



INSTRUCTIONS FOR PROPOSING UNDERGRADUATE CERTIFICATES and USE OF PROPOSAL FORM

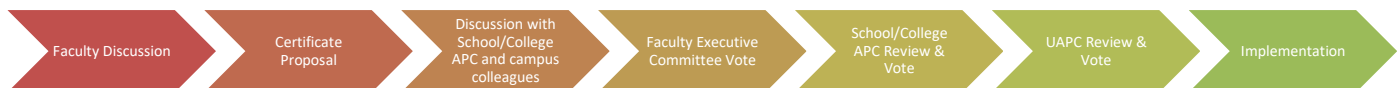
A certificate program is a designated set of for-credit courses focused upon a specific topic or theme that give students the opportunity to pursue a subject of interest in a formalized way that is documented on the transcript. Undergraduate certificates should complement students' degree/major programs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

PLANNING THE UNDERGRADUATE CERTIFICATE

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

APPROVAL STEPS FOR UNDERGRADUATE CERTIFICATES

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



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

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

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

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



**PROPOSAL FORM
UNDERGRADUATE CERTIFICATE PROGRAM**

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

1. Certificate name and academic home

- 1.1. Certificate name: Athletic Healthcare
- 1.2. Home Department/Academic unit (Name/UDDS): Kinesiology (KINESIO)
- 1.3. Home School/College: Education, School of
- 1.4. Faculty director of the certificate program (name, title, email):
David Bell, Associate Professor, drbell2@wisc.edu
- 1.5. Primary faculty/staff contact (name, title, email):
Andrew Winterstein, Distinguished Clinical Professor, apwinter@wisc.edu
- 1.6. Primary school/college dean's office contact (name, title, email):
Carolyn Kelley, Senior Associate Dean of Academic Programs, carolyn.kelley@wisc.edu
- 1.7. Date form completed: 10/28/2019

2. Approval, Implementation and Review

- 2.1. School/College Approval Date: [Click here to enter a date.](#)
- 2.2. UAPC Approval Date: [Click here to enter a date.](#)
- 2.3. Expected first term of student enrollment (fall term after UAPC approval): Fall 2020
- 2.4. Year of first program review (5 years after first student enrollment): 2025
- 2.5. Are all academic programs in the home academic unit are up to date for program review? Yes
 - 2.5.1. If no, please provide an explanation:
Type an explanation here. (500 word limit)

Information to be completed by RO and APIR:

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

3. Purpose, rationale, justification

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

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

The purpose of this certificate is to provide students with specialized knowledge related to the fields of healthcare, sports, medicine, and physically active populations. We are proposing this certificate to meet an unmet need. With Athletic Training moving to a Professional Preparation Master's Degree, there is no remaining program at the undergraduate level that focuses on these topics. The structure of this certificate also allows us to take a broader approach to athletic healthcare and meet the stated interests of a diverse range of undergraduates and do so in a way that does not inhibit time to degree.

A goal of this certificate is to provide information to students regarding populations who might access athletic healthcare through physical activity, healthcare (injury), injury prevention, and youth sports. This includes any population who might have a musculoskeletal injury that would like to return to activity. For example, this would include adolescents (ages 10 to 17) and young adults (ages 18 to 25), who make up 22% of the United States population (Healthy People 2020). These populations are active and are likely to access health care fields associated with the certificate.

Additionally, the core courses we are offering will address feedback we commonly hear from Exercise and Movement Science students on their exit surveys such as, "I would like more classes applying what we've learned to professional settings", "I think more classes that are hands on and allow students to demonstrate their abilities and learn through doing would greatly benefit the program", and "I also wish there were more applied classes that were centered around lab/hands on work instead of centered around a lecture with a lab on the side. I always hear about how much hands on work the athletic training students did and wish there was something like that for EMS."

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

A significant number of students in the Department of Kinesiology and Biological science in general have indicated they are interested in the medical and health science fields. According to the Center of Pre-Health Advising, up to 70% of incoming undergraduate students are interested in healthcare related professions. In a recent survey of Kinesiology and Pre-Kinesiology undergraduates, 93% indicated their career goal was in the medical or health science fields (Athletic Training, Physical Therapy, Occupational Therapy, Physician Assistant, and Medical Doctor).

There is no unified programmatic offering on campus that meshes the healthcare desires of undergraduates with the post graduate needs. This certificate provides students with specialized knowledge related to the fields of healthcare, sports, medicine, and physically active populations.

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

This certificate will be attractive to students interested in the healthcare field. Nationally, the Bureau of Labor Statistics has projected faster than average growth from 2018-2028 in job categories relevant to the certificate. Employment of healthcare practitioners is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations. Overall, healthcare occupations are projected to add more jobs than any of the other occupational groups. The broader healthcare needs of the citizens of Wisconsin and beyond are well documented. Additional understanding of athletic healthcare will be a benefit to the broad range of future healthcare professionals this certificate will serve. In a recent survey of Kinesiology and Pre-Kinesiology undergraduates, 98.7% (160/162) of respondents were "interested", with 73% indicating they were "very interested" in this certificate.

4. Curriculum

4.1. Delivery modality:

☒ Face-to-face

☐ Distance

Distance-delivered programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.

4.2. Provide a complete list of requirements.

Students must complete 14-15 total credits. The 9 credits of core courses will provide the foundational content and instruction needed to be successful in subsequent certificate courses and will provide an upper-level course focusing on application and mastering knowledge. Students will also complete 5-6 credits of breadth elective courses that span the departments of Kinesiology, Rehabilitation Psychology and Special Education, School of Nursing, Population Health Sciences, Community & Environmental Soc, Human Development and Family Studies, and Psychology. Breadth courses give students from a wide array of backgrounds and majors to select courses that will be applicable to a variety of diverse career interests or the students will also have the ability to choose courses in a more narrowed and detailed focus. Allowing for a set of focused elective choices or range of elective topic areas will be a benefit and a draw to students pursuing a variety of career paths.

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

| Department & course # | Course Title | Credits | Last term taught | Requisites |
|--|--|---------|------------------|---|
| Athletic Healthcare: Core Courses (9 credits) | | | | |
| KINES 127 | Introduction to Athletic Healthcare | 2 | Fall 2019 | None |
| KINES 227* | Introduction to Clinical Anatomy of Human Movement | 2 | Spring 2019 | None |
| KINES 387 | The Young Athlete: Considerations for Exercise, Medicine, & Activity | 2 | New | None |
| KINES 487 | Athletic Healthcare: Contemporary Perspectives | 3 | New | Kines 127 |
| Breadth Electives (5-6 credits) | | | | |
| C&E SOC/SOC 533 | Public Health in Rural & Urban Communities | 3 | Spring 2019 | Intro Soc course (140, 181, 210 or 211) |
| HDSF 362 | Development of the Young Child | 3 | Fall 2019 | None |
| HDSF 363 | Development from Adolescence to Old Age | 3 | Fall 2019 | Soph standing |
| Kines 140 | Science and Practice of Resistance Training | 2 | Fall 2019 | None |

| Department & course # | Course Title | Credits | Last term taught | Requisites |
|-----------------------|--|---------|------------------|---------------|
| Kines 150 | Foundations of Health Behavior and Health Equity | 3 | Fall 2019 | None |
| Kines 555 | Sports Science & Athlete Monitoring | 3 | Fall 2019 | None |
| Nursing 105 | Health Care Systems: Interdisciplinary Approach | 2 | Fall 2019 | None |
| POP HLTH 370 | Intro to Public Health: Local to Global Perspectives | 3 | Spring 2019 | None |
| RP&SE 125 | Health and Rehabilitation Professions | 3 | Fall 2019 | None |
| RP&SE 310 | Positive Psychology and Well Being | 3 | Fall 2019 | Soph standing |
| PSYCH 405 | Abnormal Psychology | 3-4 | Fall 2019 | Psych 202 |

*Fulfills biological breadth requirement

4.4. Total credits required: 14-15

Checklist for Verification of Curricular Policy Requirements*

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

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

- ☒ Students must earn a minimum 2.000 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are included in the calculation of the GPA.

*Provide explanation and rationale for any Curricular Policy Requirements that have not been affirmed.

5. Assessment

- 5.1. ☒ Attach the full Assessment Plan when submitting this proposal.
See the Basic Assessment Plan for Undergraduate and Graduate Certificate Programs for instructions and the accompanying template. The Basic Assessment Plan and Template are minimum expectations for this information. Programs that have developed plans that exceed what is specified in the basic plan may provide that information.

- 5.2. Provide a summary of the Undergraduate certificate assessment plan including learning goals, key methods and assessment approaches, and how assessment information will be reviewed and acted on.

Indirect assessment will include alumni surveys every three years related to the learning objectives. Direct assessments of learning objectives include yearly assessments of student work in core classes. The three-member team will include David Bell, Morgan Shields, and Andrew Winterstein. Assessment data will be compiled on the agreed upon schedule and reviewed by the committee and a report provided to the Undergraduate Studies Committee for their review. The report will cover 1) student engagement and quality of work; 2) if learning goals/competencies of the certificate are being met; 3) identifying areas of improvement in the certificate (course/elective offerings, etc.); 4) discuss if program is reaching target students. Recommendations are reviewed by committee and appropriate action plans developed and timetables determined for implementation and further review. Any recommendations that require course or program changes will be proposed and vetted through the appropriate governance structures.

6. Admission & Enrollment

- 6.1. Which students are eligible for the certificate?
- ☒ Undergraduates in all schools/colleges (this is the default eligibility)
 - ☐ Undergraduates in specific schools/colleges. List specific schools/colleges and provide a justification for limits. List schools/colleges here with justification for limits.
 - ☐ University Special (non-degree seeking students). See the appendix for Enrollment of University Special students in undergraduate certificates. Include the addendum form with the proposal.
- 6.2. Does the certificate have additional limits on admission? Yes
- 6.2.1. If yes, explain criteria and application process.
- Students must complete "Introduction to Athletic Healthcare" (Kinesiology 127) with a grade of B or better to apply to the certificate program. Staff in the School of Education Academic Services office (EAS) will administer the application and declaration process.
- Admission limits should be related to interest or aptitude for the content and not based on a high GPA cut off; degree-seeking students have already faced competitive and selective processes for admission, so criteria should be designed to select for skill/aptitude/interest in the focused area.*
- 6.3. Projected annual enrollment: 40
- 6.4. Maximum enrollment (using existing instructional and student services resources): 80

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

We have included courses that are regularly offered with adequate enrollment. Two of the four core courses have been routinely offered and have sufficient enrollment, not part of a certificate program, therefore, we have confidence that these courses will continue to succeed regardless of enrollment of fluctuations. We anticipate that making these courses part of a certificate will enhance enrollment that much more. Doctoral students can TA or teach additional sections of a number of courses in the curriculum, and the Kinesiology department is supportive of this. In addition, funds earned from the delivery of summer courses will fund additional instructors to meet demand.

Checklist for Verification of Admission Policy Requirements*

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

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

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

7. Advising

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

Andrew Winterstein, Distinguished Clinical Professor, Kinesiology
Morgan Shields, Faculty Associate, Kinesiology

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

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

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

8. Governance & Faculty

8.1. The certificate is governed by:

- ☒ Existing department or school/college governance committees
- ☐ New certificate governance committees

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

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

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

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

David Bell, Associate Professor, Kinesiology

Andrew Winterstein, Distinguished Clinical Professor, Kinesiology

Sharon V. Clark, Faculty Associate, Kinesiology

Morgan Shields, Faculty Associate, Kinesiology

9. Related Programs

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

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

Students may not earn a major or certificate with the same name/subject area. Students may not earn a certificate in which the certificate coursework overlaps 50% or more with another major or certificate. The list should include such majors and certificates. It is the responsibility of the department to monitor students and ensure they are not enrolled in overlapping certificates or major programs.

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

This certificate will be frequently completed by students pursuing the following majors: Exercise and Movement Science, and Health Promotion and Health Equity.

For Exercise and Movement Science majors, the certificate adds 4 courses that would not otherwise fill requirements: KINES 127 (2 credits), KINES 227 (2 credits), KINES 487 (3 credits), and one elective courses (2-3 credits). 9-10 extra credits in total.

For Health Promotion and Health Equity majors, the certificate adds 4 courses that would not otherwise fill requirements: KINES 127 (2 credits), KINES 227 (2 credits), KINES 387 (2 credits), KINES 487 (3 credits). 9 extra credits in total.

10. Resources and Ongoing Commitment

10.1. What resources are allocated to the undergraduate certificate program?

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

Checklist for Verification of Ongoing Commitments*

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

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

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

Required attachments

- ☒ Supporting letters/memos
Letters or memos from other academic units that will have overlapping interest (units that provide courses for the certificate, share a student audience, represent a closely related area of study, have overlapping faculty, have names that are similar) are required.
- ☒ Assessment plan
See the Basic Assessment Plan and Template for Undergraduate and Graduate Certificates for detail.
- ☒ Appendix – Form for enrolling University Special students, if relevant

Certificate in Athletic Healthcare Assessment Plan

Certificate Program Name: Athletic Healthcare

Certificate Level (Undergraduate or Graduate/Professional): Undergraduate

Faculty Director Name, Contact Information, Title: David Bell, Associate Professor, drbell2@wisc.edu; 608-265-2891

Primary Program Contact Name, Contact Information, Title: Andrew Winterstein, Distinguished Clinical Professor, winterstein@education.wisc.edu

Date this assessment plan was adopted by the program faculty: 10/22/2019

Student Learning Outcomes (What)

1. Define athletic healthcare and identify components of the healthcare system commonly used in athletic healthcare.
2. Differentiate specific roles of healthcare professions that comprise an interdisciplinary healthcare team.
3. Identify the impact of public health policy on clinical practice in athletic healthcare.
4. Develop practical skills and knowledge that are commonly utilized in an athletic healthcare clinical setting.

Curriculum Map (Where)

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

| Curriculum Map (Where) | Enter program-level learning outcomes and mark which course or contributes to which learning outcome. | | | |
|---|---|---------------------|---------------------|---------------------|
| <u>Degree Program Courses or Experiences</u> | Learning Outcome #1 | Learning Outcome #2 | Learning Outcome #3 | Learning Outcome #4 |
| KINES 127 | X | x | x | x |
| KINES 227 | | | | x |
| KINES 387 | | x | x | |
| Kines 487 | | x | x | x |

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

| Assessment Planning (How) | For each learning outcome, indicate how you plan to assess whether or not students are meeting the expectation, as well as when each learning outcome will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method. | | | |
|--|---|---|---|---|
| | Learning Outcome #1 | Learning Outcome #2 | Learning Outcome #3 | Learning Outcome #4 |
| Method for assessing learning (at least one direct method required) | Direct: Average score of a written assignment about athletic healthcare in Kines 127 to demonstrate proficiency of this objective. | Direct: Students will meet the satisfactory requirements of the School of Education in KINES 387 and 487 coursework (GPA > 2.50). | Direct: Students will meet the satisfactory requirements of the School of Education in KINES 387 and 487 coursework (average GPA > 2.50). | Direct: Students will meet the satisfactory requirements of the School of Education in KINES 227 and 487 coursework (average GPA > 2.50). |
| | Indirect Assessment: Alumni survey every 3 years. The survey will assess how well students believe their education addressed each learning objective. The survey will be sent beginning in 2023 and be included in the annual report of learning goal assessments. | | | |
| Timetable for assessment activity (at least one activity each year; all outcomes reviewed in a 3-year cycle) | Direct: Annual Indirect: Every 3 years | Direct: Annual Indirect: Every 3 years | Direct: Annual Indirect: Every 3 years | Direct: Annual Indirect: Every 3 years |

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

Assessment Review and Reporting (So What)

1. Who is responsible for assessment? The three-member team will include:
 1. David Bell, Associate Professor, Department of Kinesiology
 2. Morgan Shields, Department of Kinesiology, Undergraduate Program Coordinator
 3. Andrew Winterstein, Department of Kinesiology, Distinguished Clinical Professor
2. What is the plan for review of the assessment information? Assessment data is compiled on the agreed upon schedule and reviewed by the Committee and a report provided to the Undergraduate Studies Committee for their review.
3. What is the plan for production of annual summary report? What is the plan for production of annual summary report? The three-member panel is responsible for producing the annual summary report and sharing the information with the Dept. of Kinesiology Undergraduate Studies Committee. The report will cover 1) student engagement and quality of work; 2) if learning goals/ competencies of the certificate are being met; 3) identifying areas of improvement in the certificate (course/elective offerings, etc.); 4) discuss if program is reaching target students.
4. How will recommendations be implemented? Recommendations are reviewed by committee and appropriate action plans developed and timetables determined for implementation and further review. Any recommendations that require course or program changes will be proposed and vetted through the appropriate governance structures.

Exercise and Movement Science + **Athletic Healthcare Certificate**

| Semester 5 - Fall | | 14 cr | Semester 6 - Spring | | 14 cr |
|--------------------------|---|--------------|----------------------------|--|--------------|
| Kines 330 | Research in Kinesiology | 2 | Kines 361 | Motor Learning & Performance | 3 |
| ANAT & PHY 335 | Physiology | 5 | Kines 314 | Physiology of Exercise | 4 |
| Kines 350 | Intro to Exercise Psychology | 3 | ANAT&PHY 337 & 338 | Anatomy Lecture & Lab | 3 & 2 |
| Kines 127 | Introduction to Athletic Healthcare (AHC Core) | 2 | Kines 378 | The Young Athlete: Considerations for Exercise, Medicine, & Activity (AHC core, EMS elective) | 2 |
| Kine 227 | Introduction to Clinical Anatomy of Human Movement (AHC Core) | 2 | | | |
| Semester 7 - Fall | | 15 cr | Semester 8 - Spring | | 12 cr |
| Kines 300 | Practicum in Kinesiology | 3 | Kines 318 | Intro to Biomechanics | 3 |
| Comm B | | 3 | Kines elective | | 3 |
| Kines 555 | Sports Science & Athlete Monitoring (AHC & EMS elective) | 3 | Kines elective | | 3 |
| Kines 487 | Athletic Healthcare: Contemporary Perspectives (AHC Core) | 3 | Cert Elective | | 3 |
| Kines elective | | 3 | | | |

Certificate Courses are in red text

Health Promotion and Health Equity Major + Athletic Healthcare Certificate

| Semester 1 - Fall | 12 cr | Semester 2 - Spring | 12 cr |
|--|-------|--|-------|
| Comm A | 3 | History | 3 |
| Quant A | 3 | Bio Sci | 3 |
| Social Science | 3 | Lab Sci | 3 |
| Social Science | 3 | CP 237-Mental Health, Self-Awareness, and Social Justice... | 3 |
| Semester 3 - Fall | 14 cr | Semester 4 - Spring | 12 cr |
| Social Science | 3 | Humanities Lit | 3 |
| Liberal Arts elective | 3 | Humanities Fine Arts | 3 |
| Physical Science | 3 | Science Elective | 3 |
| Kines 127 Introduction to Athletic Healthcare (AHC Core) | 2 | Kines 150-Foundations of Health Behavior and Health Equity (HPHE Core and AHC elective) | 3 |
| Semester 5 - Fall | 14 cr | Semester 6- Spring | 12 cr |
| Kines 370- Planning, Facilitating and Assessment ... | 3 | Global Perspective | 3 |
| RP&SE 325- Self-Management of Chronic Illness and Disability | 3 | Quant B | 3 |
| 2 HPHE Electives | 6 | Kines 235- Human Physiology and Health | 4 |
| Kines 227- Introduction to Clinical Anatomy of Human Movement (AHC core) | 2 | Kines 387- The Young Athlete: Considerations for Exercise, Medicine, & Activity (AHC core) | 2 |
| Semester 7- Fall | 15 cr | Semester 8- Spring | 12 cr |
| Humanities Other | 3 | Kines 566- Promoting Health in the Community | 3 |
| CP 531- Prevention and Intervention in Mental Health... | 3 | RP&SE 505- Biological, psychological, and Vocational ... | 3 |
| RP&SE 516- Health Promotion for Individuals with Disability... | 3 | CP 655; Clinical Communication Skills | 3 |
| Kines 487; Athletic Healthcare: Contemporary Perspectives | 3 | HPHE Elective | 3 |
| Comm B | 3 | | |

Certificate Courses are in red text

: CERTIFICATE IN ATHLETIC HEALTHCARE

Export to PDF

New Program Proposal

Changes saved but not submitted

Viewing: : Certificate in Athletic Healthcare

Last edit: Mon, 25 Nov 2019 16:36:15 GMT

Final Catalog

Rationale for Inactivation

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

| Name |
|----------------------|
| Carolyn Kelley - EDU |

Proposal Abstract/Summary:

The certificate in Athletic Healthcare is a 14-15 credit undergraduate certificate (9 core, 5-6 elective) that provides students with specialized knowledge related to the fields of healthcare, sports, medicine, and physically active populations. The certificate in athletic healthcare leverages current courses to provide a structured undergraduate offering for students with an interest in healthcare for active populations. According to the Center of Pre-Health Advising, up to 70% of incoming undergraduate students are interested in healthcare related professions. However, students with an interest in sports and medicine can take a variety of courses but do not have a structured offering at the undergraduate level. This certificate fills that gap. The identified certificate core courses combined with the breadth of elective options give students from a wide array of backgrounds and majors choices that will be applicable to a variety of diverse career interests. This program is intended to provide students with meaningful learning experiences and ultimately give them an advantage in pursuing advanced or professional degrees in a variety of health-related fields.

Type of Approval

Governance Approval Needed

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

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

Basic Information

Program State:

Type of Program:

Certificate

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?

Undergraduate

Parent Home Department:

Home Department:

Kinesiology (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?

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Certificate in Athletic Healthcare

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?

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?

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.

| Role Type | Name (Last, First) | Email | Phone | Title |
|------------------|-----------------------|-------------------|--------------|----------------------------------|
| Department Chair | Diffie, Gary M | gmdiffie@wisc.edu | 608/262-7732 | |
| Faculty Director | Bell, David R | drbell2@wisc.edu | 608/265-2891 | Associate Professor |
| Primary Contact | Winterstein, Andrew P | apwinter@wisc.edu | 608/265-2503 | Distinguished Clinical Professor |

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

Departments

Kinesiology (KINESIO)

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

Yes

Please explain.

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

Yes

Please explain.

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

Yes

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:

Fall 2020 (1212)

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):

2024

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

2026

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

All of the courses in the Certificate exist and are offered on a regular basis except for Kinesiology 387 (The Young Athlete: Considerations for Exercise, Medicine, & Activity) and Kinesiology 487 (Athletic Healthcare: Contemporary Perspectives). Both are currently submitted for approval alongside this proposal. After approval, advertising and advising students about this opportunity will be done by the Department of Kinesiology and the School of Education. Information about the certificate will be available on the School of Education and Kinesiology websites and the campus guide. The SoE's Academic Services office (EAS) will administer the process that students will use to declare enrollment in the certificate. Certificate students must earn a minimum grade point average of 2.5 on required certificate coursework to align with the School of Education's requirement for good academic standing.

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?

The purpose of this certificate is to provide students with specialized knowledge related to the fields of healthcare, sports, medicine, and physically active populations. We are proposing this certificate to meet an unmet need. With Athletic Training moving to a Professional Preparation Master's Degree, there is no remaining program at the undergraduate level that focuses on these topics. The structure of this certificate also allows us to take a broader approach to athletic healthcare and meet the stated interests of a broader range of undergraduates and do so in a way that does not inhibit time to degree.

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

A significant number of students in the Department of Kinesiology and biological science, in general, have indicated they are interested in the medical and health science fields. According to the Center of Pre-Health Advising, up to 70% of incoming undergraduate students are interested in healthcare related professions. In a recent survey of Kinesiology and Pre-Kinesiology undergraduates, 93% indicated their career goal was in the medical or health science fields (Athletic Training, Physical Therapy, Occupational Therapy, Physician Assistant, and Medical Doctor).

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.

In a recent survey of Kinesiology and Pre-Kinesiology undergraduates, 98.7% (160/162) of respondents were 'interested' in the certificate (very interested: 73%; somewhat interested: 26%). When asked how likely they would be to enroll in the certificate, 36% were extremely likely and 51% were likely. 54% of respondents indicated that the certificate would help them meet their career goals.

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

This certificate will be attractive to students interested in the healthcare field. Nationally, the Bureau of Labor Statistics has projected faster than average growth from 2018- 2028 in job categories relevant to the certificate. Employment of healthcare practitioners is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations. Overall, healthcare occupations are projected to add more jobs than any of the other occupational groups. The broader health care needs of the citizens of Wisconsin and beyond are well documented. Additional understanding of athletic healthcare will be a benefit to the broad range of future healthcare professionals this certificate will serve.

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?

There is no unified programmatic offering on campus that meshes the healthcare desires of undergraduates with the post graduate needs. This certificate provides students with specialized knowledge related to the fields of healthcare, sports, medicine, and physically active populations.

What is the rationale for this change?

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

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.

| Name (Last, First) | Department | Title |
|-----------------------|-----------------------|----------------------------------|
| Winterstein, Andrew P | Kinesiology (KINESIO) | Distinguished Clinical Professor |
| Bell, David R | Kinesiology (KINESIO) | Associate Professor |
| Clark, Sharon V | Kinesiology (KINESIO) | Faculty Associate |

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

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

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

| Name (Last, First) | Department | Title |
|-----------------------|-----------------------|----------------------------------|
| Winterstein, Andrew P | Kinesiology (KINESIO) | Distinguished Clinical Professor |

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

The additional advising load related to the new certificate will be met in several ways. Promoting student interest and directing them to the introductory course required to begin the certificate program will be achieved through our recruitment efforts with the Center for Pre-Health Advising, School of Education Academic Services, cross college advising services, as well as through the course guide, school, and departmental webpage. Students within the Department of Kinesiology will be provided additional information on certificate requirements in conjunction with the current group advising structure. The School of Education Academic Services can provide advising support, the primary campus contact for the Athletic Healthcare certificate will be available for support and oversight of the advising process. Lastly, given the straight forward nature of the certificate requirements combined with the detailed information on the university guide pages students will be able to self-select courses that meet the certificate requirements.

Describe how student services and advising will be supported.

Advising for the Athletic Healthcare certificate will be supported by using existing resources in the School of Education and Department of Kinesiology. Current advising loads in the athletic training program be adjusted when that program moves to Master's degree. Oversight of the advising will be the responsibility of the Athletic Healthcare certificate primary contact in the Dept. of Kinesiology. The SoE's Academic Services office (EAS) will administer the process that students will use to declare enrollment in the certificate.

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.

Yes

Select the Graduate Research Scholars Community for this program.

Resources, Budget, and Finance

Is this a revenue program?

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

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.

None currently. However, depending on the popularity of the certificate it is possible that core courses may need to be offered more than once per semester.

Are new Library resources needed to support this program?

No

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?

Undergraduates in all schools and colleges

List the specific schools and colleges.

Provide justification for the limits.

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

No

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

DECLARATION PROCESS

Students must complete Introduction to Athletic Healthcare (Kinesiology 127) (<https://guide.wisc.edu/courses/kines/>) with a grade of B or better prior to apply to the certificate program. Students intending to complete the athletic healthcare certificate should contact visit the School of Education's Apply to a Program (<https://www.education.wisc.edu/soe/academics/undergraduate-students/academic-program-admission/>) page to complete a declaration form.

Describe plans for recruiting students to this program.

We will coordinate recruitment with the Center for Pre-Health Advising, School of Education Academic Services, cross college advising services, as well as through the course guide, school, and departmental webpage.

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:

| Year | Projected Enrollment |
|--------|----------------------|
| Year 1 | 15 |
| Year 2 | 20 |
| Year 3 | 40 |
| Year 4 | 65 |
| Year 5 | 80 |

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

80

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

Our careful planning we have included courses that are regularly offered with adequate enrollment. Two of the four core courses have been routinely offered and have sufficient enrollment, not part of a certificate program, therefore, we have confidence that these courses will continue to succeed regardless of enrollment of fluctuations. We anticipate that making these courses part of a certificate will enhance enrollment that much more.

If enrollment is much higher, we have selected a broad range of carefully selected courses that satisfy a broad range of electives. Therefore, we only have to worry about over enrollment in core courses. Our primary strategy would be to increase offerings (sections, pursue summer) to accommodate.

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

Requirements of this 14-15-credit certificate program include both required and elective coursework. All coursework must be taken for a letter grade. Certificate students must earn a minimum grade point average of 2.5 on required certificate coursework. At least 8 credits must be earned in residence at UW–Madison.

CORE COURSES

Complete all of the following:

| Code | Title | Credits |
|-----------|--|---------|
| KINES 127 | Introduction to Athletic Healthcare | 2 |
| KINES 227 | Introduction to Clinical Anatomy of Human Movement | 2 |

BREADTH ELECTIVE COURSES

Complete 5-6 credits from the following:

| Code | Title | Credits |
|------------------------------|---|---------|
| C&E SOC/SOC 533 | Public Health in Rural & Urban Communities | 3 |
| HDFS 362 | Development of the Young Child | 3 |
| HDFS 363 | Development from Adolescence to Old Age | 3 |
| KINES 140 | Science and Practice of Resistance Training | 2 |
| KINES 150 | Foundations of Health Behavior and Health Equity | 3 |
| KINES 555 | Sports Science & Athlete Monitoring | 3 |
| NURSING/S&A PHM/SOC WORK 105 | Health Care Systems: Interdisciplinary Approach | 2 |
| POP HLTH 370 | Introduction to Public Health: Local to Global Perspectives | 3 |
| RP & SE 125 | Health and Rehabilitation Professions | 3 |
| RP & SE 310 | Positive Psychology and Well Being | 3 |
| PSYCH 405 | Abnormal Psychology | 3-4 |

VERIFICATION OF CERTIFICATE COMPLETION

Submit the certificate completion form (<https://www.education.wisc.edu/soe/academics/undergraduate-students/academic-programs/>) during the semester that all certificate requirements will be completed. This form starts the administrative process that (1) verifies that the requirements have been completed and (2) posts this information on the student's transcript.

CERTIFICATE COMPLETION REQUIREMENT

This undergraduate certificate must be completed concurrently with the student's undergraduate degree. Students cannot delay degree completion to complete the certificate.

Total credits required:

14-15

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

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 | Define Athletic Healthcare and identify components of the healthcare system commonly used in athletic healthcare. |
| 2 | Differentiate specific roles of healthcare professions that comprise a interdisciplinary healthcare team. |
| 3 | Identify the impact of public health policy on clinical practice in athletic healthcare. |
| 4 | Develop practical skills and knowledge that are commonly utilized in an athletic healthcare clinical setting. |

Summarize the assessment plan.

Indirect assessment will include alumni surveys every three years related to the learning objectives. Direct assessments of learning objectives include yearly assessments of student work in core classes. The three-member team will include David Bell, Morgan Shields, and Andrew Winterstein. Assessment data will be compiled on the agreed upon schedule and reviewed by the committee and a report provided to the Undergraduate Studies Committee for their review. The report will cover 1) student engagement and quality of work; 2) if learning goals/competencies of the certificate are being met; 3) identifying areas of improvement in the certificate (course/elective offerings, etc.); 4) discuss if program is reaching target students. Recommendations are reviewed by committee and appropriate action plans developed and timetables determined for implementation and further review. Any recommendations that require course or program changes will be proposed and vetted through the appropriate governance structures.

Approved Assessment Plan:

Athletic Health Care Assessment plan_final.pdf

Related Programs

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

Select Majors and Certificates, enter one per box. Use the green + to create additional boxes.

No Major Code

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.

| Select Majors, enter one per box. Use the green + to create additional boxes. | Evidence |
|---|--|
| Kinesiology | For Exercise and Movement Science majors, the certificate adds 4 courses that would not otherwise fill requirements: KINES 127 (2 credits), KINES 227 (2 credits), KINES 487 (3 credits), and one elective courses (2-3 credits). 9-10 extra credits in total. See attached files for course sequencing. |
| Health Promotion and Health Equity | For Health Promotion and Health Equity majors, the certificate adds 4 courses that would not otherwise fill requirements: KINES 127 (2 credits), KINES 227 (2 credits), KINES 387 (2 credits), KINES 487 (3 credits). 9 extra credits in total. |

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.

Yes

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

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Courses in the curriculum are numbered 699 or lower.

Yes

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

Yes

Special topics courses are only used if all topics count for the certificate.

Yes

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Yes

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.

Yes

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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.

Yes

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

Yes

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

Yes

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.

| Name (Last, First) | Date of contact/ support letter received | School, College, or Department | Comment by contact person | On behalf of |
|----------------------|--|---|---|--------------|
| Leko, Melinda M | Received 11/8/2019 | Rehab Psych and Special Educ (RP & SE) | Full support provided. | |
| Mcdaniel, Annette K | Received 11/3/2019 | Human Devel and Family Studies (HDFS) | Full support provided. | |
| Willis, Danny Gaylon | received 11/5/2019 | School of Nursing (NURSING) | Full support provided. Enrollment may vary by semester | |
| Durkin, Maureen S | received 11/7/2019 | Population Health Sciences (POP HLTH) | Full support provided. | |
| Berridge, Craig W | received 11/1/2019 | Psychology (PSYCH) | Full support provided. | |
| Bell, Michael M | received 11/18/2019 | Community & Environmental Soc (C&E SOC) | Full support provided. | |

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.

Willis_LOS_Athletic Healthcare Undergraduate Certificate.pdf

Berridge_LOS - Undergrad Certificate in Athletic Healthcare.pdf

McDaniel_LOS - Undergrad Certificate in Athletic Healthcare.pdf

DurkinRemington_LOS - Undergrad Certificate in Athletic Healthcare.pdf

Leko_RPSE Letter of support.pdf

Bell_LOS - Undergrad Certificate in Athletic Healthcare.pdf

Additional Information:

Athl Health Cert_proposal_v10-28-19.pdf

EMS and HPHE plus AHC Certificate curriculum (003).pdf

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:

Effective date:

Effective Guide Edition:

Career:

SIS Program Code:

SIS Program Code (BS):

SIS Short Description:

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:

Diploma Text 2:

Degree:

Degree (BS):

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Educational Level:

Award Category:

Enrollment Category:

CIP Code:

STEMOPT:

UWSTEM:

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Reviewer Comments

Key: 1070

Exercise and Movement Science + **Athletic Healthcare Certificate**

| Semester 5 - Fall | | 14 cr | Semester 6 - Spring | | 14 cr |
|--------------------------|---|--------------|----------------------------|--|--------------|
| Kines 330 | Research in Kinesiology | 2 | Kines 361 | Motor Learning & Performance | 3 |
| ANAT & PHY 335 | Physiology | 5 | Kines 314 | Physiology of Exercise | 4 |
| Kines 350 | Intro to Exercise Psychology | 3 | ANAT&PHY 337 & 338 | Anatomy Lecture & Lab | 3 & 2 |
| Kines 127 | Introduction to Athletic Healthcare (AHC Core) | 2 | Kines 378 | The Young Athlete: Considerations for Exercise, Medicine, & Activity (AHC core, EMS elective) | 2 |
| Kine 227 | Introduction to Clinical Anatomy of Human Movement (AHC Core) | 2 | | | |
| Semester 7 - Fall | | 15 cr | Semester 8 - Spring | | 12 cr |
| Kines 300 | Practicum in Kinesiology | 3 | Kines 318 | Intro to Biomechanics | 3 |
| Comm B | | 3 | Kines elective | | 3 |
| Kines 555 | Sports Science & Athlete Monitoring (AHC & EMS elective) | 3 | Kines elective | | 3 |
| Kines 487 | Athletic Healthcare: Contemporary Perspectives (AHC Core) | 3 | Cert Elective | | 3 |
| Kines elective | | 3 | | | |

Certificate Courses are in red text

Health Promotion and Health Equity Major + **Athletic Healthcare Certificate**

| Semester 1 - Fall | 12 cr | Semester 2 - Spring | 12 cr |
|---|--------------|---|--------------|
| Comm A | 3 | History | 3 |
| Quant A | 3 | Bio Sci | 3 |
| Social Science | 3 | Lab Sci | 3 |
| Social Science | 3 | CP 237-Mental Health, Self-Awareness, and Social Justice... | 3 |
| Semester 3 - Fall | 14 cr | Semester 4 - Spring | 12 cr |
| Social Science | 3 | Humanities Lit | 3 |
| Liberal Arts elective | 3 | Humanities Fine Arts | 3 |
| Physical Science | 3 | Science Elective | 3 |
| Kines 127 Introduction to Athletic Healthcare (AHC Core) | 2 | Kines 150-Foundations of Health Behavior and Health Equity (HPHE Core and AHC elective) | 3 |
| Cert Elective | 3 | | |
| Semester 5 - Fall | 14 cr | Semester 6- Spring | 12 cr |
| Kines 370- Planning, Facilitating and Assessment ... | 3 | Global Perspective | 3 |
| RP&SE 325- Self-Management of Chronic Illness and Disability | 3 | Quant B | 3 |
| 2 HPHE Electives | 6 | Kines 235- Human Physiology and Health | 4 |
| Kines 227- Introduction to Clinical Anatomy of Human Movement (AHC core) | 2 | Kines 387- The Young Athlete: Considerations for Exercise, Medicine, & Activity (AHC core) | 2 |
| Semester 7- Fall | 15 cr | Semester 8- Spring | 12 cr |
| Humanities Other | 3 | Kines 566- Promoting Health in the Community | 3 |
| CP 531- Prevention and Intervention in Mental Health... | 3 | RP&SE 505- Biological, psychological, and Vocational ... | 3 |
| RP&SE 516- Health Promotion for Individuals with Disability... | 3 | CP 655; Clinical Communication Skills | 3 |
| Kines 487; Athletic Healthcare: Contemporary Perspectives | 3 | HPHE Elective | 3 |
| Comm B | 3 | | |

Certificate Courses are in red text

From: [MICHAEL M BELL](#)
To: [DAVID R BELL](#)
Cc: [ANDREW P WINTERSTEIN](#); [RANDY R STOECKER](#); [SARAH CHRISTINE BARBER](#); [Megan Ackerman-Yost](#)
Subject: Re: LOS - Undergrad Certificate in Athletic Healthcare
Date: Monday, November 18, 2019 3:51:43 PM

Dave,

We're good with this! Sorry for the delay, but we just wanted to make sure that there was a mechanism for giving priority to our own majors, should we be lucky enough that that ever becomes an issue. And it turns out it is indeed possible.

So, in short, please do indeed use 533 in the Athletic Healthcare certificate!

Cheers,

Mike

On Nov 14, 2019, at 2:30 PM, DAVID R BELL <drbell2@wisc.edu> wrote:

Hi Mike – Just checking in on this to see if you needed any additional information from the department?

Thanks for your help!

Dave

David R. Bell, PhD, ATC
Associate Professor | Department of Kinesiology
Department of Orthopedics and Rehabilitation
Director, Wisconsin Injury in Sport Laboratory
University of Wisconsin - Madison
O: 608.265.2891 | L: 608.262.9559 | E: drbell2@wisc.edu

From: MICHAEL M BELL <michaelbell@wisc.edu>
Sent: Thursday, November 7, 2019 1:08 PM
To: DAVID R BELL <drbell2@wisc.edu>
Cc: ANDREW P WINTERSTEIN <andrew.winterstein@wisc.edu>; RANDY R STOECKER <rstoecker@wisc.edu>; SARAH CHRISTINE BARBER <sarah.barber@wisc.edu>; Megan Ackerman-Yost <megan.ackermanyost@wisc.edu>
Subject: Re: LOS - Undergrad Certificate in Athletic Healthcare

David,

Sorry for the slow reply. We're awaiting word from the CALS instructional office about

whether we would be able to prioritize our own majors if this were offered as an elective through Athletic Healthcare. We're eager to support your innovative new program, but of course need to be mindful of our own.

The relevant person in CALS is away this week, thus the delay.

Mike

On Nov 7, 2019, at 11:55 AM, DAVID R BELL <drbell2@wisc.edu> wrote:

Hi Michael – I hope you are doing well. I left you a voicemail a little earlier. I just wanted to follow up with you about the email below. I wanted to make sure you are the correct person to contact in your department and to see if you had any questions or concerns that I might be able to answer?

Thanks again for your help. I look forward to hearing from you.

Sincerely,

Dave Bell

David R. Bell, PhD, ATC
Associate Professor | Department of Kinesiology
Department of Orthopedics and Rehabilitation
Director, Wisconsin Injury in Sport Laboratory
University of Wisconsin - Madison
O: 608.265.2891 | L: 608.262.9559 | E: drbell2@wisc.edu

From: DAVID R BELL

Sent: Friday, November 1, 2019 3:18 PM

To: MICHAEL M BELL <michaelbell@wisc.edu>

Cc: ANDREW P WINTERSTEIN <andrew.winterstein@wisc.edu>

Subject: RE: LOS - Undergrad Certificate in Athletic Healthcare

Hi Michael – I hope this email finds you well. I am writing because the Department of Kinesiology is developing a new undergraduate certificate in Athletic Healthcare. During our planning process we have identified courses in your department that we would like to use as electives for the certificate. I have attached a one page summary of the major highlights of the certificate and I have listed the course/s related to your department below. We value your feedback as whether you think these courses are appropriate for the

certificate and if you have any enrollment concerns related to including them. Also, we want to ensure that these courses are offered on a regular basis.

As part of the Lumen submission process, we would like to request an email letter of support (just respond to this email) indicating that it is ok for us to list these courses as potential electives for the certificate, you don't have any enrollment concerns, and they are offered on a regular basis. If possible, we would like to have these letters of support back by November 15.

Community & Environmental Soc courses to be used as electives:

533 – Public Health in Rural & Urban Communities

Please let me know if you have any questions or would like more information.

Sincerely,
Dave Bell

David R. Bell, PhD, ATC
Associate Professor | Department of Kinesiology
Department of Orthopedics and Rehabilitation
Director, Wisconsin Injury in Sport Laboratory
University of Wisconsin - Madison
O: 608.265.2891 | L: 608.262.9559 | E: drbell2@wisc.edu

Michael M. Bell

Chair and Vilas Distinguished Achievement Professor
Department of Community and Environmental Sociology
Faculty Affiliate
Nelson Institute for Environmental Studies, Religious Studies,
and the Agroecology Program

350 Agricultural Hall
1450 Linden Drive
University of Wisconsin-Madison
Madison, WI 53706
USA

phone: +1-608-265-9930
[email: michaelbell@wisc.edu](mailto:michaelbell@wisc.edu)
homepage: <http://www.michael-bell.net>

Recent book: [City of the Good: Nature, Religion, and the Ancient Search for What Is Right](#)
(Princeton University Press, 2018)

Michael M. Bell

Chair and Vilas Distinguished Achievement Professor
Department of Community and Environmental Sociology
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[email: michaelbell@wisc.edu](mailto:michaelbell@wisc.edu)
homepage: <http://www.michael-bell.net>

Recent book: [City of the Good: Nature, Religion, and the Ancient Search for What Is Right](#) (Princeton University Press, 2018)

From: [Craig Berridge](#)
To: [DAVID R BELL](#)
Cc: [ANDREW P WINTERSTEIN](#)
Subject: Re: LOS - Undergrad Certificate in Athletic Healthcare
Date: Friday, November 1, 2019 5:03:12 PM

Hi Dave: This sounds fine with us. Psych 405, Abnormal Psychology, is a large enrollment course offered regularly, including in the summer. Therefore we don't anticipate any enrollment problems with the addition of this course to your certificate.

Best of luck with this interesting program

Sincerely,
Craig Berridge

Craig Berridge, Ph.D.
Chair, Department of Psychology
Patricia Goldman-Rakic Professor of Psychology
Mark and Ilene Laufman Family Professor
Chair, LSVC Animal Care and Use Committee

Room 525, Psychology
University of Wisconsin-Madison
1202 W. Johnson St.
Madison, WI 53706
608-265-5938

On Nov 1, 2019, at 3:14 PM, DAVID R BELL <drbell2@wisc.edu> wrote:

Hi Craig – I hope this email finds you well. I am writing because the Department of Kinesiology is developing a new undergraduate certificate in Athletic Healthcare. During our planning process we have identified courses in your department that we would like to use as electives for the certificate. I have attached a one page summary of the major highlights of the certificate and I have listed the course/s related to your department below. We value your feedback as whether you think these courses are appropriate for the certificate and if you have any enrollment concerns related to including them. Also, we want to ensure that these courses are offered on a regular basis.

As part of the Lumen submission process, we would like to request an email letter of support (just respond to this email) indicating that it is ok for us to list these courses as potential electives for the certificate, you don't have any enrollment concerns, and they are offered on a regular basis. If possible, we would like to have these letters of support back by November 15.

Psychology courses to be used as electives:
405 – Abnormal Psychology

Please let me know if you have any questions or would like more information.

Sincerely,
Dave Bell

David R. Bell, PhD, ATC
Associate Professor | Department of Kinesiology
Department of Orthopedics and Rehabilitation

Director, Wisconsin Injury in Sport Laboratory
University of Wisconsin - Madison
O: 608.265.2891 | L: 608.262.9559 | E: drbell2@wisc.edu

<AHC Certificate 1 page summary.docx>

From: [PATRICK L REMINGTON](#)
To: [MAUREEN S DURKIN](#); [DAVID R BELL](#)
Cc: [ANDREW P WINTERSTEIN](#)
Subject: Re: LOS - Undergrad Certificate in Athletic Healthcare
Date: Thursday, November 7, 2019 11:08:00 AM

David,

I am writing to support your listing of my course (370 – Intro to Public Health: Local to Global Perspectives) as an elective for the certificate. I teach this course every spring, and with about 400-450 students enrolled, we generally accommodate the needs of all seniors and juniors, and most sophomores. Sometimes Freshmen are not able to get in, but if there's a need, I usually make an exception.

Best regards,

Pat

cc.

--

Patrick Remington, MD, MPH, Professor Emeritus
Director, Preventive Medicine Residency Program
Department of Population Health Sciences
School of Medicine and Public Health
University of Wisconsin-Madison

610 Walnut St, Rm 1007
Madison, WI 53726
608-263-1745

From: MAUREEN S DURKIN <maureen.durkin@wisc.edu>
Date: Friday, November 1, 2019 at 4:07 PM
To: DAVID R BELL <drbell2@wisc.edu>
Cc: ANDREW P WINTERSTEIN <andrew.winterstein@wisc.edu>, Pat Remington <plreming@wisc.edu>
Subject: Re: LOS - Undergrad Certificate in Athletic Healthcare

Dear David,

I've copied Pat Remington on this reply as he is the course director for PHS 370 and should be able to let us know about any enrollment concerns. As you may know, PHS 370 is a required course for the undergraduate certificate in global public health and highly subscribed. Once

Pat has weighed in I can provide the email needed before Nov 15th. Best wishes, Maureen

Maureen Durkin, PhD, DrPH, Evan and Marion Helfaer Professor of Public Health and Chair, Department of Population Health Sciences, University of Wisconsin School of Medicine and Public Health, 707C WARF, 610 Walnut Street, Madison, WI 53726, USA, Tel: (608) 263-7507

From: DAVID R BELL <drbell2@wisc.edu>
Sent: Friday, November 1, 2019 3:04 PM
To: MAUREEN S DURKIN <maureen.durkin@wisc.edu>
Cc: ANDREW P WINTERSTEIN <andrew.winterstein@wisc.edu>
Subject: LOS - Undergrad Certificate in Athletic Healthcare

Hi Maureen – I hope this email finds you well. I am writing because the Department of Kinesiology is developing a new undergraduate certificate in Athletic Healthcare. During our planning process we have identified courses in your department that we would like to use as electives for the certificate. I have attached a one page summary of the major highlights of the certificate and I have listed the course/s related to your department below. We value your feedback as whether you think these courses are appropriate for the certificate and if you have any enrollment concerns related to including them. Also, we want to ensure that these courses are offered on a regular basis.

As part of the Lumen submission process, we would like to request an email letter of support (just respond to this email) indicating that it is ok for us to list these courses as potential electives for the certificate, you don't have any enrollment concerns, and they are offered on a regular basis. If possible, we would like to have these letters of support back by November 15.

Population Health courses to be used as electives:

370 – Intro to Public Health: Local to Global Perspectives

Please let me know if you have any questions or would like more information.

Sincerely,

Dave Bell

David R. Bell, PhD, ATC
Associate Professor | Department of Kinesiology
Department of Orthopedics and Rehabilitation
Director, Wisconsin Injury in Sport Laboratory
University of Wisconsin - Madison

O: 608.265.2891 | L: 608.262.9559 | E: drbell2@wisc.edu



November 8, 2019

Dear David,

I am writing to provide support for the proposed undergraduate certificate in Athletic Healthcare. Faculty in the Department of Rehabilitation Psychology and Special Education had an opportunity to review the proposal and consider the request to include RPSE 125 and RPSE 310 as electives within this certificate and are in full support. These two courses are offered regularly in our department, including in an online form in the summer term, and have adequate enrollment space for students completing the Athletic Healthcare certificate. Please don't hesitate to let me know if there are ways RPSE might further support your effort.

Best wishes,

Melinda Leko, PhD
Associate Professor and Department Chair
Department of Rehabilitation Psychology and Special Education
University of Wisconsin-Madison
1000 Bascom Mall
Madison, WI 53706
leko@wisc.edu

Rehabilitation Psychology and Special Education
School of Education

University of Wisconsin-Madison 1000 Bascom Mall Madison, Wisconsin 53706-1326
608/263-5860 Fax: 608/262-8108 E-mail: rpseinfo@education.wisc.edu <http://rpse.education.wisc.edu/>

From: [Annette McDaniel](#)
To: [DAVID R BELL](#)
Cc: [ANDREW P WINTERSTEIN](#)
Subject: Re: LOS - Undergrad Certificate in Athletic Healthcare
Date: Sunday, November 3, 2019 2:50:36 PM

Hello David,

Thank you for reaching out. We are very supportive of including HDFS 362 and 363 as elective options for the proposed Certificate in Athletic Healthcare. We concur that the content in these courses is very relevant to anyone working in healthcare settings. And as the courses are high-enrollment and offered every term (including summer) we feel confident we will have capacity to support your students who are interested in taking either course. As you have a better sense of enrollment capacity and interest in the certificate, please keep us informed so that we can account for predicted course enrollment demand accordingly.

Your message made it sound like an email from me is sufficient at this time. If you need a more formal letter of support, please let me know.

Best,
Annette

Annette K. McDaniel

Associate Dean for Undergraduate Education
School of Human Ecology | University of Wisconsin-Madison
1146 Nancy Nicholas Hall | 1300 Linden Drive | Madison, WI 53706
608.262.4935 | sohe.wisc.edu

From: DAVID R BELL <drbell2@wisc.edu>
Date: Friday, November 1, 2019 at 2:56 PM
To: Annette McDaniel <amcdaniel@wisc.edu>
Cc: ANDREW P WINTERSTEIN <andrew.winterstein@wisc.edu>
Subject: LOS - Undergrad Certificate in Athletic Healthcare

Hi Annette – I hope this email finds you well. I am writing because the Department of Kinesiology is developing a new undergraduate certificate in Athletic Healthcare. During our planning process we have identified courses in your department that we would like to use as electives for the certificate. I have attached a one page summary of the major highlights of the certificate and I have listed the course/s related to your department below. We value your feedback as whether you think these courses are appropriate for the certificate and if you have any enrollment concerns related to including them. Also, we want to ensure that these courses are offered on a regular basis.

As part of the Lumen submission process, we would like to request an email letter of support (just respond to this email) indicating that it is ok for us to list these courses as potential electives for the certificate. If possible, we would like to have these letters of support back by November 15.

HDFS Courses to be used as electives:

362 – Development of the Young Child

363 – Development from Adolescence to Old Age

Please let me know if you have any questions or would like more information.

Sincerely,

Dave Bell

David R. Bell, PhD, ATC
Associate Professor | Department of Kinesiology
Department of Orthopedics and Rehabilitation
Director, Wisconsin Injury in Sport Laboratory
University of Wisconsin - Madison
O: 608.265.2891 | L: 608.262.9559 | E: drbell2@wisc.edu



School of Nursing
UNIVERSITY OF WISCONSIN-MADISON

November 5, 2019

Dear David Bell,

Thank you for speaking with me by phone yesterday (November 4, 2019) to discuss the undergraduate certificate in Athletic Healthcare and your request for our support from us to list N105 as an elective. As I discussed with you, having N105 listed as a potential elective for the new undergraduate certificate is a good option for us. The course is offered online on a regular basis in the fall, spring, and summer, and there are no restrictive requisites such as having to be first admitted to the nursing major. While there is a wait list of students wanting to enroll in N105 in the fall and spring semesters and First Year Interest Group (FIG) students are one of the priorities in the fall semester, the School of Nursing would benefit from additional N105 enrollments, especially in the summer where we hope to increase numbers to meet target enrollment.

Thanks again for reaching out to us. Please let us know if you have any further questions.

Sincerely,

Danny G. "Dan" Willis, DNS, RN, PMHCNS-BC, FAAN

Associate Dean for Academic Affairs and Professor (Tenured)

University of Wisconsin-Madison School of Nursing

Signe Skott Cooper Hall

701 Highland Avenue Madison, Wisconsin 53705
www.nursing.wisc.edu