Academic Policies and Procedures (<http://grad.wisc.edu/acadpolicy/#probation>).

ADVISOR / COMMITTEE

Ph.D. students work with two (or three) committees during their studies.

1. Preliminary exams Committee (three graduate faculty members)
2. Dissertation committee (five members)
 - a. Proposal committee
 - b. Defense committee

Ordinarily the proposal and defense committees have the same membership. Committee members are selected by the student in consultation with the faculty advisor to be consistent with Graduate School policy (<http://grad.wisc.edu/acadpolicy/#committees>).

CREDITS PER TERM ALLOWED

15 credits

TIME CONSTRAINTS

Doctoral degree students who have been absent for ten or more consecutive years lose all credits that they have earned before their absence. Individual programs may count the coursework students completed prior to their absence for meeting program requirements; that coursework may not count toward Graduate School credit requirements.

A candidate for a doctoral degree who fails to take the final oral examination and deposit the dissertation within five years (<http://grad.wisc.edu/acadpolicy/#fiveyearrule>) after passing the preliminary examination may be required to take and pass another preliminary examination to be readmitted to candidacy.

Within the department, completion of required courses and passing preliminary exams within three years of starting the Ph.D. program is considered satisfactory progress. See the program handbook (<https://kinesiology.education.wisc.edu/academics/grad-program>) for more information.

OTHER

Students pursuing research degree generally supported with tuition remission throughout study career. Students pursuing classroom-based (Non-thesis) M.S. occasionally supported, generally without tuition remission (unless they personally locate same via separate department, e.g., Athletics).

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Discuss expected progress to degree and time to degree. For undergraduate programs discuss considerations for supporting students to complete the degree in four academic years.

Provide detail on how breadth will be achieved.

Describe part-time format (<8 credits fall and spring semesters < 4 credits summer term) here.

Describe full-time, time-compressed, intensive format here.

Describe other format here.

PROGRAM LEARNING OUTCOMES AND ASSESSMENT

Parent Program Learning Outcomes

List the program learning outcomes.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.	
1	Demonstrate academic mastery in at least one of the broad areas of specialization represented in the Department of Kinesiology.
2	Demonstrate a broad understanding of major current and past theories, research findings, methodologies, and techniques in their area of specialization both orally and in writing.
3	Retrieve and examine scientific literature, evaluate evidence for and against hypotheses, identify knowledge gaps, strengths and weaknesses in existing literature, synthesize knowledge, and develop conclusions.
4	Formulate ideas, concepts, designs and/or techniques beyond the current boundaries of knowledge with their area of specialization.
5	Demonstrate a broad knowledge of the field of kinesiology extending beyond their area of specialization.
6	Develop and complete original research that makes a substantive contribution in advancing their area of specialization.
7	Develop testable hypotheses and predictions for their own realistic and feasible research projects.
8	Conduct independent research and analyze and interpret resulting data.

- | | |
|----|--|
| 9 | Clearly communicate their ideas in both oral and written form through the preparation and defense of a dissertation. |
| 10 | Foster ethical and professional conduct. |
| 11 | Use scientific rigor when designing experiments, collecting and analyzing data, interpreting and reporting results. |

Summarize the assessment plan.

Approved Assessment Plan:

RELATED PROGRAMS

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

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

Provide information in related programs offered by other UW System institutions and explain the extent to which the proposed program is distinct and how it overlaps or duplicates those programs.

COMMITMENTS

All required courses are approved through the school/college level.

Courses are offered on a regular basis to allow timely completion.

Courses have enrollment capacity.

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Courses in which a student elects the pass/fail option will not count toward completion of requirements.

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 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.

When the proposed certificate is made available to University Special students it is only available to those who have earned a baccalaureate degree.

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.

Certificate program faculty and staff will work with ACSSS to monitor and advise University Special students seeking a certificate.

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.

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.)

All of the Capstone certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

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.

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.

Students must earn a minimum 3.000 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.

Students must earn a minimum grade of C on all attempted Capstone certificate coursework.

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.

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Students may complete only 1 named option within a plan code.

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Certificate requires no more than half of the credits required for a major in a related field.

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Degree#seeking students may not be concurrently enrolled in a Capstone certificate program.

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

To be eligible for admission to a Capstone program, a student must hold an earned bachelor's degree or equivalent credential from an accredited college or university.

SUPPORTING INFORMATION

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional Information:

APPROVALS

Department Approval - This proposal has been approved by the faculty at the department/academic unit level. The program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by:

Date entered:

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the

program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here:

Entered by and date:

Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:

Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:

Date entered:

FOR ADMINISTRATIVE USE

Admin Notes:

Guide URL:

/graduate/kinesiology/kinesiology-phd/

Effective date:

Effective Guide Edition:

Career:

Graduate

SIS Program Code:

G768

SIS Program Code (BS):

SIS Short Description:

Kinesiol

SIS code for additional major:

SIS code for intended major:

SIS code for honors in the major:

SIS code for honors in the major (BS):

SIS code for honors in the major (BMAJ):

SIS code for special student certificate:

Other plan codes associated with this program:

Diploma Text:

Doctor of Philosophy

Diploma Text 2:

Degree:

306

Degree (BS):

Field of Study:

Biological Science

Program Length:

7

National Student Clearing House Classification:

Doctoral

Plan Group:

768

Educational Level:

Research Doctoral degrees

Award Category:

Research Doctorate

Enrollment Category:

Research Doctorate

CIP Code:

31.0505 - Kinesiology and Exercise Science.

STEMOPT:

UWSTEM:

Yes

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Yes

Reviewer Comments

Key: 798

KINES 123: LIVING WELL: LIFESTYLE REDESIGN AND HEALTH PROMOTION FOR COLLEGE STUDENTS

CHANGES SAVED BUT NOT SUBMITTED

VIEWING: KINES 123 : LIVING WELL: LIFESTYLE REDESIGN AND HEALTH PROMOTION FOR COLLEGE STUDENTS

LAST EDIT: MON, 08 APR 2019 18:59:11 GMT

Proposal contact information:

Name

Shields, Morgan

E-mail

mrshields@wisc.edu

Phone

608/263-2609

Type of approval

Governance Approval Needed

Course ID

023986

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

BASIC CATALOG INFORMATION

First Available Term

Summer 2020 (1206)

Should this course have the graduate attribute?

No

Subject

KINES - Kinesiology

Course Number

123

Is this course crosslisted?

No

Course Title

Living well: Lifestyle Redesign and Health Promotion for College Students

Transcript Title

Living well: Lifestyle balance

Course Description

Focuses on the application of biological, cultural and social theory and research to lifestyle change. There will be lectures by experts, experiential learning, and the application of course knowledge to student's lives through class assignments and activities. The transition to college requires students to construct a new lifestyle, take on new and greater personal responsibilities while at the same time meet rigorous academic challenges. This transition includes a loss of structured daily schedules, decreased family support for the day to day living, and greater responsibility for their finances and life choices. Students may have difficulty managing their time, exercise less, eat less healthy foods, engage in increased drinking of alcohol, and experience greater stress and depression when adjusting to college life. This life transition provides an opportunity for reexamination and an opportunity to make thoughtful choices about lifestyle.

Enroll Info (usually None)

None

Existing Requisites

None

Requisites**Grading Basis**

A/F

Component Type

Lecture section is scheduled

Credits

2

Is this a topics course?

No

Repeatable

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.

Meets the articulated LAS criteria by including writing, reflection and application of theory to practice in the self-health and wellness field. Critical thinking about one's current health and behavior in regards to current research on wellness are central to the student experience. Students are introduced to reading research, evaluating the content and applying the findings to class discussions and writing assignments.

Select a level

Elementary

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

A span of skills are covered in this introductory class to begin facilitating student's proficiency in integrating fields of study and application of science to their own experience. Writing assignments and discussions center around understanding various frameworks of health and how to insert them into a behavior change practice.

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?

This course is an elective for the Health Promotion and Health Equity major. The L&S curriculum committee asked us to seek the LAS credit for these courses so that the major could be considered as an additional major for their students. The change does not impact the purpose of the course or the major requirements.

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 research in multiple disciplines including occupational science, family studies, biology, psychology, and sociology that explains how colleges students' participation in daily activities relates to their health and well-being.	Undergraduate
2	Understand the intricacies of daily routines, and the dynamics of creating life change within everyday routines to create health and occupational balance.	Undergraduate

Credit hour policy

Please upload a syllabus.

742-123 Larson.pdf

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

Admin Use Only

Reviewer Comments

Key: 6089



Department of Kinesiology
Occupational Therapy Program

SPRING 2018

Instructor: Elizabeth Larson Ph.D., OTR
Email: blarson@education.wisc.edu
Phone: 262-0520
Office: 2180 Medical Sciences Center, 1300 University Avenue
Office hours: Monday 12:00-1:00 at Medical Sciences Center, Tuesday By appointment

LIVING WELL: LIFESTYLE REDESIGN AND HEALTH PROMOTION FOR COLLEGE STUDENTS

KIN 123 Section 001

2 credits

Class Schedule: Tuesday 10:30-12:10

Dejope, Room 1110

COURSE INFORMATION

Course Description: This course focuses on the application of biological, cultural and social theory and research to lifestyle change. It will employ lectures by experts, experiential learning, and the application of course knowledge to student's lives through class assignments and activities. The transition to college requires students to construct a new lifestyle, take on new and greater personal responsibilities while at the same time meet rigorous academic challenges. This transition includes a loss of structured daily schedules, decreased family support for the day to day living, and greater responsibility for their finances and life choices. Students may have difficulty managing their time, exercise less, eat less healthy foods, engage in increased drinking of alcohol, and experience greater stress and depression when adjusting to college life. This life transition provides an opportunity for reexamination and an opportunity to make thoughtful choices about lifestyle.

This course will examine health and well-being related to college students' time-use patterns; balance among daily activities; daily routines and habits; circadian rhythms, energy cycles and sleep; self-care activities; and stress management activities. This course will also explore the barriers to and strategies for effective alteration of daily routines that bolster health and well-being.

Prerequisites: None

Instruction mode: Classroom instruction

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

How credit hours are met: This class meets for one 100-minute class period each week over the fall/spring semester and carries the expectation that students will work on course learning activities (reading, writing, completing assignments, studying) for about 4 hours out of classroom each week. The syllabus includes additional information about meeting times and expectations for student work.

GRADING AND COURSE MATERIALS

Course Learning Outcomes:

Following the completion of this course, the student will be able to:

1. Describe research in multiple disciplines including occupational science, family studies, biology, psychology, and sociology that explains how colleges students' participation in daily activities relates to their health and well-being.
2. Understand the intricacies of daily routines, and the dynamics of creating life change within everyday routines to create health and occupational balance.

Assignment, Class Participation & Exam Weighting

Assignment	Date Due	Points
Class participation (including attendance)	Ongoing	70
Self-analysis		
1. Time Diary	February 6	30
2. Time budget	February 6	10
3. Experiential analysis of occupation	February 6	10
4. Daily rhythms analysis	February 13	20
Time Hacker Chapter 1 Activity	February 13	10
Lifestyle change/balance project		
a) SMART worksheet	March 6	15
b) Immunity to change worksheet	March 6	15
c) Paper	May 1	100
Leading class discussion (peer graded)	As assigned	50
Tool box	May 1	20
Total Possible Points		350

Grading:

A = 94-100%
AB = 90-93.99%
B = 84-89.99%
BC = 80-83.99%
C = 70-79.99%
D = 60-69.99%
F = below 60%

Final grades are not curved; final grades will be awarded based on the above percentages.

Required Textbook & Other Course Materials

1. Editors of Time (2017). *The science of happiness: New discoveries for a more joyful life*. Time Magazine, New York, NY. (paper or ebook)
2. Morgenstern, J. (2004). *Time management from the inside out*. Henry Holt & Company: New York, NY.
3. Rath, T. & Harter, J. (2010). *Well-being: The Five Essential Elements*. Gallup Press: New York, NY.

EXAMS, QUIZZES, PAPERS & OTHER MAJOR GRADED WORK

Papers & Other Major Graded Work

Time diary: Students will complete a continuous 6-day time diary recording the type of activity, time the activity began and ended, the physical and social context, secondary activities occurring at the same time, rating the experience of the occupation (degree of productivity, pleasure and vitality) and categorizing the activity.

A paper time log will be provided to students to document time-use and experiential ratings. This information will be transferred to an electronic excel spreadsheet which is available on the course website. This assignment **serves as the basis for a series of assignments** in which the student will analyze their own lives (Time budget, Experiential analysis & Daily rhythms). The assignment guide provides detailed instructions on completion of the time diary. **ALL** of these assignments should be submitted online by the dates noted on the syllabus assignment grid.

1. Time budget: Using data from the time diary and excel spreadsheet, students will calculate the percentage of time spent in work, rest, play and leisure. This will be depicted on a pie chart form which is the third tab on the excel spreadsheet. Please be sure to follow directions for using the excel sheet and reporting percentages on the pie chart.
2. Experiential analysis of occupation: Using the data from the time diary, students will complete a worksheet analyzing the degree productivity, pleasure, and vitality experienced during the week the time diary was collected. An assignment guide, excel spreadsheet and worksheet for the assignment are provided on the course website.
3. Daily rhythms analysis: Using the time diary data, assignment guide and worksheet provided on the website, students will plot the rhythmicity of specific daily activities. You may use the excel spreadsheet provided on the website for this assignment.

Learning through discussion: Student will lead one class discussion with a peer using the *Learning Through Discussion (LTD)* model. This will include: developing a LTD guide, designing/using strategies to enhance peers understanding of the content, and leading the discussion during class. Students may choose to model their discussion after early instructor-led discussions. The instructor's LTD guides are posted to the course website and may be used as templates by student leaders. Student leaders must send their LTD guide to classmates (and instructor) **at least five** days before the assigned date they will lead the discussion. Students can use the course website "inbox" to send the guide (selecting ALL) in the "to" window. Students will sign up for a date to lead discussion early in the course.

Lifestyle change & balance paper: Using the concepts from the lifestyle change readings, students will implement a 6-week life change project intended to enhance **balance** in their life. Students will write a 4-6 page experiential paper describing their lifestyle before the project (using the previous analyses and the Personal Projects data), the desired change necessary to improve balance, the process and success of their strategies to implement the lifestyle changes. This may be written in the first person and should describe the student's experience of this life change. An assignment guide that details this information is provided on learn@uw course website. This assignment is to be posted to the course website by May 1st.

Homework & Other Assignments

Participation: Students are expected to be on time for class meetings, participate fully in class discussions, and be present at all classes. Students are expected to notify the instructor **in advance** (by email) of illness or other valid reasons preventing her/his attending class meetings. In these cases, students are expected to get class notes for that day. Class participation also includes being respectful of other individuals in your language and demeanor. Points will be deducted from the final grade for classes missed that are not excused or disrespectful/inappropriate behavior in class.

Readings for lectures: Students are expected to come to class prepared with an understanding of the assigned readings and questions about the readings. All students are expected to have read and analyzed assigned readings before the class.

Time Hacker Chapter 1 Activity: Students will complete and submit to the instructor the “How to figure out your daily when, the advanced version” exercise. This should be submitted in paper form in class on February 13th.

SMART worksheet: Students will complete and submit the SMART worksheet which will detail their goal for the lifestyle project. This may be handed in paper form or submitted online before the start of the Life Balance project, March 6th.

Immunity-to-change worksheet: Students will complete this worksheet to examine readiness to change. Students may submit this worksheet in paper form or online before the start of the Life Balance project, March 6th.

Tool box: Students will post one useful idea, or tool, they can apply to their own lives after each lecture and post on the discussion board on the padlet provided. These will be compiled to create a “tool box” that students can draw from to foster their life change, and integrate into their final paper. This should be completed no later than May 1st.

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 <https://conduct.students.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/>

COURSE SYLLABUS

January 23

Class 1: Daily time-use & well-being: How we spend our days is how we spend our lives

Readings:

Daily well-being: How we spend our time in Rath, T. & Harter, J. (2010). Well-being: The Five Essential Elements (pp. 125-132). Gallup Press: New York, NY.

Sappala, E. (2017). *Secrets of a happier life*. From *The happiness Track: How to apply the science of happiness to accelerate your success*. In *The Science of Happiness, Time*, Special Edition (p. 12-16).

Assignment: Begin 6-day time diary (start WEDNESDAY at 12:01 AM)

January 30

Class 2: Lifestyle Balance

Readings:

Matuska, K., & Christiansen, C.H. (2008). A proposed model of lifestyle balance. *Journal of Occupational Science*, 15, 9-19.

Discussion reading:

Roberts K.C., Danoff-Burg, S. (2010): Mindfulness and health behaviors: Is paying attention good for you? *Journal of American College Health*, 59:3, 165-173.

February 6

Class 3: Time squeeze: How do I fit something new into my schedule?

Reading:

Morgenstern, J. (2004). *Time management from the inside out* (pp. 136-153). Henry Holt & Company: New York.

Discussion reading:

Southerton, D., & Tomlinson, M. (2005). 'Pressing for time'—the differential impact of the time squeeze. *Sociological Review*, 53, 215-239.

Assignment: Time-budget & experiential analysis

February 13

Class 4: Healthy habits, Rhythms & Routines

Readings:

Gardner, B., Phillippa, L., & Wardie, J. (2012). Making health habitual: The psychology of 'habit-formation' and general practice. *British Journal of General Practice*, 664-666.

Pink, D. H. (2018). The hidden pattern of everyday life. In *When* (p. 9-35). Riverhead Books, New York, NY.

Discussion reading:

Digdon, N.L. (2008). Circadian preference and college students' beliefs about how to cope with sleepiness. *Biological Rhythms Research*, 39, 417-426.

Assignment due: Rhythms analysis of time diary; Time Hacker's Handbook Chapter 1 exercise, in *When*: "How to figure out your daily when: A three-step method."

February 20

Class 5: The contribution of flow, Joy, pleasure (and other positive emotions) to health

Readings:

Catalino, L.I., Algoe, S.B. & Fredrickson, B.L. (2014). Prioritizing positivity: An effective approach to pursuing happiness. *Emotion*, 14, 1155-1161. [\[link\]](#)

Ornstein, R. & Sobel, D. (1989). Civilization and its displeasures & Coming to your senses. In. R. Ornstein & D. Sobel, *Healthy pleasures* (pp. 8-24; 37-64). New York: Addison-Wesley Publishing.

Discussion reading:

Bushman, B.J., Moeller, S.J., & Crocker, J. (2011). Sweets, sex or self-esteem? Comparing the value of self-esteem boosts with other pleasant rewards. *Journal of Personality*, 79, 993-1012.

February 27

Class 6: Academic/Career Well-being

Readings:

Career Well-being in Rath, T. & Harter, J. (2010). *Well-being: The Five Essential Elements* (pp. 13-30). Gallup Press: New York, NY.

Discussion reading:

Kagen, R., & Laskow Lahey L. (2001, November). The real reason people don't change. *Harvard Business Review*, 85-92.

R. Kagen & L. Laskow Lahey (2009) *Immunity to change: How to overcome it in yourself and your organization*. Boston: Harvard Business Press.

Assignment: Immunity to change & SMART Goal worksheets (begin in-class/complete before start of life balance project)

Assignment: Do sleep app or keep a sleep diary this week (Noting the time you begin/end sleep for the next week)

March 6

Class 7: Sleep, Rest & Learning

Readings:

Howell, A. J., Digdon, N. L., Buro, K., & Sheptycki, A. R. (2008). Relations among mindfulness, well-being, and sleep. *Personality and Individual Differences*, 45(8), 773-777.

Pink, D. H. (2018). Afternoons and coffee spoons: The power of breaks, the promise of lunch and the case for a modern siesta. In *When* (p. 49-71 & Time Hacker's Handbook, Chapter2). Riverhead Books, New York, NY.

Discussion reading:

Carney, C.E., Edinger, J.D., Meyer, B., Lindman, L., & Istre, T. (2006). Daily activities and sleep quality in college students. *Chronobiology International*, 23, 623-637.

START LIFE BALANCE PROJECT

March 13

Class 8: Stress & Learning

Readings:

Monshat, K. et al. (2013). "A conscious control over life and my emotions:" Mindfulness practices in healthy young people. A qualitative study. *Journal of Adolescent Health*, 52, 572-577.

Discussion reading:

Mrazek, M.D et al. (2013). Mindfulness training improves working memory capacity and GRE performance while reducing mind wandering. *Psychological Science*, 24(5), 776-781.

Assignment: Wear pedometer and log # steps/day until next class or use an APP to log your steps walked in the next week (non-exercise activities)

March 20

Class 9: Physical Well-being

Readings:

Physical Well-being in Rath, T. & Harter, J. (2010). Well-being: The Five Essential Elements (pp. 69-90). Gallup Press: New York, NY.

Segar, M. (2015). It's not about the sweat. In *No Sweat* (p. 1-14). AMACOM, Chicago.

Discussion reading:

Maher, J.P., Doerksen, S.E., Elavsky, S. & Conroy, D.E., (2014). Daily life satisfaction with life is regulated by both physical activity and sedentary behavior. *Journal of Sport & Exercise Psychology*, 36, 166-175. *Journal of American College Health*, 59, 399-406.

March 27

Spring Break

Rest, Connect and Enjoy!

April 3

Class 10: Healthy Eating on Campus

Readings:

U.S. Department of Agriculture and U.S. Department of Health and Human Services. *Dietary Guidelines for Americans, 2010*. 7th Edition, Washington, DC: U.S. Government Printing Office, December 2010.

Discussion reading:

Clusky, M., & Grobe, D. (2009) College weight gain and behavior transitions: Male and female differences. *Journal of the American Dietetic Association*, 109, 325-329.

IMPORTANT: Please bring a lunch or large snack to class for an in-class activity

April 10

Class 11: Financial Well-being

Readings:

Financial Well-being in Rath, T. & Harter, J. (2010). Well-being: The Five Essential Elements (pp. 47-68). Gallup Press: New York, NY.

Futrelle, D. (2017). Can money buy happiness? In The Science of Happiness, *Time*, Special Edition (p. 50-57).

Discussion reading:

Chancellor, J. & Lyubomirsky, S. (2011). Happiness and thrift: When (spending) less is (hedonically) more. *Journal of Consumer Psychology*, 21, 131-138.

April 17

Class 12: Social & Community Well-being

Readings:

Social Well-being in Rath, T. & Harter, J. (2010). *Well-being: The Five Essential Elements* (pp. 31-46). Gallup Press: New York, NY.

Community Well-being in Rath, T. & Harter, J. (2010). *Well-being: The Five Essential Elements* (pp. 91-106). Gallup Press: New York, NY.

Discussion reading:

Canevello, A., & Crocker, J. (2010). Creating good relationships: Responsiveness, relationship quality and interpersonal goals. *Journal of Personality and Social Psychology*, 99, 1, 78–106.

April 24

Week 13: UW Panel on Wellness Options on Campus

May 1

Week 14: The dynamics of change: Personal experiences of alterations of daily routines

Assignment: Lifestyle balance experience paper

KINES 353: HEALTH AND PHYSICAL EDUCATION IN A MULTICULTURAL SOCIETY

CHANGES SAVED BUT NOT SUBMITTED

VIEWING: KINES 353 : HEALTH AND PHYSICAL EDUCATION IN A MULTICULTURAL SOCIETY

LAST EDIT: FRI, 29 MAR 2019 19:41:37 GMT

Proposal contact information:

Name

Cappabianca, Lisa

E-mail

lcappabianca@wisc.edu

Phone

608/262-0259

Type of approval

Governance Approval Needed

Course ID

023984

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

BASIC CATALOG INFORMATION

First Available Term

Fall 2020 (1212)

Should this course have the graduate attribute?

No

Subject

KINES - Kinesiology

Course Number

353

Is this course crosslisted?

No

Course Title

Health and Physical Education in a Multicultural Society

Transcript Title

HPE in Multicultural Society

Course Description

Familiarizes students with perspectives of culture and diversity, the concepts and importance of culturally responsive teaching, and the Act 31 requirement for teacher education students within a health and physical education/activity context. Students will have opportunities to incorporate concepts from class into their Multicultural Field Experience.

Enroll Info (usually None)

None

Existing Requisites

Declared in Kinesiology, Athletic Training, or Physical Education

Requisites

Declared in Physical Education, Kinesiology, or Health Promotion and Health Equity

Grading Basis

A/F

Component Type

Lecture section is scheduled

Credits

2

Is this a topics course?

No

Repeatable

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.

Meets the LAS criteria by grounding student understanding in a multifaceted examination of diversity and culture, particularly as it relates to the concept of multicultural education and culturally responsive teaching techniques. Students think critically about their own cultural background and its role in a culturally diverse world while considering perspectives from different cultural backgrounds. Students write about their experiences and readings in several papers including a cross-cultural event paper and an application of Act 31 into professional practice paper. Finally, students engage in discussions surrounding the application of knowledge and skills to address potentially challenging issues of socioeconomic diversity, language barriers, and health disparities in educational settings.

Select a level

Intermediate

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

Students become more familiar with cultural backgrounds, concepts of multicultural education and its importance in an educational setting. Students will be expected to engage in cultural self-mapping to build awareness of personal cultural backgrounds, evaluate cross-cultural events and historical issues of sovereignty and apply these lessons and concepts to teaching/professional practice in a multicultural field experience.

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?

This course is an elective for the Health Promotion and Health Equity major. The L&S curriculum committee asked us to seek the LAS credit for these courses so that the major could be considered as an additional major for their students. The change does not impact the purpose of the course or the major requirements.

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	Be familiar with their own cultural background	Undergraduate
2	Understand their role in a culturally diverse world	Undergraduate
3	Be familiar with the concept of culturally responsive teaching	Undergraduate
4	Have practical experience working toward becoming a culturally responsive teacher	Undergraduate
5	Understand the concept of multicultural education and the importance of multicultural assessment	Undergraduate
6	Be able to discuss biases/prejudices of teachers and barriers to diversity	Undergraduate
7	Be familiar with Act 31	Undergraduate
8	Be able to integrate Act 31 content into their teaching	Undergraduate
9	Be able to understand the perspective of a person from a different cultural background	Undergraduate
10	Know how to teach English Language Learners	Undergraduate
11	Know how to address health characteristics of students they teach	Undergraduate

Credit hour policy

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

Please upload a syllabus.

742-353 Timm.pdf

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

Admin Use Only

Reviewer Comments

Key: 6124

University of Wisconsin-Madison
Department of Kinesiology

Kines 353 Health and Physical Education in a Multicultural Society (2 credits)

Instructor:	Dan Timm, Ed.D., 1043 Gym-Nat, 262-7714, dtimm@education.wisc.edu Office Hours: MW 3:00-4:00, TR 2:30-3:30
Schedule and Instructional Mode:	Class meets face-to-face Tuesday/Thursday, 11:00-11:50 in 1190 Gymnasium-Natatorium, plus a minimum of 25 hours of field work over at least 10 weeks during the semester for the Multicultural Field Experience.
Credit Hour Policy:	Traditional Carnegie Definition – One hour (i.e., 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.
Prerequisite:	Declared major in Kinesiology, Athletic Training, or Physical Education
Course Designations And Attributes:	Global Health Certificate Elective Course
Canvas Course URL:	https://canvas.wisc.edu/courses/120476
Course Description:	This course is intended to familiarize students with aspects and perspectives of diversity and culture, the concepts and importance of culturally responsive teaching, and the Act 31 requirement for teacher education students. Students will perform a cultural self-mapping of themselves to become knowledgeable of how their cultural background influences their actions, and attend a cross-cultural event to experience life in “another person’s shoes.” The Multicultural Field Experience will serve as a laboratory for concepts from class.
Learning Outcomes:	At the conclusion of this course, students should... <ul style="list-style-type: none">• be familiar with their own cultural background• understand their role in a culturally diverse world• be familiar with the concept of culturally responsive teaching• have practical experience working toward becoming a culturally responsive teacher• understand the concept of multicultural education and the importance of multicultural assessment• be able to discuss biases/prejudices of teachers and barriers to diversity• be familiar with Act 31• be able to integrate Act 31 content into their teaching• be able to understand the perspective of a person from a different cultural background• know how to teach English Language Learners• know how to address health characteristics of students they teach
Required Readings:	Readings for the course are posted on Canvas. They are taken from but not limited to the following sources... Au, W. (2009). <i>Rethinking multicultural education: Teaching for racial and cultural justice</i> . Milwaukee, WI: Rethinking Schools.

Branche, J., Mullennix, J., & Cohn, E. R. (Eds.). (2007). *Diversity across the curriculum: A guide for faculty in higher education*. Bolton, MA: Anker.

Clements, R. L., & Rady, A. M. (2012). *Urban physical education: Instructional practices and cultural activities*. Champaign, IL: Human Kinetics.

Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown.

Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York, NY: Teachers College Press.

Grant, C. A., & Sleeter, C. E. (2007). *Doing multicultural education for achievement and equity*. New York, NY: Routledge.

Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York, NY: Teachers College Press.

Landsman, J. (2001). *A White teacher talks about race*. Lanham, MD: Scarecrow Press.

Act 31 materials are available for viewing on Canvas at the links under Modules -> Act 31 – History, Culture, Tribal Sovereignty.

Evaluation:	Autobiography	15%
	Cross-Cultural Event Paper	20%
	Infusing Act 31 into Health and Physical Education Paper	25%
	Integrating Culturally Responsive Teaching into the Multicultural Field Experience Paper	30%
	Field Supervisor's Evaluation	<u>10%</u>
		100%

Assignments:

Weekly Multicultural Field Experience Postings

Each week, you will post a report on Canvas regarding what you did in your Multicultural Field Experience for the week. Postings can include information about individuals you worked with, what you did, how things went, and what you learned about the individuals you worked with and about yourself. The course instructor will respond to your post and ask questions to stimulate deeper thinking on your part about particular issues. You are encouraged to read and respond to the posts of classmates.

Autobiography (due September 27)

This assignment is intended to allow you to examine yourself as a person and how who you are as a person influences who you are in your professional practice. After completing a cultural self-mapping, you need to examine how your cultural self influences how you respond and interact with experiences with diversity. Then, you need to consider how the manner in which you respond to diversity influences who you are as a teacher/practitioner. Your autobiography will be evaluated on your personal developmental factors, experiences with diversity, attitudes, and implications for education/professional practice.

Cross-Cultural Event Paper (due November 1)

Experiencing life through the eyes of another person can provide a new perspective. After attending a cross-cultural event, present your thoughts in written form. Cross-cultural events are defined as those that inform about a cultural group different from one's own group. The best experience is one that involves personal social interaction rather than observation from a distance. Choose your event carefully to get the most out of this experience. Your paper describing the experience will be evaluated on background details, your personal response to the experience, and implications for education/professional practice.

Infusing Act 31 into Health and Physical Education/Professional Practice

(due November 27)

Using presentations and discussions in class, information from the School Education (<http://www.education.wisc.edu/soe/about/resource-service-units/student-diversity-programs/american-indian-curriculum-services/>), other research you perform, and your own analysis and synthesis as a foundation, discuss (1) aspects of the history, culture, and tribal sovereignty of the federally recognized tribes and bands in Wisconsin you would include in your teaching of health or physical education or into your professional practice. Included in your paper, discuss (2) how you will infuse those aspects of the history, culture, and tribal sovereignty of the federally recognized tribes and bands in Wisconsin into your teaching or practice. As frequent reinforcement of ideas is important, you should consider (a) an entire physical education program at either the elementary level or secondary level for the infusion of Act 31, rather than infusing Act 31 into only one unit or one lesson of instruction or (b) an entire work program rather than one aspect of one's employment. The paper will be evaluated on including *two aspects of history, two aspects of culture, and two aspects of tribal sovereignty* in your teaching/professional practice and how you will include those aspects in your teaching/professional practice. Each aspect of history and culture is to come from a different tribe or band.

Integrating Culturally Responsive Teaching into the Multicultural Field Experience

(due December 19)

In the culminating paper for this course, you will discuss how you implemented concepts of culturally responsive teaching in your Multicultural Field Experience. Gay (2002) defined culturally responsive teaching as, "Using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106). Gay went on to state when course content is connected with students' lives and frames of reference, subject matter becomes more meaningful, students have more interest in school, and academic achievement improves. Your paper will be evaluated on how you addressed the five areas of culturally responsive teaching: developing a cultural knowledge base, building a cultural learning community, cross-cultural communications, examining and responding to cultural curricula, and developing cultural connections, in your Multicultural Field Experience.

Field Supervisor's Evaluation (due December 21)

Your supervisor for the Multicultural Field Experience will evaluate you at the end of the experience. Comments will be requested from your supervisor regarding your dependability/attendance, learning about multicultural perspectives and creating an inclusive environment, your communication with youth and staff, and your initiative and/or creativity.

Grade Breakdown:

A = 93% - 100%	C = 70% - <79%
AB = 89% - <93%	D = 60% - <70%
B = 83% - <89%	F = 0% - <60%
BC = 79% - <83%	

**Student
Expectations:
Academic Integrity:**

Students are expected to be punctual in attending every class period, have prepared for each class, and fully participate in all class activities.

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

Examples of academic misconduct include:

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

Unless otherwise indicated by the instructor, all assignments are to be completed independently without consultation with others.

**Accommodations
Statement:**

Your success in this course is important. The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal 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 the instructor of the course 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. The instructor will work either directly with the student 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.

Diversity & Inclusion:

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.

Class Schedule

September 6	Introduction to the Course Introduction to the Multicultural Field Experience
September 11	Examining Diversity and Culture
September 13	Cultural-Self Mapping Discussion Understanding Ourselves Readings: Kugler, E. G., <i>Understanding our Diverse Students by Understanding Ourselves First</i>

September 18	Culturally Responsive Teaching (CRT): Cross-Cultural Communication (Verbal) Reading: Gay, G., p. 78-92
September 20	CRT: Cross-Cultural Communication (Non-Verbal) Reading: Clements, R. L. and Rady, A. M., p. 7-16
September 25	CRT: Developing a Cultural Knowledge Base Readings: Gay, G., <i>Preparing for Culturally Responsive Teaching</i> , p. 106-108 Grant, C. A., & Sleeter, C. E., p. 134-141
September 27	CRT: Developing a Cultural Knowledge Base <i>Autobiography due</i>
October 2 & 4	CRT: Developing Cultural Connections Readings: Gay, G., p. 174-177, 197-202 Gay, G., <i>Preparing for Culturally Responsive Teaching</i> , p. 112-114
October 9	CRT: Building a Cultural Learning Community Reading: Gay, G., p. 49-59
October 11	CRT: Examining and Responding to Cultural Curricula Reading: Gay, G., p. 130-134, 147-156
October 16	Barriers to Diversity Reading: Branche, J., Mullenix, J., & Cohn, E. R., chapter 2 Gay, G., p. 129-130
October 18	Biases/Prejudices of Teachers Readings: Landsman, J., p. 103-110, 112-119 Cardinal, B. J., Whitney, A. R., Narimatsu, M., Hubert, N., & Souza, B. J., <i>Obesity Bias in the Gym: An Under-recognized Social Justice, Diversity, and Inclusivity Issue</i> Nelson, L., <i>Racism in the Classroom...</i>
October 23	Multicultural Education in Schools Readings: Au, W., <i>Decolonizing the Classroom: Lessons in Multicultural Education</i> Miner, B., <i>Taking Multicultural, Anti-Racist Education Seriously: An Interview with Enid Lee</i>
October 25 & 30	Multicultural Assessment Reading: Irvine, J. J., chapter 6
November 1	Cross-Cultural Event Discussion <i>Cross-Cultural Event Paper due</i>
November 6	Background of Act 31 Readings: <i>Historical Background to the Study of Wisconsin Indian History, Culture, and Tribal Sovereignty</i> <i>Wisconsin Indian Tribal Communities</i>
November 8	Tribal Sovereignty Reading: <i>Questions and Answers about American Indians in Wisconsin</i>

- November 13 Culture of Wisconsin Tribal Nations
 Readings: Metoxen, K. B., *The Pow-wow Trail BEGINS*
 Nahbenayash, G., *Aunt Marie's Visit*
 LaBarge, P. G., *Patience*
 Nahbenayash, G., *Overland Skiing*
 Metoxen, K. B., (no title)
- November 15 Infusing Act 31 into One's Teaching/Practice
 Reading: *Integrating Wisconsin American Indian History, Culture, and Tribal Sovereignty into the Curriculum*
- November 20 Gender and Sexuality Diversity
 Readings: Lahey, J., *Stop Penalizing Boys for Not Being Able to Sit Still at School*
 Kimmel, M., *Solving the 'Boy Crisis' in schools*
- November 27 Socioeconomic Diversity
 Readings: Thompson, D., *Poverty Rate Still High Among U.S. Children*
 Uhlig, K., *Low-Income Students Lag in Attendance Rates*
 Infusing Act 31 into Physical Education paper due
- November 29 Teaching English Language Learners
 & December 4 Reading: Echevarria, J., Frey, N., & Fisher, D., *What it Takes for English Learners to SUCCEED*
- December 6 Teaching Overweight and Obese Students
 Reading: Sutaria, S., Devakumar, D., Yasuda, S. S., Das, S., & Saxena, S., *Is Obesity Associated with Depression in Children? Systematic Review and Meta-Analysis*
- December 11 Health Disparities
 Reading: Desmond, chapter 21
- Wednesday, December 19, 10:05 a.m. *Integrating Culturally Responsive Teaching into the Multicultural Field Experience Paper due*
- Friday, December 21 *Multicultural Field Experience Self-Evaluation due*
 Multicultural Field Experience Field Supervisor's Evaluation due

University of Wisconsin School of Education Teacher Licensing Standards

Following are the University of Wisconsin School of Education conceptual areas and standards addressed through Health and Physical Education in a Multicultural Society and how those standards will be assessed...

Conceptual Area 3

Engagement and Instruction

Standard 3.1 *Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.*

Assessment: Infusing Act 31 into Physical Education Paper

Standard 3.2 *Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learners' strengths and meet learners' needs.*

Assessment: Integrating Culturally Responsive Teaching into the Multicultural Field Experience Paper

Conceptual Area 5

Professionalism and Ethics

Standard 5.4 *Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.*

Assessment: Infusing Act 31 into Physical Education Paper

Standard 5.6 *Engage in ongoing professional learning.*

Assessment: Cross-Cultural Event Paper

Standard 5.7 *Demonstrate leadership.*

Assessment: Integrating Culturally Responsive Teaching into the Multicultural Field Experience Paper

Standard 5.8 *Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communication.*

Assessment: Autobiography

KINES 360: LIFESPAN MOTOR DEVELOPMENT

CHANGES SAVED BUT NOT SUBMITTED

VIEWING: KINES 360 : LIFESPAN MOTOR DEVELOPMENT

LAST EDIT: FRI, 29 MAR 2019 18:45:25 GMT

Proposal contact information:

Name

Cappabianca, Lisa

E-mail

lcappabianca@wisc.edu

Phone

608/262-0259

Type of approval

Governance Approval Needed

Course ID

015273

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

BASIC CATALOG INFORMATION

First Available Term

Fall 2020 (1212)

Should this course have the graduate attribute?

No

Subject

KINES - Kinesiology

Course Number

360

Is this course crosslisted?

No

Course Title

Lifespan Motor Development

Transcript Title

Lifespan Motor Development

Course Description

Develop an understanding of movement across the lifespan within the motor, physical, cognitive and affective domains. Learn what factors impact motor development including the benefits of physical activity.

Enroll Info (usually None)

None

Existing Requisites

Declared in Kinesiology, Athletic Training, or Physical Education

Requisites

Declared in Kinesiology, Athletic Training or Promoting Activity for Diverse Abilities certificate

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)

Should this course be considered for LAS credit?

No

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?

The course is one of the breadth electives for the Promoting Activity for Diverse Abilities certificate. The requisite needs to be updated to allow students in the certificate program to enroll without issue.

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	Develop an understanding of human motor development and how it differs from other fields of study within Kinesiology	Undergraduate
2	Understand how human motor development changes within each of the four domains	Undergraduate
3	Understand how factors impact human motor development and the use, prevention and intervention strategies	Undergraduate
4	Apply human motor development knowledge and terminology to movement experiences and observations	Undergraduate
5	Develop an awareness of current human motor development topics/issues	Undergraduate

Credit hour policy

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

Please upload a syllabus.

Kines 360 Syllabus F19.pdf

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

Admin Use Only

Reviewer Comments

Key: 6128

UNIVERSITY OF WISCONSIN-MADISON
Department of Kinesiology

KINES 360 Lifespan Motor Development; 3 Credits
Fall 2019

Meeting Time and Location: T & R 9:30-10:45am; 2081 Natatorium

Canvas Course URL:

Course Designation and Attributes: General Kinesiology course

Instructional Mode: Lecture

Credit Hours: Two 75 minutes lectures with an additional 6.5 hours of out of class work per week; as noted in the syllabus there will be times when the class will not be held in order to complete outside assignments and activities.

Instructor : Jonanne Haynes Manogue, Lecturer

Office: 1015 GYM-NAT

Office hours: T 11:00am-12:00pm; or by appointment

Phone: (use email)

E-Mail: haynesmanogu@wisc.edu

Course Description: Develop an understanding of movement across the lifespan within the motor, physical, cognitive and affective domains. Learn what factors impact motor development including the benefits of physical activity.

Requisites: None

Learning Outcomes:

The student will;

- Develop an understanding of human motor development and how it differs from other fields of study within Kinesiology.
- Understand how human motor development changes within each of the four domains.
- Understand how factors impact human motor development and the use prevention and intervention strategies.
- Apply human motor development knowledge and terminology to movement experiences and observations.
- Develop an awareness of current human motor development topics/issues.

Required Text:

Payne, V.G. & Isaacs, L.D. Human Motor Development; A Lifespan Approach, Holcomb Hathaway, Publishers, 2016.

NOTE – A copy of the text is housed at MERIT and is on a 2 hour loan option. The address is 225 N. Mills Street. Check the website for hours <https://merit.education.wisc.edu>

Class Structure:

The expectation is that the student takes a major share of the responsibilities for learning. Help will be given to structure and guide that learning through learning activities, critical thinking questions, discussions and experiences. Much of the student's learning will be dependent upon the student.

COURSE GRADING AND EVALUATION

Exams: Total Points **75 points** **NO makeup exams without prior notification**

An Exam follows major sections of the lifespan.

Exam 1 25 points

Exam 2 25 points

Exam 3 25 points *Includes major concepts from the semester.

Assignments: Total Points **125 points**

A detailed description of each assignment will be posted on the course Canvas site.

Check for Understanding (CfU)[4] 12 points - - 3 points each

Observations [3] 18 points - - Observation 1 (3 pts); Observation 2 (6 pts);
Observation 3 (9 pts)

Interview 10 points

Journal 15 points

In Class Learning Activities 30 points

Research Paper & Sharing Sessions 40 points

Each classtime will include In Class Learning Activities; some will be given point value and some will be participation only. You **MUST** be in class to receive the points. If you were absent for an excused reason **AND** had discussed or emailed your absence **PRIOR** to class, Jonanne will work with you on making up those activities and points as needed. An excused absence includes but is not limited to; illness, family emergencies and current school related business.

Observation 3 will require you to participate and observe the early morning women's fitness class which meets from 6:40 to 7:40am.

Total Points: 200

Course Grading:

A – 93-100

B – 83-87

C – 70-77

F – 0-59

AB – 88-92

BC – 78-82

D – 60-69

ATTENDANCE POLICY

Attendance is an essential part of the learning process. It will not be possible to learn and apply course information without attending classes. Attendance will be kept by the instructor and excessive, unexcused absences will be discussed with the student and considered when grading.

COURSE SCHEDULE

The following page is an overview of the course topics and dates. The format for this course is to use Canvas in completing all pre-class and post-class assignments and activities. Classtime will be used to clarify, interact and apply the course content. Assignments are listed on the date they are assigned and due.

COURSE SCHEDULE

DAY/DATE Tuesday	TOPIC	DAY/DATE Thursday	TOPIC
		Day 1 9/5	An Overview of Development Introduction to Motor Development
Day 2 9/10	An Overview of Development Cognitive, Social and Motor Development	Day 3 9/12	Factor That Affect Development Prenatal Development Factors
Day 4 9/17	Factor That Affect Development Effects of Early Stimulation and Deprivation	Day 5 9/19	EXAM ONE
Day 6 9/24	Physical Changes Across the Lifespan Play	Day 7 9/26	Physical Changes Across the Lifespan Growth and Maturation
Day 8 10/1	Physical Changes Across the Lifespan Physiological Changes: Health-Related Physical Fitness	Day 9 10/3	Physical Changes Across the Lifespan Movement
Day 10 10/8	Physical Changes Across the Lifespan Movement	Day 11 10/10	No Class *See Canvas for Assignment and Activity
Day 12 10/15	Physical Changes Across the Lifespan Movement and the Changing Senses	Day 13 10/17	Physical Changes Across the Lifespan
Day 14 10/22	EXAM TWO	Day 15 10/24	Research Sharing
Day 16 10/29	Movement Across the Lifespan Infant Reflexes and Stereotypies	Day 17 10/31	Movement Across the Lifespan Infant Reflexes and Stereotypies
Day 18 11/5	Movement Across the Lifespan Voluntary Movements of Infancy	Day 19 11/7	Movement Across the Lifespan Fine Motor Development
Day 20 11/12	Movement Across the Lifespan Fundamental Stability and Locomotion Skills of Childhood	Day 21 11/14	Movement Across the Lifespan Fundamental Object-Control Skills of Childhood
Day 22 11/19	Movement Across the Lifespan Movement in Adolescence and Youth Sports	Day 23 11/21	Movement Across the Lifespan Movement in Young Adulthood
Day 26 11/26	Movement Across the Lifespan Movement in Older Adulthood	11/28	THANKSGIVING - No Class
Day 27 12/3	Movement Across the Lifespan Movement in Older Adulthood	Day 28 12/5	EXAM THREE
Day 29 12/10	Research Sharing Course Synthesis		

RESEARCH PAPER – Due on or before Tuesday, December 17th by 2:45pm

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's to [Rules, Rights and Responsibilities](#)

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/.

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/>

KINES 501: THEORY-BASED HEALTH EDUCATION AND HEALTH PROMOTION PROGRAMS

CHANGES SAVED BUT NOT SUBMITTED

VIEWING: KINES 501 : THEORY-BASED HEALTH EDUCATION AND HEALTH PROMOTION PROGRAMS

Formerly known as:

CURRIC 501 (or if cross-listed - deactivated courses associated with this course)

LAST EDIT: MON, 08 APR 2019 19:02:48 GMT

Proposal contact information:

Name

Shields, Morgan

E-mail

mrshields@wisc.edu

Phone

608/263-2609

Type of approval

Governance Approval Needed

Course ID

004902

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

BASIC CATALOG INFORMATION

First Available Term

Fall 2020 (1212)

Should this course have the graduate attribute?

No

Subject

KINES - Kinesiology

Course Number

501

Is this course crosslisted?

No

Course Title

Theory-Based Health Education and Health Promotion Programs

Transcript Title

Theory Health Programs

Course Description

Will provide an overview of the behavioral, social and cultural factors related to individual and population health and health disparities. Social and behavioral science theories and strategies in health promotion/education will be discussed in relation to preventing disease and promoting health. Is intended to provide students with the current knowledge and analysis of issues influencing people's health and well-being from a social and behavioral science perspective. Theoretical frameworks that draw on major health behavior theories will provide a better understanding of how individuals, families, peers, schools, neighborhoods, and the larger community influence risk and protective factors. Ethical considerations intrinsic to social and behavioral science efforts designed to produce health-related behavior change will be discussed. Will promote intellectual and collaborative learning through course lectures, readings, class discussions, and individual and group work.

Enroll Info (usually None)

None

Existing Requisites

None

Requisites

Declared Kines, HPHE, PE

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)

Should this course be considered for LAS credit?

Yes

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

Students meet the LAS criteria through a series of assignments and readings that include analyzing case studies and informed small group discussions. Students are also asked to review the literature for a pressing public health issue of their choosing to plan, develop, and then present a fact sheet. The course is structured around the socioecological model with students learning about and applying how multiple levels of factors influences health and health education. Students learn and apply health behavior theories and planning models at the individual, interpersonal, community, and policy levels.

Select a level

Advanced

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

The course focuses on the social determinants of health, health equity, and cultural humility in the context of health education and promotion. Case studies and small group discussions examine the impact of culture and individual histories on health and health education. In order to develop a better understanding of the impacts on health as well as different methods of assessing the environment, students complete assignments such as asset mapping, photovoice mini-project, and neighborhood assessment activities for which students use validated scales to assess physical activity and food environments.

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?

This course is now an elective to the Health Promotion and Health Equity Major. It also serves our Exercise and Movement Science and Health Minor students. Given the vast differences across the targeted students, the content of the course needed to be modified. The focus of the course has switched from teacher preparation for health-related topics to a more broad approach to health promotion and education from the perspective of a public health specialist in order to provide both a science-based perspective and fundamentals to health education in a variety of settings.

What is the estimated enrollment for the course?

70

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.

There are very few courses on campus that address numerous aspects of public health that are available to undergraduate students outside of POP HLTH 370. This course is unique because it provides a social-behavioral science perspective to pre-professional students and educators that addresses issues central to societal and individual health concerns. There are health-focused courses in the Department of Kinesiology for the Health Promotion and Health Equity major (Kines 150, Kines 370, Kines 566) but none of these include an in-depth approach to the theory and application of health promotion and health education. There is also one other course in the department, Kines 547: Skills for Health: Methods and Practicum of Teaching Health, that is more applied in nature and specific to public School health teachers.

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

Subjects outside of unit

POP HLTH - Population Health Sciences

SOC - Sociology

PSYCH - Psychology

COURSE CONTENT INFORMATION

Course Learning Outcomes

	Outcomes – enter one learning outcome per box, use the green + to create additional boxes.	Audience
1	Apply theories and models within the field of Health Education/Promotion.	Undergraduate
2	Explain the role of social and behavioral sciences in public health.	Undergraduate
3	Describe the role of ethical issues in social and behavioral sciences research and practice.	Undergraduate
4	Evaluate the literature concerning individual and social influences on health behavior.	Undergraduate
5	Apply the steps to conducting a community needs and asset assessments.	Undergraduate
6	Research and develop informational materials within the field of Health Education/Promotion.	Undergraduate

7 Apply the steps and procedures for the planning, implementation, and evaluation of public health interventions, programs, and policies from a social and behavioral sciences perspective.

Undergraduate

Credit hour policy

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

Please upload a syllabus.

501_Syllabus-2019FA.pdf

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

Admin Use Only

Reviewer Comments

Key: 6149

University of Wisconsin-Madison
Department of Kinesiology, School of Education
Theory-Based Health Education and Health Promotion Programs
KINES 501, 3 Credits, Fall 2019
Canvas Course URL <https://canvas.wisc.edu/>
TR, 2:30-3:45pm, Room 2055 Natatorium

Instructor: Susan Andreae, PhD MPH
1009 Natatorium
608-265-8195, sandreae@wisc.edu

Office Hours: Tuesdays 12:30-2:30 pm and by appointment

Course Description: Will provide an overview of the behavioral, social and cultural factors related to individual and population health and health disparities. Social and behavioral science theories and strategies in health promotion/education will be discussed in relation to preventing disease and promoting health. Is intended to provide students with the current knowledge and analysis of issues influencing people's health and well-being from a social and behavioral science perspective. Theoretical frameworks that draw on major health behavior theories will provide a better understanding of how individuals, families, peers, schools, neighborhoods, and the larger community influence risk and protective factors. Ethical considerations intrinsic to social and behavioral science efforts designed to produce health-related behavior change will be discussed. Will promote intellectual and collaborative learning through course lectures, readings, class discussions, and individual and group work.

Instructional Mode: Face-to-Face

Credit Hours: Traditional Carnegie Definition - One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of 2 hours of out of class student work each week over 15 weeks.

Requisites: Declared in EMS, PE or HPHE

Course Learning Outcomes:

The Student will be able to:

1. Apply theories and models within the field of Health Education/Promotion.
2. Explain the role of social and behavioral sciences in public health.
3. Describe the role of ethical issues in social and behavioral sciences research and practice.
4. Evaluate the literature concerning individual and social influences on health behavior.
5. Apply the steps to conducting a community needs and asset assessments.
6. Research and develop informational materials within the field of Health Education/Promotion.
7. Apply the steps and procedures for the planning, implementation, and evaluation of public health interventions, programs, and policies from a social and behavioral sciences perspective.

Class Structure: The expectation is that the student takes a major share of the responsibilities for learning. Help will be given to structure and guide that learning through critical thinking questions, discussions and experiences. Much of the student's learning will be dependent upon the student.

Attendance: Attending class is a vital part of the learning experience. All in-class work must be completed in class. Attendance will be taken and excessive, unexcused absences will be discussed with the student and considered when assigning the final grade. Excused absences are as follows: illness, an emergence or related academic/athletic/military obligations.

Learning Materials:

Doyle, E.I., Ward, S.E., Early, J. (2019). *The process of community health education and promotion* (3rd ed.). Long Grove, IL: Waveland Press, Inc.

Rimer, D., Glanz, K. (2005). *Theory at a Glance – A Guide for Health Promotion Practice*. National Cancer Institute. National Institutes of Health. US Department of Health and Human Services. NIH Pub. No. 05-3896. Washington, DC: NIH

National Cancer Institute. (2002). *Making health communication programs work: a planner's guide*. [Bethesda, Md.]:U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, [Office of Cancer Communications, National Cancer Institute]

Additional readings will be posted on canvas. Readings are listed on the date they are due.

Semester Assignments: A detailed assignment sheet with the rubric will be provided for each assignment.

Note: you must be in class to receive in-class activities points.

1. Class participation and in-class activities (10%)
2. Article Reviews (5%)
3. Environmental assessment assignments (15%)
4. Behavioral theory assignment (10%)
5. Health communication plan assignment (5%)
6. Needs and Capacity assessment assignment (5%)
7. Fact sheet (20%)
8. Exams 1 & 2 (30%)

Grading Scale:

A	93-100%
AB	88-92%
B	83-87%
BC	78-82%
C	70-77%
D	60-69%
F	< 60%

COURSE SCHEDULE*

	Date	Topic	Readings Due**	Assignments Due
1	9/5/19	Introduction to the course; Health and quality of life	Public Health Achievements of the Behavioral and Social Sciences	
2	9/10/19	Community and partnerships	1. Doyle Chapter 1 & Chapter 2 2. Translating CBPR principles into practice 3. Engaging and Mobilizing the Grass root Community	Systems map
	9/12/19			Neighborhood assess. part 1
3	9/17/19	Ethical Issues in Health Promotion Research & Practice	Readings TBN	
	9/19/19	Epidemiological considerations	Doyle chapter 3	
4	9/24/19	Health equity	1. Doyle chapter 4 2. Mechanisms Underlying Health Disparities 3. Defining Cultural Competence	Article review 1
	9/26/19			Photovoice mini-project
5	10/1/19	Theory-based approaches, individual level theories	Doyle chapter 5 <i>Supplemental resource:</i> Theory at a Glance	Fact Sheet topics due
	10/3/19	Theory-based approaches, interpersonal level theories	Social and behavioral theories	
6	10/8/19	Theory-based approaches, community level theories	1. Community involvement to organizational-level empowerment 2. Effect of a participatory intervention with women's groups on birth outcomes and maternal depression. 3. An intervention to reduce HIV-related stigma in partnership with African American and Latino churches. Community Guide to What Works to Promote Health.	
	10/10/19			Theory application assignment
7	10/15/19	Exam 1 review		
	10/17/19	Exam 1		
8	10/22/19	Health communication	1. Doyle chapter 11 2. NCI pink book	
	10/24/19			
9	10/29/19	Needs and capacity assessments,	1. Doyle chapter 6 2. Urban youths go 3000 miles 1. Community-initiated urban development 2. The Community Toolbox	Health com plan & Fact sheet design document
	10/31/19			Neighborhood assess. part 2 and asset mapping
10	11/5/19	Program planning	1. Doyle chapter 7 2. Evaluating the public health impact of health promotion interventions: the RE-AIM framework. 3. The Community Toolbox (PRECEDE-PROCEED) 4. Using IM to develop a culturally appropriate intervention	
	11/7/19	Program implementation	Doyle chapter 8	
11	11/12/19	Fact sheet peer reviews	Draft fact sheets due before class / bring paper copy with you to class	
	11/14/19	Fact sheet work time		
12	11/19/19	Research and evaluation, part 1	1. Doyle chapter 9 2. Key Concepts of Evaluation	
	11/21/19	Research and evaluation, part 2	1. Evaluating the public health impact of WISEWOMAN. 2. California Endowment's Healthy Eating, Active Communities program: a midpoint review. 3. Using RE-AIM framework to evaluate a PA intervention in churches.	
13	11/26/19	1. Fact Sheet Presentations (<i>if needed</i>) 2. Class choice for topic: 1) Maternal, infant, and child health, 2) Adolescents, young adults, and adults, or 3) Older adults		Article review 2
	11/28/19	Happy Thanksgiving!		
14	12/3/19	1. Fact Sheet Presentations (<i>if needed</i>) 2. Class choice for topic: 1) Health care delivery in the U.S. 2) Community and Public Health and the environment, or 3) Injuries as a community and public health problem		
	12/5/19	Fact Sheet Presentations		
15	12/10/19	1. Fact Sheet Presentations 2. Final Exam review		Fact Sheet and Neighborhood assess. part 3
	12/14/19 2:45pm	Exam 2		

*Instructor reserves the right to alter schedule as needed / ** Additional readings may be posted on canvas, Links to readings / websites are posted on canvas

LATE ASSIGNMENT POLICY: No late assignments will be accepted.

ABSENCE POLICY: Because so much of our work during class will be interactive and involve learning from/with each other, regular attendance is particularly important. Students are expected to be absent only for reasons such as illness, authorized university sponsored events, religious observances, or emergencies and to notify me of the reason for absence. One unexcused absence will result in a maximum of 88 ("AB") points for the entire portion of the 'Class participation and in-class activities' grade (10%); two will result in a maximum of 78 points ("BC"). Students are also expected to be responsible for obtaining handouts, discussion notes, assignments, etc. for the missed session and to come prepared for the next class.

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

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

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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/reportthate. The University and the Kinesiology teaching team are dedicated to addressing reports of hate and/or bias seriously, promptly, confidentially, and sensitively. Reports can include, but are not limited to, crimes such as vandalism or physical assault; non-academic misconduct such as online or verbal harassment or disruptive behavior; and/or micro-aggressions such as derogatory or demeaning speech from another student, TA, or faculty/staff member. A Hate and Bias Incident Team member will respond to your report and provide you with options meet your needs. You can also report anonymously.

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KINES 516: PHYSICAL ACTIVITY FOR DIVERSE ABILITIES

CHANGES SAVED BUT NOT SUBMITTED

VIEWING: KINES 516 : PHYSICAL ACTIVITY FOR DIVERSE ABILITIES

LAST EDIT: FRI, 29 MAR 2019 18:47:35 GMT

Proposal contact information:

Name

Cappabianca, Lisa

E-mail

lcappabianca@wisc.edu

Phone

608/262-0259

Type of approval

Governance Approval Needed

Course ID

024169

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

BASIC CATALOG INFORMATION

First Available Term

Fall 2020 (1212)

Should this course have the graduate attribute?

No

Subject

KINES - Kinesiology

Course Number

516

Is this course crosslisted?

No

Course Title

Physical Activity for Diverse Abilities

Transcript Title

Phys Act for Diverse Abilities

Course Description

Develop knowledge of diverse populations and the ability to promote physical activity and well-being for a lifetime. Apply knowledge of barriers and the use of inclusive techniques to develop meaningful experiences and programs.

Enroll Info (usually None)

None

Existing Requisites

Declared in Kinesiology or Physical Education

Requisites

Declared in Kinesiology or Promoting Activities for Diverse Abilities certificate

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)

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

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 removing the Com B attribute because the course is no longer being used to fulfill that requirement for Kinesiology majors. The course is now part of the core curriculum for the Promoting Activity for Diverse Abilities certificate; the prerequisite is being changed in order to allow students declared in the new certificate program to enroll without issue.

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	Develop knowledge of the history, legislation and models that have impacted diverse populations	Undergraduate
2	Develop knowledge and understanding of diverse populations	Undergraduate
3	Understand the barriers that impact physical activity and well-being for diverse populations and the strategies to positively change barriers	Undergraduate
4	Understand and apply techniques that result in more inclusive experiences and programs	

Credit hour policy

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

Please upload a syllabus.

Kines 516 Syllabus Sp20.pdf

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

Admin Use Only

Reviewer Comments

Key: 6151

UNIVERSITY OF WISCONSIN-MADISON
Department of Kinesiology

KINES 516 Physical Activity for Diverse Abilities; 3 Credits
Spring 2020

Meeting Time and Location: T & R 8:50-9:40am; 2081 Natatorium

Canvas Course URL: <https://canvas.wisc.edu/courses/142092>

Course Designation and Attributes: General Kinesiology course

Instructional Mode: Lecture and Lab

Credit Hours: Two 50 minute lectures, two 50 minute labs with an additional 5.75 hours of out of class work per week; as noted in the syllabus there will be one date when the class will not be held in order to complete outside assignments.

Instructor : Jonanne Haynes Manogue, Lecturer

Office: 1015 GYM-NAT

Office hours: T 11:00am-12:00pm; or by appointment

Phone: (use email)

E-Mail: haynesmanogu@wisc.edu

Course Description: Develop knowledge of diverse populations and the ability to promote physical activity and well-being for a lifetime. Apply knowledge of barriers and the use of inclusive techniques to develop meaningful experiences and programs.

Requisites: None

Learning Outcomes:

- Develop knowledge of the history, legislation and models that have impacted diverse populations.
- Develop knowledge and understanding of diverse populations.
- Understand the barriers that impact physical activity and well-being for diverse populations and the strategies to positively change barriers.
- Understand and apply techniques that result in more inclusive experiences and programs.

Required Text: Kasser, S.L. & Lytle, R.K. Inclusive Physical Activity: Promoting Health for a Lifetime, 2nd ed., Human Kinetics, 2013.

Class Structure: Course content will be delivered primarily through interactive lectures, in-class group activities and readings. To receive the full benefit of this course it is highly recommended that the student attend and be prepared for each class. Labs, written assignments and presentations are designed to reinforce content and develop critical thinking.

Course Grading and Evaluation:

Lab Experience - worth 40 points (20% of final grade)

Students are required to participate as assistants to assigned clients attending the Adapted Fitness Lab. Under the guidance of a qualified instructor, the student will assist clients with diverse abilities in a variety of

activities including an individualized fitness program. The grade for the lab will rely heavily on the journal in addition to lab performance, instructor assessment and attendance.

Journaling

The student should journal after each week of lab experiences. The journal entry should contain the following information: dates, amount of time, the first name of the client assigned to and the activities completed by the client. The journal must be created so that each week is added to the previous week. The journal must be submitted at the end of each week.

Assignments – worth 155 points (65% of final grade)

*Assignment descriptions will be provided as each assignment is assigned and posted on Canvas.

Assignment	Types/Topic	Points
Evaluations	Barriers Program – Specialized Program - Inclusive	15 pts each = 45pts
Guest Speaker Reflections	Following each Guest Speaker	4 pts each = 12 pts
Presentation	Disability/Condition	25 pts
Resource Document		20 pts
Client Case Study		30 pts
In Class Assignments	Varies	23 pts

Exams-worth 30 points (15% of final grade)

There will be two exams testing your ability to apply content from lecture, assigned readings and presentations. Exam One and Two will consist of short answer and multiple choice.

Course Grading

A	93-100	B	83-87	C	70-77	F	0-59
AB	88-92	BC	78-82	D	60-69		

TOTAL POINTS

225 pts

- **All assignments are due on the dates stated in the syllabus.**
- **Unexcused late assignments will receive one letter grade reduction per day.**

ATTENDANCE POLICY: Attendance is an essential part of the learning process. It will not be possible to learn and apply course information without attending classes. Attendance will be kept by the instructor and excessive, unexcused absences will be discussed with the student and considered when grading.

COURSE SCHEDULE: The course schedule is an overview of course topics and dates. The format for this course is to use Canvas in completing all pre-class and post-class assignments and activities. Classtime will be used to clarify, interact and apply the course content.

Week	Tuesday Topic	Thursday Topic
1	Introduction to Course Defining PA for Diverse Abilities	Physical Activity Models and Strategies Terminology
2	History Legislation	Benefits Barriers
3	Barriers	Exam One
4	Program Focus and Assessment	Planning Programs
5	Movement Skills and Concepts	Play, Games and Sports
6	Play, Games and Sports	*Class will not meet – See Canvas Course Activities
7	Health-Related Fitness Sharing Programs Evaluation	Health-Related Fitness
8	Exam Two	Guidelines
SPRING BREAK		
9	Congenital Impairments <u>Guest Speaker</u>	<i>Congenital Presentations</i>
10	Congenital Presentations	Acquired Impairments <u>Guest Speaker</u>
11	Acquired Presentations	Acquired Presentations
12	Sensory Presentations DUE: Presentation Two	Sensory Presentations
13	Cognitive and Psychological Impairments <u>Guest Speaker</u>	Cognitive and Psychological Presentations
14	Cognitive and Psychological Presentations	Course Synthesis

Client Case Study is due TBD

RULES, RIGHTS & RESPONSIBILITIES

- See the Guide's to [Rules, Rights and Responsibilities](#)

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/.

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>

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KINES 547: SKILLS FOR HEALTH: METHODS AND PRACTICUM OF TEACHING HEALTH

HISTORY

1. Sep 25, 2018 by Cynthia N Kuhrasch (cnkuhrasch)

NEW COURSE PROPOSAL

CHANGES SAVED BUT NOT SUBMITTED

VIEWING: KINES 547 : SKILLS FOR HEALTH: METHODS AND PRACTICUM OF TEACHING HEALTH

LAST APPROVED: TUE, 25 SEP 2018 09:46:46 GMT

LAST EDIT: FRI, 29 MAR 2019 19:38:24 GMT

Proposal contact information:

Name

Shields, Morgan

E-mail

mrshields@wisc.edu

Phone

608/263-2609

Type of approval

Governance Approval Needed

Course ID

025193

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

No

BASIC CATALOG INFORMATION

First Available Term

Spring 2020 (1204)

Should this course have the graduate attribute?

No

Subject

KINES - Kinesiology

Course Number

547

Is this course crosslisted?

No

Course Title

Skills for Health: Methods and Practicum of Teaching Health

Transcript Title

Skills for Health

Course Description

Centered on the components (social, emotional, spiritual, environmental, occupational, intellectual, and physical) and skills (influence analysis, interpersonal communication, health-enhancing behaviors, accessing valid information, goal-setting, decision-making and advocacy) of wellness. Gain competence by planning for, learning, and practicing teaching skills in educational settings. Through this approach, highly competent teachers will be developed who can adapt health instruction to a wide variety of audiences and topics. Peer and instructor feedback will be a significant part of the course.

Enroll Info (usually None)

None

Requisites

Declared Health Promotion and Health Equity, PE, Promoting Activity for Diverse Ability Certificate

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)

Should this course be considered for LAS credit?

Yes

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

LAS criteria is met through the health education content and applied practical assignments in this course. Students will use previous knowledge gained in coursework to develop and evaluate the effectiveness of health instruction in numerous settings. Lessons specific to health topics will be created, taught and assessed using standardized tools. Frameworks used in this setting will include evidence-based health promotion and education along with standardized educational practices that include the consideration of inclusive and sensitive communication.

Select a level

Advanced

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

Students will engage in the process of formulating instruction based on the field of health sciences and educational policy. These advanced skills highlight the level of communication, critical and creative thinking, application and knowledge of health-related social and cultural contexts included in the LAS 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

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	Comprehend concepts and skills related to health promotion and disease prevention.	Undergraduate
2	Analyze and organize content for teaching.	Undergraduate
3	Effectively organize content for presentation to students.	Undergraduate
4	Identify, select, and/or create learning activities that are appropriate, inclusive and engaging.	Undergraduate
5	Demonstrate their understanding of quality teaching skills by reviewing videotape and analyzing teacher performance.	Undergraduate

Credit hour policy

Please upload a syllabus.

742-547 Skills for Health_Methods and Practicum of Teaching Health.pdf

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

Admin Use Only

Reviewer Comments

Key: 11502

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

Course Name: Skills for Health: Methods and Practicum of Teaching Health

Course Number: Kines 547, 3 Credits

Fall, 2019 Canvas Course URL

Day/Time/Location of Class: TBD

INSTRUCTOR:

Name: Cindy Kuhrasch

Phone number: 608-262-4348

Email: ckuhrasch@education.wisc.edu

Office Hour location/time: By appointment

COURSE DESCRIPTION:

Content for this course is centered on the components (social, emotional, spiritual, environmental, occupational, intellectual, and physical) and skills (influence analysis, interpersonal communication, health-enhancing behaviors, accessing valid information, goal-setting, decision-making and advocacy) of wellness. Students will gain competence by planning for, learning, and practicing teaching skills in educational settings. Through this approach, highly competent teachers will be developed who can adapt health instruction to a wide variety of audiences and topics. Peer and instructor feedback will be a significant part of the course.

INSTRUCTIONAL MODE:

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

CREDIT HOURS:

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

PREREQUISITES:

None

COURSE LEARNING OUTCOMES:

Students will be able to:

1. Comprehend concepts and skills related to health promotion and disease prevention
2. Analyze and organize content for teaching.
3. Effectively organize content for presentation to students.
4. Identify, select, and/or create learning activities that are appropriate, inclusive and engaging.
5. Demonstrate their understanding of quality teaching skills by reviewing videotape and analyzing teacher performance

LEARNING MATERIALS:

1. Textbook: The Essentials of Teaching Health Education, Benes, S., Alperin, H. 2016, 1e, Human Kinetics; Champaign, IL. ISBN-10: 1492507636
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:

COURSE EVALUATION

Quizzes on L@UW	20%
Planning, Teaching and Assessment Project (PTA) (Health topic 1)	25%
Planning, Teaching and Assessment Project (PTA) (Health topic 2)	25%
Planning Google Doc	10%
Video Reflection Task	10%
Participation	<u>10%</u>
	100%

GRADE BREAKDOWN

A = 93 - 100%

AB = 89 - <93%

B = 83 - <89%

BC = 79 - <83%

C = 70 - <79%

D = 60 - <70%

F = <60%

Quizzes

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

Planning, Teaching, and Assessment Projects

Each student will teach four topics, such as "Nutrition," "Disease Prevention", or "Human Sexuality" during the semester. For each PTA assignment the student will create a content analysis table, a unit plan, one lesson plan, and assessment tools. The final written project will be due one week after the teaching performance. Specific components of the project are described below:

Content Analysis

The student will use a constraint table to demonstrate an ability to Analyze, Shrink, and Know (ASK) the content involved in teaching the assigned topic. The student will break down each element of content into critical elements and organize them sequentially.

Lesson Plan

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

Planning Notebook/Google Doc

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

Video module

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

weaknesses of their teaching performance.

- Students will plan and instruct students and will be videotaped by classmates.
- Using the videotape, each student will complete one prompt from the EdTPA
- In addition, the instructor will evaluate the students' teaching performance based on the rubric created in class.

Participation

Each day in class, we will create materials that will be of use to you in your teaching. Students will earn participation points by attending class and working on these items in class. Points based on: 1) Attendance to all classes and communicated ahead of time if absent (excused), 2) Arrived early and eager to work

School of Education Standards Met (out of 15)	Assignment
1: Incorporates understanding of human learning and development	<i>Planning, Teaching and Assessment Project</i>
4: Demonstrate pedagogical knowledge in specific domains	<i>Content Analysis Tables</i>
5: Explains and justifies educational choices	<i>Planning, Teaching and Assessment Project, Planning Notebook</i>
7: Understands and adapts to multiple forms of communication	<i>Planning, Teaching and Assessment Project Video module</i>
8: Employs varied assessment processes	
10: Employs varied instructional strategies	
11: Uses technologies	
13: Is a reflective practitioner	

Class Schedule:

Week	Content	Skill	Readings	Check for Understanding	Assignments
1	Course Overview and Introduction				
	What is Health?		Benes, Alperin, Chapter 1	What is Health? quiz	
2	Levels of Participation		Benes, Alperin, Chapter 2	Levels of Participation in health quiz	Planning Assignment
3	Social Health	Health Promotion Skill Analysis	Benes, Alperin, Chapter 3 UNESCO, Skills For Health	Social health quiz Health Promotion Skill Analysis quiz	
4	Emotional Health	Health information	Benes, Alperin, Chapter 1	Emotional health quiz Health information quiz	

5	Emotional Health	Identifying Health Concepts	Benes, Alperin, Chapter 1	Identifying Health Concepts quiz	Complete PTA 1
6	Teach PTA 1				
7	Spiritual Health	Analyzing Influences related to health	Benes, Alperin, Chapter 5	Spiritual Health quiz Analyzing Influences related to health quiz	
8	Environmental Health	Accessing valid Information related to health	Benes, Alperin, Chapter 4	Environmental Health quiz Accessing valid Information related to health quiz	
9	Occupational Health	Interpersonal Communication related to health	Benes, Alperin, Chapter 6	Occupational Health quiz Interpersonal Communication related to health quiz	
10	Intellectual Health	Decision Making related to health	Benes, Alperin, Chapter 7	Intellectual Health quiz Decision Making related to health quiz	
11	Physical Health	Goal setting related to health	Benes, Alperin, Chapter 8	Physical Health quiz Goal setting related to health quiz	Complete PTA 2
12	Physical Health	Practicing Health Behaviors	Benes, Alperin, Chapter 9	Practicing Health Behaviors quiz	
13	Physical Health	Health Advocacy	Benes, Alperin, Chapter 10	Health Advocacy quiz	
14	Teach PTA 2				
15	Video Reflection and Discussion				

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 instructor 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/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/>

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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. 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.

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Self-Study for Bachelor of Science – Physical Education

Date submitted:

Primary Contact: Cindy Kuhrasch

Department(s)/Academic Unit(s): Kinesiology/Physical Education

School(s)/College(s): School of Education

A. Response to previous program review recommendations

Summarize recommendations from the previous program review and how they were acted upon.

The Bachelor of Science in Physical Education was implemented in 1919 and continued until 1990, when the Department of Physical Education and Dance merged with the Department of Therapeutic Science. This Department was renamed Kinesiology and had three undergraduate majors: Kinesiology, Physical Therapy and Occupational Therapy. The BS-Kinesiology was the umbrella program for three named options: Athletic Training, Physical Education, and Exercise and Movement Science. In 2014, the Department judged that there was sufficient difference among the options to offer three separate degree/major programs and this change gave each program a distinct identity (BS-Athletic Training, BS-Physical Education, BS-Kinesiology). Thus, the Bachelor of Science in Physical Education (BSPE) program replaced the Physical Education named option in the Department of Kinesiology in part to increase the visibility of the specialty and ultimately to increase the number of students. The program at UW-Madison has been unique in its long history, rigorous science preparation for students, and link to original research in human movement and exercise. The presence of this program at a major research university like UW-Madison, in a diverse city, places it in a strong position to maximize available resources in the education community to create a vibrant experience for students. Area schools provide a full range of educational opportunities to best prepare future teachers. Lastly, the ability to expose students to innovative educational research has a positive impact on teacher preparation.

Since this is a new program, there has not been any review of the major but the Physical Education Program Option was reviewed in the last 10-year Undergraduate BS Kinesiology Program Review (2014-2015). The external reviewers recommended a closer examination of the number of pedagogy degree requirements and time to degree for students. After consideration and planning, a program change was proposed and approved at the Department meeting (5/2017) and put into action in the Fall of 2019 for the BSPE. Table 1 illustrates the differences in the 2014 BSPE proposal and current curricula.

B. Overview of the Program

Describe the mission and goals of the program and how its structure (both of the program and of its governance) support them. Consider the following questions:

The Physical Education course requirements that were included in the 2014 proposal were reduced from 54 credits to 39 with the most recent program change. In addition, the Kinesiology Science Core requirements were reduced by three credits and these included removal of the anatomy lab (2 credits) and replacement of Phys 335 (5 credits) with Kines 235 (4 credits).

Table 1. Comparison of the 2014 and 2019 Physical Education Course Requirements

Physical Education Course Requirements 2014 - 54 credits	Physical Education Course Requirements 2014 - 39 credits
Dance 2 Ballroom Dance I, 1 cr **	Will be offered as elective courses for those students who need more experience or have additional interest in these specific topics.
Dance 205 Dance, 1 cr **	
104 Aquatics, 1 cr **	
121 Foundations of Physical Education, 2 cr	121 Foundations of Physical Education, 2 cr
315 Assessment and Research in Physical Activity Pedagogy, 3 cr	315 Assessment and Research in Physical Activity Pedagogy, 3 cr
316 Adapted Physical Activity, 3 cr	316 Adapted Physical Activity, 3 cr
325 Group Development and Behavior Management, 3 cr	325 Group Development and Behavior Management, 3 cr
327 Current Topics in Outdoor Pursuits, 1 cr	Will be offered as an elective for interested students
353 Physical Education in a Multicultural Society, 2 cr	353 Physical Education in a Multicultural Society, 2 cr
355 Socio-Cultural Aspects of Physical Activity, 3 cr (also meets General Education Communication B) **	Content will be covered in the context of PE in Kines 353/Kines 121
360 Lifespan Motor Development, 3 cr**	Content will be covered in the context of PE in Kines 370
370 Planning and Teaching Physical Education, 3 cr	370 Planning and Teaching Physical Education, 3 cr
371 Methods of Teaching PK-12 Dance and Gymnastics, 3 cr	371 Methods of Teaching PK-12 Dance and Gymnastics, 3 cr
372 Methods of Teaching PK-12 Educational Games and Fitness, 3 cr	372 Methods of Teaching PK-12 Educational Games and Fitness, 3 cr
373 Methods of Teaching Secondary Sport Concepts and Skills, 3 cr	373 Methods of Teaching Secondary Sport Concepts and Skills, 3 cr
375 Practicum in Kinesiology (El/Sec PE) (Previously 300), 3 cr (includes six hours per week in schools)	Students needing additional skill work prior to student teaching will be required to take between 1-3 credits
412 Organization and Administration of Physical Education, 2 cr	412 Organization and Administration of Physical Education, 2 cr
478 Elementary School Physical Education Student Teaching, 6 cr	478 Elementary School Physical Education Student Teaching, 6 cr
479 Middle School or High School Physical Education Student Teaching, 6 cr	479 Middle School or High School Physical Education Student Teaching, 6 cr

** Elective- courses can be taken if students have a special interest or weakness in this topic

- **How does the mission of the program fit with the home department/unit, the school/college, and the mission of the university?**

UW-Madison Mission statement:

“The primary purpose of the University of Wisconsin–Madison is to provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all. The university seeks to help students to develop an understanding and appreciation for the complex cultural and physical worlds in which they live and to realize their highest potential of intellectual, physical and human development.”

Kinesiology department mission statement:

“To create, interpret, transmit, and apply knowledge related to movement, physical activity, development and occupational participation with the ultimate goal of enhancing human health, productivity, and quality of life.”

Bachelor of Science Physical Education Mission Statement:

“The Physical Education major prepares future physical educators and other physical activity specialists with culturally relevant knowledge, skills, strategies, methods, and philosophies. These attributes enable future professionals to create, organize, manage, facilitate, and assess learning for diverse groups of individuals to promote lifelong physical activity and well-being.”

The mission of the University, the Kinesiology department and the BSPE program is to improve quality of life for all. Our mission focuses on the development of professionals who will have the knowledge and skills necessary to positively impact the development of individuals in all areas of their lives. This mission, therefore, is very much in alignment with those of the University and the Kinesiology Department.

Our mission is timely given the fact that there are nationwide concerns about the potential impact of a teacher educator shortage on the quality and quantity of pre-K-12 physical education programs.

- **What are the approved learning goals for each of the programs being reviewed (i.e. bachelor’s, master’s or doctoral degrees?)**

Teacher Education programs are typically guided by standards at the national level. The University of Wisconsin-Madison School of Education (SOE) develops a series of Standards to guide all of the Teacher Education programs within its purview.

Graduates of UW-Madison BS-Physical Education Teacher Education Program will meet the most current University of Wisconsin Teacher Education Standards.

Current standards guide future teachers at the University of Wisconsin-Madison. As such, teacher candidates demonstrate their knowledge and skills in five broad standard areas: (1) learner and learning environment, (2) planning, (3) engaging/instructing, (4) assessing, and (5) behaving in professional and ethical ways. Guided by Foundational Knowledge (Content) Standards, programs provide the knowledge and skills needed to meet the Performance Standards.

A complete list of current UW-Madison Foundational Knowledge Standards and UW-Madison Performance Standards are listed in Appendix A and Appendix B.

Since the original proposal, the SOE standards have changed and our program now reflects the new standards. Standards which were in place at the time of this program proposal can be found in Appendix D.

- **What is the program's structure? For example, is it a single program or does it have informal tracks/concentrations, formal named options or certificates?**

The BSPE can be completed as a stand-alone program. Students can also select to add additional tracks toward licensure in Adapted Physical Education (Table 2) and/or Health Education (Table 3). Ninety (90%) of BSPE students completed the Adapted Physical Education Certificate and fifty four (54%) completed the Health Education Minor since the inception of the BSPE program.

Table 2. Adapted Physical Education (Concentration)

CODE	COURSE TITLE	CREDITS
Required Courses		
KINES 300	Practicum in Kinesiology	1
KINES 316	Adapted Physical Activity (required of all PE majors)	3
KINES 364	Assessment and Programming in Adapted Physical Education	3
KINES 365	Practicum: Adapted Physical Education	2
RP & SE 300	Individuals with Disabilities	3
Select one elective. Requires advisor approval.		
RP & SE 330	Behavior Analysis: Applications to Persons with Disabilities	3
RP & SE 450	Collaborating with Families of Individuals with Disabilities	3
RP & SE 470	Individuals with Learning and Behavioral Disabilities	3
RP & SE 505	Biological, Psychosocial, and Vocational Aspects of Disabilities	3
RP & SE/ CURRIC 506	Strategies for Inclusive Schooling	3
CS&D 110	Introduction to Communicative Disorders	3
CS&D 240	Language Development in Children and Adolescents	3
CS&D 424	Sign Language I	2
PSYCH 405	Abnormal Psychology 1	3-4
PSYCH 512	Behavior Pathology-Psychoses	3

**Table 3. Health Education
(Minor)**

CODE	COURSE TITLE	CREDITS
ANAT&PHY 235	Human Physiology and Health	4
Kines 116	First Aid and Basic Life Support, or certification in both first aid and CPR from a campus or community organization.	2
Kines 501	Health Information for Teachers	3
Kines 547	Skills for Health: Methods and Practicum of Teaching Health	3
Soc Work 453	Alcohol and Other Drug Abuse	3
Soc/Psych 160, Or PSYCH 453, Or ED POL 677	Human Sexuality: Social and Psychological Issues OR, Human Sexuality OR, Education, Health and Sexuality: Global Perspective and Policies	3-4
Kines 566	Promoting Health in the Community	3
Kines 568	Student Teaching in Health Education	2

- **Describe any substantial and structured collaborations with other programs, such as dual, double or joint degrees and benefits of these arrangements?**
- **If the program is not the only program within the home unit, what are the other programs? If there are several programs in the same academic home, how are they related to one another and what impacts do they have on student learning?**

Students in all three programs in the Kinesiology department take exercise science courses, and students in the Athletic Training and Physical Education majors take additional coursework specific to their degrees. In addition, some Exercise and Movement Science students take coursework from the Physical Education program coursework.

Physical Education students benefit from a strong science base of coursework. Graduates from the UW-Madison BSPE program report that in comparison to graduates from sister Physical Education preparation programs, their understanding and mastery of anatomy, physiology, and exercise-related sciences is well above their peers. This scientific base provides a strong foundation upon which the skill set for the planning, management, instruction, and assessment of movement education programming can stand.

Exercise and Movement Science (EMS), Health Promotion and Health Equity (HPHE) and Promoting Activity for Diverse Abilities Certificate students receive the same strong science foundation of coursework and report benefiting from taking PE courses. When asked for additional feedback from EMS students in exit surveys (data collected by Undergraduate Program Coordinator 2017-2019), students describe their experience in PE courses as ‘a great class that should be required’, ‘the aspect of community building and getting to know your peers would be perfect for introductions to other kinesiology students’. As a result, many Exercise and Movement Science students are enrolling in BSPE courses. In addition, HPHE students are required to take one PE course and can elect to take two other PE courses as part of their major that emphasizes health education.

- **How do the program’s governance model, program committees, and membership criteria lead to active faculty engagement? How does succession planning work for leadership?**

A Program Coordinator (Cindy Kuhrasch) governs the BSPE program. The Program Coordinator leads regular meetings with all active members of the BSPE staff (Nancy Krattiger-Ziltener, Dan Timm, and Jonanne Haynes-Manogue) at which ideas are discussed and issues are decided. BSPE issues related to Undergraduate programming are brought before the Undergraduate Committee, on which the BSPE Program Coordinator sits, and are presented there for further discussion and decision.

The Kinesiology department is governed by a Department chair with input and support from the Executive committee. In addition, both the Undergraduate and Graduate committees oversee the programming in their respective areas. The BSPE program has representation on the Undergraduate committee, but does not currently have a Faculty representative sitting on the Executive committee.

C. Program Assessment and Evaluation

Summarize the assessment plan used to evaluate the extent to which students are meeting

program learning goals and how the program is engaged in a coherent process of continuous curricular and program improvement.

The BSPE Program uses a variety of assessment instruments and methods. Direct assessments of student performance serve as the primary means for assessing student learning outcomes. These assessments are similar to the proposal but there have been a few changes due to the changes in the School of Education standards.

- 1) Student self-assessment: Each student uses the School of Education Standards to chart his/her progress each semester throughout the program. Standards and associated artifacts are included in course syllabi to help students develop a portfolio of their work throughout the program. The self-assessments are reviewed by the student's advisor each semester and used to help guide student progress, identify gaps in the program, and direct the student in course selection.
- 2) Standards-based assessment system: Direct assessment of learning standards is conducted each semester by each instructor. Each course and field experience in the curriculum is linked to one or more standards (see the Assessment Map in Appendix C). Performance indicators that describe expected student knowledge, skills and abilities are associated with each course-related standard and listed in the syllabus. A variety of measures are used to assess student achievement of the learning standards. Assessments include quizzes and exams, project artifacts, laboratory reports, oral presentations, papers and other required assignments reflected through the course syllabi.
- 3) Electronic portfolio: Students submit artifacts identified by instructors for inclusion in the electronic portfolio that provides evidence of learning. The evidence is explicitly supported with information on the context, justification, and reflection of learning and reviewed each semester by program faculty and staff. The portfolio is submitted for evaluation during student teaching.
- 4) Content Exams (PRAXIS II): Physical Education Teacher Education students with a GPA lower than 3.0 are required to take and pass the Praxis II Subject Assessments/Specialty Area Test in Physical Education before student teaching. The test assesses whether the prospective physical education teacher has the knowledge and competencies necessary for a beginning teacher of physical education. Student passing percentage for the PRAXIS II is at 100% since 2014 when the new BSPE program was implemented.
- 5) Indirect assessments: Indirect assessments measure student and program success including job placement data and student surveys at one and three years after graduation, which are distributed and collected by the Program Coordinator.
- 6) EdTPA: The EdTPA was adopted in 2013 by the School of Education as an assessment tool required for all teacher education students. The EdTPA is a performance-based, subject-specific portfolio assessment used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need in the classroom. Because the BSPE program was implemented in 2014, the EdTPA was not included as a part of the assessment plan at that time. Aspiring BSPE teachers must prepare a portfolio of materials during their student teaching experience. Teacher candidates submit unedited video recordings of themselves at work in a real classroom as part of the portfolio that is scored by highly trained educators.

- **What has the program learned through assessment of learning goals? Provide key evidence. What changes have been made as a result of assessment?**

- 1) Student self-assessment is completed by all students and serves mainly as a means for students to track their successful progress through the program. Not all students take full advantage of this resource. As a result, we will attempt to inform students of the benefits of tracking their progress in each course.

2) The Standards-based assessment system is the cornerstone of both student and program assessment. Each course and field experience in the curriculum is linked to one or more standards (see the Assessment Map in Appendix C). Performance indicators that describe expected student knowledge, skills and abilities are associated with each course-related standard and listed in the syllabus. Past assessment was determined through the use of a single, program-wide rubric. We recognized that this was not providing the quality feedback that we wanted to offer students on their work, so we have now developed assignment-specific rubrics. Perhaps because of this change, students report greater ability to apply teaching skills in their practicum experiences. In addition, we believe that content knowledge is also positively affected as we've noticed an increase in average student GPA from 3.3 in 2014 to 3.5 in 2018.

As a result of the increases in both content knowledge and teaching skill acquisition, we've made the following revisions to the program:

- We now teach Kines 370 and Kines 371 concurrently (rather than in sequence).
- We removed the Kines 375 course requirement from the program.

These actions have further reduced student time to graduation while maintaining the high level of quality of the program. We work with each student to determine their readiness for student teaching, and allow students to develop individualized practicum experiences for any areas of teaching in which they feel they need additional practice before student teaching.

3) Students also report that the electronic portfolio that they complete as a part of their student teaching experience has helped them to secure teaching positions. These reports are borne out in the reduction of time from graduation to securing a job. In 2014, students typically did not receive a job offer until 3-6 months after completing their student teaching experience. In 2018, all of the student teachers received job offers either during their student teaching experience, or within 1-2 months after its completion.

4) Content Exams (PRAXIS II): Physical Education Teacher Education students with a GPA lower than 3.0 are required to take and pass the Praxis II Subject Assessments/Specialty Area Test in Physical Education before student teaching. The test assesses whether the prospective physical education teacher has the knowledge and competencies necessary for a beginning teacher of physical education. Student passing percentage for the PRAXIS II is at 100% since 2014 when the new BSPE program was implemented. We have noted that student PRAXIS II scores have stayed steady since its inception.

5) Indirect assessments: Indirect measures student and program success includes job placement data and student surveys at one and three years after graduation distributed and collected by the Program Coordinator. In the last 5-years we have noted a significant decrease in the amount of time that it takes our students to secure jobs. We attribute the decrease to both an increase in the need for teachers and the quality of our graduates.

6) EdTPA: In reviewing student scores on the EdTPA as well as student teaching performances, we have learned that the new BSPE model has been extremely successful. Through the new methods/practicum sequence in which students plan, teach, reflect and repeat, we have found that student teaching skills have improved significantly, while content knowledge has remained strong as well. To demonstrate this point we note that PRAXIS II passing rates are at 100% since the inception of the new program, and EdTPA scores have risen from an average of 38 to 41 based on a minimum passing score of 35.

- **What are the emerging changes in the discipline? What is being done and can be done to move forward and seize emerging/future opportunities?**

Children these days are engaging in less physical activity and spending more time behind screens. The

result: overweight, unfit children. To counter the declining fitness trend, many schools and districts have taken a closer look at their physical education (PE) programs. The physical activity objectives for Healthy People 2020 addresses the positive role that Physical Education can play in combatting some of these health concerns in children (bone health, muscular fitness, decreases in body fat and improving the ability to concentrate and pay attention). One of their physical activity objectives (PA-4) is to 'Increase the proportion of the Nation's public and private schools that require daily physical education for all students.' Qualified and competent physical educators are a necessary and vital component to achieving this outcome.

<https://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity>

<https://www.healthypeople.gov/2020/topics-objectives/topic/physical-activity/objectives>

With the opportunity to help turn around declining fitness in children, schools and PE curriculum programs have made drastic changes. The current trend in PE instruction has focused less on fun and team sports and more on getting children healthy. To that end, instructors have had to outline and define goals specific to increasing life-long health. Three core areas for focus: current fitness levels, educating health matters, and teaching how to plan for long-term exercise have been developed.¹

Physical Education professionals are also recognizing that the quality, not just the quantity of PE makes the critical difference in impacting the health and well-being of our youth. In examining the role of the promise of Health-Optimizing Physical Education (HOPE), Salis et al., 2012 suggested that "Major accomplishments include development of evidence-based programs, documentation of health and academic benefits of physical education, and acceptance of physical education as a public health resource. Additional work is needed to evaluate the uptake of evidence-based programs, improve national surveillance of physical education quantity and quality, establish stronger policies supporting active physical education, and achieve wide acceptance of public health goals within the physical education field."²

Additionally, goals for achieving HOPE for all children well before 20 more years pass have been suggested:

- Federal, state, and local policy makers develop, implement, and evaluate physical education policies that ensure children have daily, active physical education that achieves both health and education goals.
- Prioritize funding, training, and equipment for HOPE in low-resource districts and schools where there is likely greater room for improvement and students are often at the highest health risk.
- Identify funds to support adopting, implementing, monitoring, and evaluating evidence-based physical education programs in schools K-12. Because HOPE improves health, it is reasonable for some funding of physical education improvement to come from public health agencies.
- Revise physical education undergraduate and graduate courses to reflect contemporary health needs, and prepare teachers to implement evidence-based HOPE.

¹ Linde, Sharon, 2017 Instructor, Current Trends in Physical Education, Study.com, <https://study.com/academy/lesson/current-trends-in-physical-education.html>

² Physical Education's Role in Public Health: Steps Forward and Backward Over 20 Years and HOPE for the Future
James F. Sallis, Thomas L. McKenzie, Michael W Beets, Aaron Beighle, Heather Erwin, and Sarah Lee, Res Q Exerc Sport. 2012 June; 83(2): 125–135.

The UW-Madison BSPE program is committed to these goals and the new program is working to support the goals listed above by doing the following activities listed in Table 4.

Table 4. Implementing the Promise of Health-Optimizing Physical Education (HOPE)

Emerging Changes	Program Responses
Academic benefits of Physical Education	Incorporate research into courses
Regulation of mood and impulsivity through activity	Teach responsive classroom strategies
Teaching health benefits in Physical Education	Teach the integration of health content into Physical Education
Increasing the quality of PE programming	Maintain high standards of skill and knowledge for our
Develop, implement, and evaluate physical education policies that ensure children have daily, active physical education that achieves both health and education goals	Promote professional development involvement for our students
Prioritize funding, training, and equipment for HOPE in low-resource districts and schools	Develop partnerships with programs to provide quality Physical Education for
Identify funds to support adopting, implementing, monitoring, and evaluating evidence-based physical education programs in schools K-12	Acquire funding to enhance evidence-based programming in area Physical Education programs
Revise physical education undergraduate and graduate courses to reflect contemporary health needs, and prepare teachers to implement evidence-based HOPE	Continual revision of our program to reflect the needs of those we serve

Most significant, however, is our program’s focus on culturally responsive teaching, inclusion, and social skill development in Physical Education. With inclusion of the use of the Universal Design for Learning provides physical education students with a framework so that all students will have equal and appropriate learning experiences. In addition, student learn to teach social skills using the Social Emotional Learning (SEL) strategies to provide students with a safe and welcoming environment.

Recent studies find that people’s feelings toward physical activity are often influenced by memories of their childhood experiences in physical education and sport. Unfortunately, many adults remember negative experiences, which may affect their desire to maintain a physically active lifestyle. Long recognized as an “inappropriate” instructional practice by the National Association for Sport and Physical Education, “captains picking teams” and other practices still occurs in some physical education and sport settings. With the increase in sedentary lifestyles and related health problems, teachers and coaches must consider the long-term effects of their use of potentially negative practices with children and youths in physical education and sport settings.³

Therefore, if Physical Education classes have the potential to have such a powerful impact on its participants, it follows that those impacts can be positive rather than negative. Our program is on the leading edge of this movement and is committed to the development of professionals who use culturally responsive teaching techniques to create safe and encouraging Physical Education classrooms that have the potential to increase student interest in school and academic performance and reduce discipline problems.⁴

- **If relevant to the program, how do leaders within industry, business, government, or non-profit organizations become involved in offering advice and perspectives on the program and the curriculum?**

BSPE staff serve in an advisory role for the Boys and Girls Clubs of Dane County, and on the Board of Directors for Wisconsin Health and Physical Education (the statewide professional organization for our field.)

We have intentionally created relationships with the Health and Physical Education Program Coordinators for the Department of Public Instruction and the Madison metropolitan School Districts in order to give and receive guidance in continually improving our respective programs. We have over 70 partner teachers in area school with whom we regularly interact and seek input for our programming as well.

BSPE staff also regularly attend State, regional, and national conventions in order to network and discuss current issues in the field. Each member of the staff has a unique network of professional peers with whom they seek out advice on future program development. The information gathered by BSPE team members is regularly shared and discussed at the BSPE committee meetings. BSPE staff also keep up-to-date with methods through reading professional journals, viewing professional websites (i.e., S.H.A.P.E.) and viewing professional webinars.

D. Recruiting, Admissions, and Enrollment

Analyze current practices and trends to determine if enrollment levels are consistent with plans and program resources. Discuss relevant program data in the context of the following:

- **Are admissions practices and enrollment levels consistent with plans, program resources, and career outcomes?**

The recruiting efforts made by the PE staff have been substantial. These include working with advisors on campus including the UW-Madison School of Education academic advisors, the Cross-College Advising Service and the Career Exploration Center to promote PE as a major. PE staff is present during Student Orientation, Advising and Registration as well as the Major's Fair every year. Additionally, there have been efforts to visit and promote the program throughout the area High Schools (guidance counselors), Community Colleges and State-wide conferences. See Appendix E for a full list of program promotion activities. Recruitment and

³ Negative Experiences IN PHYSICAL EDUCATION AND SPORT: How Much Do They Affect Physical Activity Participation Later in Life? Cardinal, Bradley; Yan, Zi ; Cardinal, Marita. Journal of Physical Education, Recreation & Dance, Mar 2013, Vol.84(3), pp.49-53

⁴ Teacher candidates and student responses to a culturally relevant curriculum, Gibson, GS ; Hastie, PA ; Martin, Eh, Research Quarterly For Exercise And Sport, 2008 Mar, Vol.79(1) Suppl S, pp.A78-A79

visibility for students of color has also been a priority. This includes a meeting with the Office of Recruitment and Retention about how to tailor messages, and improve overall methods and goals of PE recruitment. A large effort was made to increase the amount of promotional material on the website including videos of recent alumni from the program and material to make the program easier to understand including a handbook and a checklist with information about the program was made available.

<https://merit-www.education.wisc.edu/kinesiology/wp-content/uploads/sites/12/2017/04/bspe-program-checklist.pdf>

Admissions: The admission process in 2014 consists of the following:

A cumulative grade point average of 2.75 (4-point scale), completion of 40 credits, pre-requisite course (Kines 116, Kines 119, Chem 108, and Math 112), the Pre-professional Skills Test (PPST) and an education experience. Prior to admission in the physical education professional sequence, students were required to complete prerequisite course work in liberal studies, sciences, and Kinesiology. Students could then apply for admission, usually during the sophomore year. Students were admitted only once a year, effective for the spring following application. Once admitted, students in the Physical Education professional program were able to complete the program in 2 ½ years. Adding other teacher certifications such as adapted physical education or health education may add to the length of the program. Applicants submitted materials indicated below by the October 1 application deadline.

- Application form
- Official transcripts
- Personal statement
- Biographical sketch
- Educational Experience form
- Two (2) letters of recommendation

Each application was reviewed by at least two academic faculty or staff from the BSPE Committee. Each Committee member independently examined and rated applicants' files based on the information provided from above material. The Committee members then shared and discussed their ratings and selected the final cohort for admission.

Students were provisionally accepted in December. Offers of admission were revoked and the student withdrawn from spring Kinesiology courses (typically during January) if any of the following requirements are not met:

- all prerequisite courses completed by the end of the fall semester of the application year
- maintenance of a cumulative GPA or last 60-credit GPA of at least 2.75

In order to streamline the admission process while maintaining high quality applicants we made the following changes:

- We no longer require an educational experience. This was hindering applicants from applying, and we now provide more practicum experiences within the program.
- Admissions occur two times/year in May and December to allow students to enter the program and begin connecting with a cohort earlier.
- The PPST test is no longer required by the School of Education.

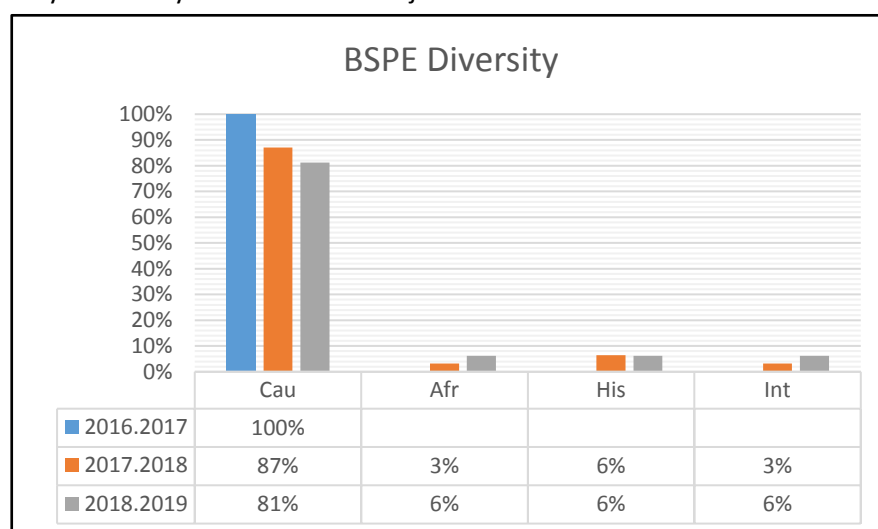
Students admitted to the program receive one-on-one support to develop a plan of coursework. These plans are entered into an online database that is used to determine program resources and needs. Each year,

students receive additional one-on-one advising to ensure their continued success in the program. As students near their graduation date, they are also offered additional advising time to help determine career options and preferences.

- **What effort has the department/program made to enhance student diversity (traditionally underrepresented groups in field)? Have those diversity efforts been successful?**

Our program works hard to ensure that ALL students feel welcome to enroll in our program. We take every opportunity to speak to prospective students, on and off campus. We also work with the Office of Undergraduate Recruitment and Retention (OURR) to visit with any students with potential interest in the fields of Health, Physical Activity and Physical Education. According to the Office of the Registrar's 'Student by Major' report from the Fall of 2018, 16.7% of the PE students are from underserved populations. Figure 1 illustrates the breakdown of student diversity over the last four years based on data from the UW-Madison Office of the Registrar.

Figure 1. Student Diversity in the Physical Education Major



The BSPE program is strongly committed to the support and representation of students of all cultures, abilities, backgrounds, and beliefs. This philosophy is supported initially by the inclusion of the course entitled "Health and Physical Education in a Multicultural Society". Students take this course early in their program plan and, as a part of the course, are required to complete a multicultural field experience which exposes them to perspectives that may be new to them. In addition, our philosophy of inclusion is incorporated into the methods series by including intentional discussions around creating safe and welcoming spaces for all students as we plan and teach in the schools.

A number of activities that promote the cultural emphasis in the physical education major have been conducted by Dr. Dan Timm over the past five years. These include consistent publications in the *Wisconsin Health and Physical Education Newsletter* (i.e. 'Culturally responsive health and physical education: Culturally relevant curricula'), numerous presentations about multicultural awareness at conferences across the state and at Departmental meetings, professional membership on numerous State committees, and membership on the Campus Diversity and Climate Committees at the University of Wisconsin-Madison.

- **If applicable, what do trends in application volume, admits, and enrolled students signal about program strength? For graduate programs, does the program directly admit students? If so, how does the program ensure student integration and success beyond the admitting advisor?**

A number of trends in BSPE program admission demonstrate program strength.

- The program has been attracting higher numbers of students that demonstrate a high degree of interest and qualifications.
- There has been an increase in the number of first semester freshmen declaring Physical Education as a major.
- Students who apply are well-prepared to be successful.

Information about the number of students and their time to graduation from the Student Information System-Division of Enrollment) is listed in Table 5.

Table 5. Physical Education Student Summary from 2014-2019

Matriculation Academic Year	14/15	15/16	16/17	17/18	18/19
Number of Students Admitted	5	8	8	7	7
Total Number of Students in BSPE	5	13	21	28	35
Number of Underrepresented Students	0	0	3	0	1
Average Years to Graduate	5	4.5	4	4.14	4

Once students are admitted to the program, they are integrated into the program through a variety of activities.

- Admitted students are organized into cohorts and remain together throughout their coursework and student teaching experiences.
- Each year, we sponsor a “Best Practices” event during which in-service educators share their best practices with our students. This is often a first, program-wide experience for new admits and they are able to meet students from other cohorts as well as begin a professional network of professionals.
- At the end of the semester, we offer study day “Play Days” during which BSPE students come together and engage in fun activities.
- At the end of each academic year, the staff hosts an “End-of-the-Year” event at one of our homes. The entire staff and student population get together for fun activities, food and get-to-know each other games.

Enrollment in the BSPE program has risen since the inception of the new program and the average time to graduation and projected time to graduation has declined. Table 5 lists the time to graduation for each academic year starting with those students who began at UW-Madison in 2014 (data obtained from Student Information System-Division of Enrollment). Figure 2 illustrates the increase in Degree-Major enrollment in the Physical Education major in the last five years. The line for enrollment will begin to plateau as the current capacity for the program is 15 students/year. This capacity is currently based on the time

and manpower required to supervise student teachers. We are working on alternatives to our current supervision methods and, based on the changes we make, our capacity could rise to 30 students/year.

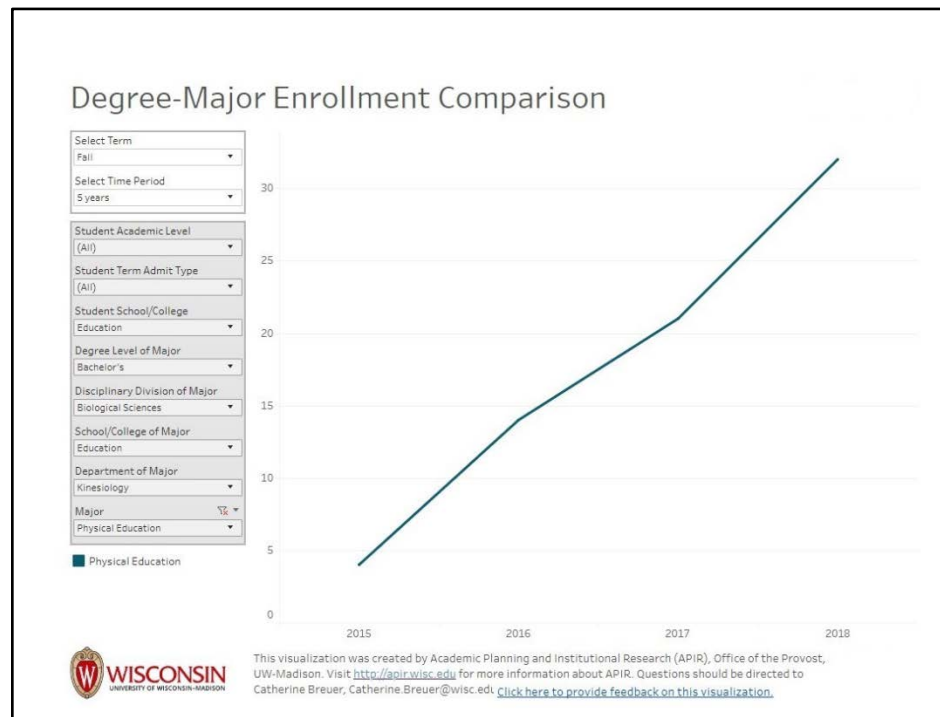


Figure 2. BSPE Enrollment and Time to Graduation
Office of the Registrar, UW-Madison

This change is most likely due to a number of factors, including the following:

1). Reduced time to graduation of the new BSPE program-students can now complete the program in four years, and can add additional certifications as well. Of the 5 students that began the program in 2014, the projected average time to graduation is 5 years (data obtained from Student Information System-Division of Enrollment).

2). Promotion of the program by program staff-program staff has marketed the major on and off campus and with the help of many partners has worked to educate potential students about the remarkable skill set and content knowledge that is developed within the BSPE program. Students have reported being impressed by the rich personal and professional development they experience in the program.

3). In addition, a review of our alumni has shown that students graduating from our program succeed in a variety of careers in addition to education. Video interviews with some of these professionals are featured on our "Potential Students" section of the web page.
<https://kinesiology.education.wisc.edu/about/alumni/>

4). However successful our efforts in admission may be, the best program promotion stems from

current and exiting students of the program. Many of our incoming applications have been influenced by current students and program alumni. In addition, many of our partner educators report encouraging their 9-12 students who demonstrate an interest in physical education to enroll in our program as well.

E. Advising and Student Support

Discuss the process by which students get regular advising and accurate program information.

Reflect upon the following:

Undergraduate:

- **Who does advising for the program? Describe how advisors are hired/selected. How are students transitioned between advisors when personnel changes?**

Program advising is provided in many ways as a student progresses from being interested in the Physical Education major in Kinesiology to completion of the degree. Initially, students interested in Physical Education are admitted to the School of Education as Pre-PE (PED) students. These students receive advising on pre-requisite courses and requirements for admission into the Department of Kinesiology's Physical Education Program from the School of Education's Academic Services office and advisors in the Department of Kinesiology. The School of Education Academic Services office also coordinates all advising during Summer Orientation Advising and Registration (SOAR). The Kinesiology advisors are available for advising to prospective PE students and their families during campus visits. The program participates in a variety of campus wide informational programs for students interested in teaching careers. Information on SOE advising is available at <http://www.education.wisc.edu/eas>.

Upon declaring the intent to declare a Physical Education degree, students receive advising from a designated program advisor. Students are required to attend individual advising meetings every semester to insure they are making progress toward their degree. In the original proposal, group advising sessions were planned for students but with the smaller cohorts, it was found that the one-on-one sessions were more personal and were able to cover the necessary information. During advising students are provided a sample four-year plan with a suggested sequence of courses outlining their academic program requirements, given appropriate information on summer offerings, and provided a program checklist to compare to their DARS report for the purpose of monitoring their progress to graduation. In these meetings, physical education program staff with advising responsibilities also discuss his/her program progress and goals (e.g. job placement and/or graduate school). These individual meetings also serve as an opportunity for students to clarify any questions regarding the Physical Education program and to problem solve as needed. All program advisors are readily available on a daily basis through office hours and by appointment to answer any advising or program related questions.

The professional sequence in Physical Education has field placements at various time points in the program. Supervision of field placements and evaluation of sites are the responsibility of the program student teaching coordinator.

- **Describe how students are assigned to advisors. What is the ratio of advisors to students? How often do students meet with an advisor?**

Students interested in, or entering the program meet with Dan Timm. Dan develops a program plan with students and advises them in terms of added certifications and/or licensures. Students are transitioned to Nancy Krattiger-Ziltener for advising as they near the end of their program. Nancy advises students in terms of career preferences and job application. The ratio of advisors to students is 1:15.

- **What other responsibilities do the advisors have in the unit?**

Both advisors are Instructional Academic staff in the Kinesiology department with additional responsibilities in teaching, service, and committee membership.

- **What material is available on the website or in print to support advising of undergraduates? How is that information kept up to date and accurate?**

The BSPE website includes a page for prospective students that includes an overview of the program, campus and community life, career options, and program checklists. The site is regularly maintained by outstanding administrative staff in the Kinesiology department.

<https://kinesiology.education.wisc.edu/about/prospective-students/>

- **What training and professional development is expected and/or supported for advisors? Do advisors make use of the Advisor Gateway and the Advisor Notes System? How are advisor performance reviews conducted?**

Dan Timm has been advising our students for 22 years. He was trained by the previous advisor, and has adjusted to the many school and program changes over the years. He uses the Advisor gateway and Advisor Notes systems extensively. Dan maintains an encyclopedic knowledge of the Timetable, and is extremely helpful in establishing student program plans. Transfer students regularly report that Dan is the “most helpful advisor they have ever had.”

Formal advisor performance reviews are not currently conducted in our department, however, exit surveys from graduating students in the department solicit scores and comments on their advising experience. As a result of this self-study we recognize that this is an area in which we have room for improvement.

- **How is the impact of the advising assessed? Is advising in alignment with the Guiding Principles and Core Competencies for Academic Advising?**

Undergraduate students in the Exercise and Movement Science and Athletic Training majors are asked to rate their advising experience during exit surveys. Please see the end of this report for responses we plan to take to incorporate Physical Education students in this process.

Post-Baccalaureate:

We do not currently offer a Post- Baccalaureate degree. However, we are in conversation with the other programs in the School of Education regarding the UW-Madison Teacher MS program.

F. Program Community and Climate

Where applicable, evaluate exit survey and climate survey data. Describe the efforts taken to foster overall program diversity, a climate of respect and inclusion, and a sense of community by considering the following:

- **Discuss efforts to welcome, orient, and retain new students. What is offered to connect students within the program, as well as with the greater campus community?**

A number of practices are established to connect students to the program and greater campus community:

- Students are admitted to the major in cohorts.
- New students are welcomed to the program during a PE play day on study day at the end of the semester.
- BSPE students are invited to our annual “Badger Best Practices” event during which area teachers (many alums) return to campus to share one of their favorite PE practices.
- The BSPE program hosts an annual end-of-the-year celebration at a staff member’s home.
- The program also maintains a strong social media presence on Facebook, Instagram and Twitter.

- **What efforts are there to enhance faculty/staff representation of traditionally underrepresented groups in the field? How does the unit rate its ability to attract and retain a diverse faculty/staff?**

The Department of Kinesiology is committed to attracting and retaining faculty and staff that promote our mission statement. Job satisfaction is implied by the fact that there has been very little turnover in staff over the past 10 years. When the need for new staff becomes necessary, we will advertise widely, interview holistically, and hire based on ability regardless of race, religion, culture and/or gender.

G. Degree Completion and Time to Degree

Referencing relevant institutional data and campus goals, describe efforts to help students make timely progress to degree. Include the following in your discussion:

- **Use institutional data sources to examine and evaluate progress to degree metrics and comparison to peers.**

For the fall of 2017 entrance cohort of UW-Madison new freshman, 95.4% returned to enroll in the fall of 2018. For the fall of 2012 entrance cohort (the most recent cohort that has had 6 years to graduate), 87.3% graduated within 6 years (data from Academic Planning and Institutional Research). For the fall of 2012 entrance cohort for BSPE, 100% graduated within 6 years.

Degree completion data for students entering the new program is not yet available.

- **What efforts have been made to improve progress to degree performance and completion rates?**

The new BSPE program reduced the time to degree completion significantly, from an average of 5.5 years to 4.5 years (see Figure 5.). The entire program was reviewed through the lens of effective pedagogy in order to develop the best possible program for our students. The resulting program includes a reorganization of content into five new courses that develop teaching skills more efficiently while maintaining the highest quality.

- **Do students from educationally underrepresented groups (racial/ethnic minority, low-income, first generation in college) succeed in the program at rates comparable to other students? How are equity gaps addressed?**

Graduation comparison data for the Physical Education program is not possible as the majority of the first students that were admitted into the program have not yet graduated. Table 2 identifies the number of students from underrepresented groups. If there are discrepancies in success rates between underrepresented students and their peers, the program will gather information about how best to address the equity gap.

H. Career Services and Post-Graduation Outcomes

Evaluate student career outcomes, exit survey, and alumni survey data, and reflect upon how these outcomes are consistent with program goals.

- **What do students do after graduation? How does the program prepare them for careers or further academic training?**

While the vast majority of our students go on to teach Health and Physical Education (78%) a variety of fields according to data collected by the Program coordinator from 2000-2018. Students have entered professions including trainers, business, military, ministry and sports management.

Students in the BSPE program are advised throughout the program according to their interests as well. Specifically, students with interests in areas of health, dance, adventure learning or individuals with differing abilities are counseled to include coursework specific to those interests.

The skill set that is developed throughout the major has proven to be one that offers success in many health and movement-related careers, and we have alumni working successfully in business, health care, and athletics.

- **What career resources are available to students?**

The Career Center for the School of Education provides a number of fine services for our students including: Career Exploration, help in creating application materials, interviewing practice and advice, advice on conducting a job search, support for applying to graduate school, links to career and job sites, and information on area job fairs and events. In addition, seminar hours for the secondary portion of the student teaching experience include information on job openings in the area, interview procedures and practices, and help in establishing a WECAN account. Because of the size of our program and because of our commitment to the success of each of our students, each student is counseled, advised and supported in every aspect of their job search by program staff throughout the entire process until they receive a job.

I. Overall Analysis of the Self-Study and the State of the Program: outline key findings from the self- study, including primary program strengths and challenges, and priorities the program has identified for improvement.

Overall, the new BSPE program demonstrates strength and areas that need attention in the following:

Curriculum- Our program is on the leading edge of a movement to develop professionals who use culturally responsive teaching techniques to create safe and encouraging Physical Education classrooms in which students experience positive relationships and grow physically, mentally and socially. Through the new methods/practicum sequence in which students plan, teach, reflect and repeat, we have found that student teaching skills have improved significantly, while content knowledge has remained strong as well.

Assessment- The BSPE Program uses a variety of assessment instruments and methods. Direct assessments of student performance serve as the primary means for assessing student learning outcomes. We continue to develop specific rubrics for course assignments in order to give constructive feedback to students. The assessments of learning could be improved by collecting and examining data related to skill development.

Advising- BSPE students receive personal and consistent advising throughout the program of study. All program advisors are readily available on a weekly basis through office hours and by appointment to answer any advising or program related questions. Throughout the self-study process, it has become apparent that we do not have a way to assess our advising and so we will develop exit surveys for graduating students and ask them share their thoughts of the advising experience within the program.

Recruitment/Outreach- Our program works hard to ensure that ALL students feel welcome to enroll in our program. We take every opportunity to speak to prospective students, on and off campus. We also continue to work with the Office of Undergraduate Recruitment and Retention (OURR) to visit with any students with potential interest in the fields of Health, Physical Activity and Physical Education.

Student Enrollment- Since the inception of the new BSPE program, enrollment has increased. More students are entering the program and more students are entering as freshmen.

Program Completion- Once students enter our program they complete it. This high level of success can be attributed to the personal care that each student in the BSPE program receives from staff.

Research/Funding-The most significant challenge for this program is a need for support that would help generate research, applications for funding and publications about how the program is currently interacting with their students. The new BSPE program represents current and cutting-edge methods, and it would be helpful to consider identifying resources to support communicating these findings to outside sources.

Space-The other concern for this program is space for classrooms and equipment storage suitable to the teaching of Physical Education methodology.

Moving forward, the BSPE program has prioritized continued work in the areas of culturally responsive teaching and the use of Physical Education as a classroom in which social and cognitive skills can be developed. We are committed to changing the face of Physical Education from the negatively charged experience to a safe, welcoming, environment in which all students can develop fully as individuals. This philosophy places the UW-Madison BSPE program at the cutting edge of Physical Education programming across the country and beyond. It is our intention to positively impact society through the development of knowledgeable, caring Physical Educators.

Additional Considerations for Graduate Students

G. Funding

Discuss the program's student funding data and mechanisms, along with any goals for providing funding guarantees. Include a discussion of funding issues, such as:

H. Professional Development and Breadth

Discuss the professional development opportunities of graduates and consider the following:

Appendix A.

UW-Madison FOUNDATIONAL KNOWLEDGE (Content) Standards

Standard Area 1. Learner and Learning Environment: Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development.

Teachers know:

- 1.1. Learners differ in cognitive, linguistic, social, emotional, and physical development and ways of knowing at different life stages and have varying patterns of development and learning.
- 1.2. To thrive, learners need supportive, inclusive, and safe learning environments and activities that support development and learning by being responsive to each learners' cognitive, linguistic, social, emotional, and physical needs.
- 1.3. Teachers' assumptions about learners should be identified and challenged, acknowledging how the interactions among learners' and teachers' culture, language, backgrounds, and ability levels affect the learning environment and each learner's learning success.
- 1.4. Learning environments change as technologies and information resources change.

Standard Area 2. Planning: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.

Teachers know:

- 2.1. How to combine knowledge of learners and their families and communities; learning environments; content areas and pedagogy; and assessment data to plan developmentally appropriate and challenging instruction that meets rigorous short and long-range goals and standards.
 - Knowledge of learners includes learners' prior knowledge and experiences, interests, cultural and linguistic diversity, strengths, and needs
 - Knowledge of content areas and pedagogy includes central concepts, tools of inquiry, and structures of the disciplines they teach; curriculum; cross-disciplinary skills; instructional strategies; technologies and other informational
 - Assessment data include information obtained from multiple types of formative and summative assessment

Standard Area 3. Engagement and Instruction: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.

Teachers know:

- 3.1. How to combine knowledge of learners their families, and communities; learning environments; how learning is organized and pursued; effective instructional strategies; evidence-based resources; and assessment data to create and implement responsive, appropriate, and challenging learning activities.
 - Knowledge of learner includes learner development
 - Organization and pursuit of learning includes central content, tools of inquiry, and structures of the discipline(s).

- Effective instructional strategies include search-based and other recommended instructional strategies relevant to the discipline.
- Creating and implementing learning activities includes selecting learning tasks, contemporary tools and resources, and strategies.

3.2. How to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard Area 4. Assessment: Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning.

Teachers know:

4.1. How to design and implement accessible, unbiased assessments that reveal learners' strengths and needs.

- Includes multiple forms of formative and summative assessment for different purposes
- Accessible and unbiased assessment includes accommodating for various learners, including learners with disabilities or learners with differing linguistic strengths and needs, and responding to linguistic and cultural biases associated with tests and their administration.

4.2. When appropriate, how to collaborate with others to design and implement assessments, and analyze data.

4.3. How to use assessment results to adjust instruction and intervention, and describe learners' progress toward goals and standards.

Standard Area 5. Professionalism and Ethics: Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.

Teachers know:

5.1. Cultural and linguistic considerations related to communication and family engagement

5.2. How teachers' reflection on their practices and assumptions informs instruction, helping teachers create and modify future learning activities that enhance learners' learning.

- Reflection on assumptions includes knowing there are multiple ways of knowing that may be differ among students and their teachers.

5.3. . That learning is a reciprocal activity that connects and affects both learner and teacher.

5.4. How to identify and ethically use available resources to maximize planning, assessing, instructing/engaging, and communicating with students, their families, and other educators.

5.5. Professional ethics; and state and federal law requirements, state and district policies and regulations that guide their interactions with and communications about students, colleagues, parents and communities, and their performances as teachers.

5.6. How institutional contexts, policies and practices influence inclusion and exclusion of some learners.

Appendix B.

UW-Madison PERFORMANCE Standards

Standard Area 1. Learner and Learning Environment: Teachers use knowledge of learners and human development to create responsive, inclusive, and respectful learning activities and environments that maximize learners' cognitive, linguistic, social, emotional, and physical development.

- 1.1 Create and implement developmentally appropriate and challenging learning experiences that reflect high expectations for every learner, supporting learners to (1) develop deep understanding of content areas and their connections, and (2) apply understanding in meaningful ways.
- 1.2 Collaborates with others to create supportive, inclusive, linguistically responsive, and safe learning environments that help all learners meet high standards and reach their full potentials.
- 1.3 Reflect on and meaningfully justify decisions relating to the learner and the learning environment.

Standard Area 2. Planning: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to plan and adjust developmentally appropriate and challenging learning activities and assessments.

- 2.1 Select and/or create and sequence individually supportive and challenging learning experiences that reflect knowledge of individual learners, curriculum, pedagogies, and resources.
 - Learning experiences (1) are appropriate for curriculum goals and content standards and (2) make the discipline accessible and relevant to learners.
 - Choose and sequence appropriate instructional strategies, accommodations, technologies and other informational resources, and materials to differentiate instruction providing multiple ways for learners to access instruction and demonstrate knowledge, skill, and mastery of content standards.
- 2.2 Choose, modify, and/or create formative and summative assessments to measure each learner's progress toward instructional goals.
- 2.3 Use assessment data to systematically adjust plans to respond to each learner's learning strengths and needs in relation to short- and long-range goals.
- 2.4 Reflect on and meaningfully justify planning decisions and base justifications in knowledge of learners, development, curriculum, pedagogies, and resources.

Standard Area 3. Engagement and Instruction: Teachers use knowledge of learners, contexts, disciplines, pedagogies and standards to implement planned and unplanned developmentally appropriate, challenging, and learner-responsive learning activities and maintain safe, inclusive, and respectful learning environments.

- 3.1 Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.
 - Learning activities address learning objectives and content standards.
- 3.2 Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learner's strengths and meet learners' needs.

- 3.3 Provide learners with opportunities to use timely, consistent, and informative feedback to revise their work and/or improve their performance.
- 3.4 Create and maintain positive, challenging, inclusive, and efficient learning environments by providing clear behavioral and learning expectations and supports, effectively managing learning environments, and promoting mutual respect for differing perspectives.
 - Efficient learning environment includes promoting learning and minimizing loss of instructional time.
- 3.5 Support learners' to develop and apply different perspectives of authentic (real-world) issues.
- 3.6 Use formal and informal assessment to continuously monitor learners' learning, and adjust instruction as appropriate.
- 3.7 Reflect on and meaningfully justify decisions relating to engagement and instruction and base justifications in knowledge of learners, development, curriculum, and evidence-based pedagogies and resources.

Standard Area 4. Assessment: Teachers create and implement meaningful assessments and use assessment results to inform instruction, communicate with parents and others, and provide feedback to learners to guide their future performance and learning.

- 4.1 Use multiple methods of unbiased, accessible assessment to monitor, verify, and document learner progress towards mastery of learning objective(s) and standards, and use data to plan or modify instruction to support each learner's learning.
 - Unbiased and accessible assessment includes selecting or modifying assessment tools and processes to accommodate learner language and learning differences.
- 4.2 When appropriate, work with others to create and implement comprehensive and appropriate assessment.
- 4.3 Use assessment to provide meaningful feedback to learners to guide future learning and/or performance.
- 4.4 Clearly and accurately communicate assessment results to parents/guardians and other professionals.
- 4.5 Reflect and meaningfully justify assessment decisions, considering the strengths and limitations of assessments methods in relation to learners' characteristics and experiences, development, curriculum, pedagogies, and resources.

Standard Area 5. Professionalism and Ethics: Teachers exhibit professionalism and adhere to ethical practices as they continue their own development and collaborate with others to improve their profession, school communities, and outcomes for students and families.

- 5.1 Use evidence to continually evaluate the effectiveness of their practices, and choice and use of technology and resources, adjusting as needed to improve communication and each learner's learning.
 - Includes making informed decisions about current technologies and their applications as they relate to improving learning.
- 5.2 Directly model safe, legal, and ethical use of technologies and information resources.
- 5.3 Maintain accurate instructional and non-instructional records while adhering to confidentiality requirements related to state and federal mandates.
- 5.4 Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.
- 5.5 Communicate and collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

5.6 Engage in ongoing professional learning.

5.7 Demonstrate leadership.

5.8 Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communications.

Appendix C. Assessment Map

BSPE Assessment Plan		
Assignment	Course	Standards
Emergency Care Scenarios	116	3.3
Teaching Presentation Critique	121	1.3
Critical Thinking Paper		3.5
Philosophy of Physical Education Paper		5.6
Research Project Discussion and Conclusion	315	3.5
Research Project Poster		4.4, 4.5
Research Project Discussion and Conclusion		5.2, 5.5
Research Project Methods		
Research Project Introduction and Literature Review		
316 Lesson plans	316	2.1
Pre K Elementary School age observational report		4.1
Discipline Model assignment	325	1.1, 1.2, 1.3
Planning assignment		2.1, 2.2, 2.3, 2.4
Community toolkit		3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
Facilitate and Reflect		4.3
Community toolkit		5.4, 5.5, 5.6
Behavioral response		
Integrating Culturally Responsive Teaching into the Multicultural Field Experience Paper	353	1.3
Infusing Act 31 into Physical Education Paper		3.1, 3.2, 5.4, 5.6, 5.7, 5.8
Cross-Cultural Event Paper		
Autobiography		
Grading system, Program/Teacher assessment	370	1.1, 1.2, 1.3
Planning assignment		2.1, 2.2, 2.3, 2.4
Program/Teacher assessment		4.1, 4.2, 4.3, 4.4, 4.5
Research assignment		5.3, 5.4, 5.5, 5.8
Planning assignment		
Grading system		
Planning, Teaching and Assessment assignment	371	1.2, 1.3
Skill Analysis Tables, Planning Notebook		2.1, 2.2, 2.3, 2.4
EdTPA assignment		3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
Teaching/Reflection		4.1, 4.2, 4.3, 4.4, 4.5
Content Analysis		5.1, 5.4, 5.5, 5.6, 5.7
Planning, Teaching and Assessment assignment	372	1.2, 1.3
Skill Analysis Tables, Planning Notebook		2.1, 2.2, 2.3, 2.4
EdTPA assignment		3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
Teaching/Reflection		4.1, 4.2, 4.3, 4.4, 4.5
Content Analysis		5.1, 5.4, 5.5, 5.6, 5.7
Planning, Teaching and Assessment assignment	373	1.2, 1.3
Skill Analysis Tables, Planning Notebook		2.1, 2.2, 2.3, 2.4
EdTPA assignment		3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7
Teaching/Reflection		4.1, 4.2, 4.3, 4.4, 4.5
Content Analysis		5.1, 5.4, 5.5, 5.6, 5.7
Physical Education Program Design/Facility Design	412	1.3
Physical education Program Design		2.4
Observation Reflections		3.7
		5.2
		5.4
		5.8

Appendix D.

2011 School of Education Teacher Standards

UW–Madison teacher education students must meet all state licensing requirements for initial teaching certification in Wisconsin. These requirements, sometimes referred to as administrative rules "PI 34," mandate that individuals demonstrate proficiency on state-approved teaching standards. Each teacher education institution in Wisconsin has adopted a set of teacher education standards that meet state guidelines. These standards must be met by all students completing a licensing program. Following are the current standards of the UW–Madison School of Education. Note: These standards will be updated during the 2013–14 academic year.

Standard #1: Teachers design learning environments and pedagogical practices for students that are grounded in concepts and interpretive frameworks provided by disciplines that study human development and learning.

Standard #2: Teachers understand how local, state, national, and global social and political contexts differentially affect schooling and its outcomes for students.

Standard #3: Teachers understand the central concepts, assumptions, tools of inquiry, ways of reasoning, uncertainties, and controversies of the disciplines that they teach to students.

Standard #4: Teachers are knowledgeable about the problems, challenges, and opportunities that commonly arise as students develop understanding or competence in particular domains.*

Standard #5: Teachers can articulate and defend their curricular and instructional choices with sound ethical and pedagogical justifications.

Standard #6: Teachers use the knowledge and abilities necessary for collaboration with individuals, groups and agencies within the school and community. They base instruction of students on an understanding of curricular goals, subject matter and the community, and help the students make connections between community-based knowledge and school knowledge.

Standard #7: Teachers understand and adapt to students' multiple forms of expressing and receiving experiences, ideas and feelings.

Standard #8: Teachers understand and thoughtfully use formal and informal evaluation strategies to assess students' achievements, strengths, challenges and learning styles for continuous development.

Standard #9: Teachers establish and maintain an environment that engages students in learning while providing for their physical and socio-emotional well-being.

Standard #10: Teachers understand and use a variety of instructional strategies to enhance students'

learning.

Standard #11: Teachers appropriately incorporate new and proven technologies into instructional practice. They understand the major social, cultural, and economic issues surrounding their implementation.

Standard #12: Teachers design educational environments and use instructional practices that accommodate students' achievements, strengths, challenges, interests and learning styles.

Standard #13: Teachers are reflective practitioners who evaluate the effects of their assumptions, choices and actions on others (students, parents, and other professionals in the learning community) and who actively seek out opportunities to grow professionally. They examine assumptions enmeshed in ways of thinking and in familial, institutional, and cultural lore and practices.

Standard #14: Teachers relate to students, families and community members in a fair, respectful and sensitive manner. They show an appreciation for the cultural** diversity of our society.

Standard #15: Teachers understand the legal rights and responsibilities of professional educators and the law as it applies to their specific domains of teaching.

Appendix E.

Program Promotion Activities

National/International	Area
Presentations-SHAPE, NASPE, ASCD, AEE	Guidance counselors-brochures
Committee memberships-NASPE, SHAPE	Area Schools-brochures
Consultation/Submission to high profile sources-PE Central	Community services-home school, APE
Publications	Teacher connections-create resources; provide training, use as consultants
PETE Web presence	Grant consultation
National accreditation	Provide in-services
Great alumni teaching	Great alumni teaching
Exchange programs	Practicum/Student Teaching collaborations
Travel/Networking	Alumni reunions/outings
Facebook page	Summer camps
Twitter account	Special community events
Listerv postings	College for Kids
YouTube video	Speaker
	High school visits
Statewide	
	On Campus
Guidance counselors-Digital brochures	Shared committee work
WHPE presentations	SOAR-give aways
WPHE committee membership	Grant collaboration
UW-Colleges-brochures	Technological innovations
Collaboration with other campuses-WISE	Course collaboration
Contribute to IDEAS website	Submit articles for campus publications
Great alumni teaching	Ethnic advising services
Alumni newsletter	Athletic department advisors
MATC-brochures	Kinesiology students in our courses
Grandparent University	Education majors in our courses
	Play day
	Posters