

HEALTH PROMOTION AND HEALTH EQUITY, BS

The Health Promotion and Health Equity (HPHE) major was created through a collaborative effort across the departments of Counseling Psychology, Kinesiology, and Rehabilitation Psychology and Special Education in the School of Education. The Department of Kinesiology is the home of this major; its mission is to research, teach, and apply knowledge related to movement, exercise, and human occupation with the ultimate goal of enhancing human health, productivity, and quality of life.

The program is broadly designed to provide students with the skills and perspectives to facilitate healthy practices at the individual and societal levels. Students will learn about the theoretical, programmatic and empirical foundations of health promotion and health equity interventions and be taught to demonstrate competence in evaluating strengths and weaknesses in health promotion programs.

The coursework will prepare students for emerging career opportunities as health educators within community health organizations, hospitals, mental health centers, clinics, schools and universities, businesses and non-profits, governmental health offices, and various other public health-related professions.

"I'm from Madison and became interested in the HPHE program because I knew I wanted to work in the healthcare field, but was not sure in what direction. When I heard about this degree I loved how versatile it was!" –Victoria Ruiz de la Vega (read more (https://education.wisc.edu/news/victoria-ruiz-de-la-vega-from-the-school-of-educations-health-promotion-and-health-equity-major/?utm_source=Early_AD&utm_medium=email&utm_campaign=HPHE_majors&utm_term=.580))

HOW TO GET IN

HOW TO GET IN ADMISSION OVERVIEW

Students interested in Health Promotion and Health Equity may complete this major in two ways: (1) by entering the School of Education to complete a Bachelor of Science degree with a major in Health Promotion and Health Equity, or (2) adding the Health Promotion and Health Equity major as an additional major while completing another degree and major on campus. Students selecting the second option should review the Additional Major in Health Promotion and Health Equity (p. 2) section below.

ENTERING THE SCHOOL OF EDUCATION New and Current UW–Madison Students

New freshmen and off-campus transfers interested in completing the Bachelor of Science degree with the Health Promotion and Health Equity major are admitted directly to the School of Education and the major upon admission to UW–Madison. Current UW–Madison students wishing to transfer to the School of Education to complete an undergraduate degree with this major must meet with an advisor in the School of Education Student Services office (608-262-1651)

or with the Health Promotion and Health Equity advisor (hphe@education.wisc.edu), to transfer and declare the major.

Prospective Transfer Students

Applicants not already enrolled on the UW–Madison campus must be admissible to the university to enroll in a School of Education degree program. Admission to UW–Madison requires a separate application and admission process. See UW–Madison Office of Admissions and Recruitment (<http://admissions.wisc.edu/>) for application information. Prospective transfer students are advised to meet with an advisor in the School of Education Student Services office in person or by telephone in advance of their application; to schedule, call 608-262-1651.

Students with a Previous Degree

Prospective applicants who already hold an undergraduate degree are strongly encouraged to meet with an advisor in the School of Education Student Services office in advance of their application. Consultations with advisors are available in person or via telephone; to schedule, call 608-262-1651.

Applicants who already hold an undergraduate degree are admitted to the School of Education as a candidate for a second degree upon completion of the admission process. Second degree students are seeking a second degree that is unrelated to their first degree. More information is available here (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>) under the Students with a Previous Degree heading.

APPLICATION AND ADMISSION

New freshmen and off-campus transfers are admitted directly to the Bachelor of Science–Health Promotion and Health Equity degree program. Current UW–Madison students must consult with an advisor in the School of Education Student Services office (608-262-1651) or with the Health Promotion and Health Equity advisor (hphe@education.wisc.edu), to transfer and declare the major.

Note: Requirements and selection criteria may be modified from one application/admission period to the next.

Criteria for Admission

Eligibility for admission consideration to the Bachelor of Science–Health Promotion and Health Equity degree:

- Cumulative grade point average of at least a 2.5 based on UW–Madison campus coursework, as modified by the Last 60 Credits Rule (detailed below).
- Filing of all required paperwork and other application materials, including program application and transcripts.

Last 60 Credits Rule

Two grade point averages may be calculated to determine candidates' eligibility to programs. GPAs will be calculated using

- all transferable college level coursework attempted, and
- the last 60 credits attempted.

The higher GPA of these two will be used for purposes of determining eligibility. If fewer than 60 credits have been attempted, all credits will be used to calculate the GPA. Graded graduate coursework will also be used in all GPA calculations. ("Attempted" coursework indicates coursework for which

a grade has been earned.) More information on this rule is available here (<https://guide.wisc.edu/undergraduate/education/#policiesandregulationstext>).

ADDITIONAL MAJOR IN HEALTH PROMOTION AND HEALTH EQUITY

Undergraduate students from all schools and colleges on campus may declare Health Promotion and Health Equity as an additional major.

Students wishing to declare the additional major must meet with an advisor in the School of Education Student Services office (608-262-1651) or with the Health Promotion and Health Equity advisor (hphe@education.wisc.edu), to transfer and declare the major. The declaration must also be approved by the student's home school/college.

Students completing Health Promotion and Health Equity as an additional major do not need to complete the School of Education's liberal studies and other degree requirements unless their primary major is also in the School of Education.

Please note that the requirements of the additional major must be completed before or concurrently with the degree program and primary major.

REQUIREMENTS

UNIVERSITY GENERAL EDUCATION REQUIREMENTS

All undergraduate students at the University of Wisconsin–Madison are required to fulfill a minimum set of common university general education requirements to ensure that every graduate acquires the essential core of an undergraduate education. This core establishes a foundation for living a productive life, being a citizen of the world, appreciating aesthetic values, and engaging in lifelong learning in a continually changing world. Various schools and colleges will have requirements in addition to the requirements listed below. Consult your advisor for assistance, as needed. For additional information, see the university Undergraduate General Education Requirements (<https://guide.wisc.edu/undergraduate/#requirementsforundergraduatestudytext>) section of the Guide.

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| General Education | <ul style="list-style-type: none"> • Breadth–Humanities/Literature/Arts: 6 credits • Breadth–Natural Science: 4 to 6 credits, consisting of one 4- or 5-credit course with a laboratory component; or two courses providing a total of 6 credits • Breadth–Social Studies: 3 credits • Communication Part A & Part B * • Ethnic Studies * • Quantitative Reasoning Part A & Part B * |
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* The mortarboard symbol appears before the title of any course that fulfills one of the Communication Part A or Part B, Ethnic Studies, or Quantitative Reasoning Part A or Part B requirements.

SCHOOL OF EDUCATION LIBERAL STUDIES REQUIREMENTS

All students are required to complete a minimum of 40 credits of Liberal Studies (<https://guide.wisc.edu/undergraduate/education/#requirementstext>) coursework. This requirement provides an opportunity to do some academic exploration beyond the scope of the major. Students take courses in areas of particular interest and also have an opportunity to sample the wide selection of courses offered across the university. Coursework is required in humanities, social studies, science, and cultural and historical studies. Some elective coursework is also needed to reach the required number of credits.

The School of Education's Liberal Studies Requirements automatically satisfy most of the University General Education Requirements outlined above, including ethnic studies, humanities/literature, social studies, and science. Students pursuing most School of Education degree programs may also complete Communication Part B, Quantitative Reasoning Part A, and Quantitative Reasoning Part B through courses required by their degree program. If a student cannot complete a General Education Requirement within the curriculum of their chosen School of Education program, academic advisors can offer suggestions for courses that meet the requirement and augment the student's primary area of study.

A basic outline of the liberal studies is included below. Students must consult the detailed version of the requirements (<https://guide.wisc.edu/undergraduate/education/#requirementstext>) for information about course selection and approved course options.

Humanities, 9 credits

All students must complete a minimum of 9 credits to include:

- Literature
- Fine Arts
- Humanities Electives

Social Studies (Social Science)

All students must complete a minimum of 9 credits. Teacher certification programs and Kinesiology have unique requirements in this category.

Science

All students must complete a minimum of 9 credits to include:

- Biological Science
- Physical Science
- Laboratory Science
- Science Electives

Cultural and Historical Studies

All students must complete three requirements (9 credits) met by separate courses. Any of these courses can also be used to meet the Humanities or Social Studies (Social Sciences) requirements if it has the relevant breadth designation.

- Ethnic Studies
- U.S./European History
- Global Perspectives

Complete Liberal Studies Electives (<https://guide.wisc.edu/undergraduate/education/#requirementstext>) to total 40 Credits.

PROGRAM STRUCTURE

The Bachelor of Science (BS) degree program in Health Promotion and Health Equity has three primary components:

- *Liberal studies* courses expose students to a broad range of academic disciplines. The university-wide *General Education* requirements also encourage this breadth of study.
- *Major requirements* provide an opportunity to study the interrelated areas of physical health, mental health, and disability.
- *Additional electives* to reach the minimum of 120 degree credits. These credits allow students to pursue additional health-related courses, enroll in course work required for admission to graduate-level programs or develop other areas of interest. Health Promotion and Health Equity majors may also use these elective credits to complete an additional major to augment their interest in health or to explore a completely different subject.

MAJOR REQUIREMENTS

Complete a minimum of 40 credits with a 2.5 gpa across all major course work. At least 15 credits of upper-level major course work (courses numbered 300 and above) must be taken in residence with a minimum 2.5 grade point average.

REQUIRED HEALTH PROMOTION CORE, 31 CREDITS

Code	Title	Credits
ANAT&PHY 235	Human Physiology and Health	4
KINES 150	Foundations of Health Behavior and Health Equity	3
KINES 370	Planning, Facilitating & Assessment in Movement and Health Professionals	3
KINES 566	Promoting Health in the Community	3
RP & SE 316	Health Promotion for Individuals with Disability and Chronic Illness	3
RP & SE 325	Self Management of Chronic Illness and Disability	3
RP & SE 505	Biological, Psychosocial, and Vocational Aspects of Disabilities	3
COUN PSY 237	Mental Health, Self-Awareness, and Social Justice: Working in Diverse Communities	3
COUN PSY 531	Prevention and Intervention in Mental Health Across the Lifespan	3
COUN PSY 655	Clinical Communication Skills	3

MAJOR ELECTIVES, 9 CREDITS

Select courses from one of the following areas of emphasis, or select courses across these areas.

Code	Title	Credits
Physical Activity and Public Health		
KINES 100	Exercise, Nutrition, and Health	2

KINES 123	Living well: Lifestyle Redesign and Health Promotion for College Students	2
KINES 214	Culture and Environment in Exercise Physiology Abroad	3
KINES 250	Sedentary Behavior in the U.S. and Abroad	3
KINES 260	Inclusive Physical Activity, Sport & Rehabilitation in Ireland	3
KINES 280	Health Coaching Principles and Methods	3
KINES 501	Theory-Based Health Education and Health Promotion Programs	3
KINES 540	Diversity in Health and Physical Activity Settings	3
KINES 547	Skills for Health: Methods and Practicum of Teaching Health	3

Chronic Illness, Disability, and Health

RP & SE 100	Disability and Society	3
RP & SE 121	Disability and Substance Abuse	3
RP & SE 125	Health and Rehabilitation Professions	3
RP & SE 310	Positive Psychology and Well Being	3

Health Equity, Mental Health, and Well-Being

COUN PSY 225	Intersectionalities, Self Awareness, and Social Actions for Social Change	3
COUN PSY 230	Race and the Developing Child	3
COUN PSY/CHICLA 331	Immigrant Health and Wellbeing	3
COUN PSY 332	Gender and Queer Issues in Psychology	3
COUN PSY/CHICLA 525	Dimensions of Latin@ Mental Health Services	3

Social Determinants of Health

MED HIST/HIST SCI/POP HLTH 553	International Health and Global Society	3
NUTR SCI/A A E 350	World Hunger and Malnutrition	3
SOC/C&E SOC 140	Introduction to Community and Environmental Sociology	4
SOC/C&E SOC 533	Public Health in Rural & Urban Communities	3
INTL ST/A A E 373	Globalization, Poverty and Development	3
CSCS 125	Community and Social Change	3
CSCS 460	Civil Society and Community Leadership	3
HDFS 469	Family and Community Influences on the Young Child	3
HDFS 474	Racial Ethnic Families in the U.S.	3

Health Sciences

ANAT&PHY 337	Human Anatomy	3
GEN&WS 103	Gender, Women, Bodies, and Health	3
NUTR SCI 132	Nutrition Today	3
NUTR SCI 332	Human Nutritional Needs	3

POP HLTH/ C&E SOC 370	Introduction to Public Health	3
PSYCH 202	Introduction to Psychology	3-4

GPA AND OTHER GRADUATION REQUIREMENTS

GRADUATION REQUIREMENTS

These requirements are based on UW–Madison coursework.

- 2.5 minimum cumulative grade point average. This may be modified by the Last 60 Credits Rule.
- Cumulative major grade point average: 2.5 cumulative grade point average in all major course work.
- Upper-level major course work: 2.5 cumulative grade point average in all upper-level (courses numbered 300 and above) major course work.
- Major Residency: Students must complete at least 15 upper level major credits while enrolled in residence on the UW–Madison campus.
- Senior Residency. Degree candidates must complete their last 30 credits in residence on the UW–Madison campus, excluding retroactive credits and credits granted by examination.
- Total Credits: A minimum of 120 credits are required for graduation in the Health Promotion and Health Equity degree program.

DEGREE AUDIT (DARS)

UW–Madison uses “DARS” to document a student’s progress toward the completion of their degree, including any additional majors and certificates. A DARS (Degree Audit Reporting System) report shows all the requirements for completing a degree and, against courses that are planned or completed, shows the requirements that have been met, and those that are unmet. A report can offer suggestions about courses that may be taken to meet specific requirements and can assist in the academic planning and enrollment process. Students can access a DARS report in the Course Search & Enroll app or Student Center via My UW.

DARS also has a “what-if” function. This feature makes it possible to request a DARS report as if pursuing another program, major, or certificate. It is an excellent tool if considering a new or additional area of study. School of Education students in a pre-professional classification such as Pre-Elementary (PRE) or Pre-Kinesiology should request a “what if” DARS report of their professional program of interest.

More information on how to request a DARS report is available on the Office of the Registrar’s website (<https://registrar.wisc.edu/dars/>).

DARS is not intended to replace student contact with academic advisors. It creates more time in an advising appointment to discuss course options, research opportunities, graduate school, or issues of personal interest or concern to students.

DARS is used as the document of record for degree program, major, and certificate completion in the School of Education.

UNIVERSITY DEGREE REQUIREMENTS

Total Degree To receive a bachelor’s degree from UW–Madison, students must earn a minimum of 120 degree credits. The requirements for some programs may exceed 120 degree credits. Students should consult with their college or department advisor for information on specific credit requirements.

Residency Degree candidates are required to earn a minimum of 30 credits in residence at UW–Madison. “In residence” means on the UW–Madison campus with an undergraduate degree classification. “In residence” credit also includes UW–Madison courses offered in distance or online formats and credits earned in UW–Madison Study Abroad/Study Away programs.

Quality of Work Undergraduate students must maintain the minimum grade point average specified by the school, college, or academic program to remain in good academic standing. Students whose academic performance drops below these minimum thresholds will be placed on academic probation.

LEARNING OUTCOMES

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1. Recognize concepts and theories related to health promotion and health equity.
2. Relate the role of social factors in facilitating or hindering health.
3. Evaluate the strengths and weaknesses of health behavior and health equity interventions.
4. Identify links between physiological and psychological health.
5. Interpret and communicate the interaction between personal and environmental determinants of health and well-being.
6. Draw from personal and professional identities to develop socially just practices and to lead effectively within their communities of practice.

FOUR-YEAR PLAN

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Health Promotion and Health Equity: Sample Four-Year Plan

This sample four-year sample graduation plan is designed to guide your course selection throughout your academic career; it does not establish a contractual agreement. Use it along with your DARS report, the Guide, and the Course Search and Enroll app to create a four-year plan reflecting your placement scores, incoming credits, and individual interests. Consult with an academic advisor to develop a personalized plan of study and refer to the Guide for a complete list of requirements. You will likely revise your plan several times during your academic career here, based on your activities and changing academic interests.

Freshman

Fall	Credits Spring	Credits
Communication A, (take fall or spring semester), 3	3 Communication A, (take fall or spring semester), 3	3
HPHE Major Elective, 3	3 Quantitative Reasoning A	3

Liberal Studies course work	9-12 COUN PSY 237 (also meets ethnic studies)	3
	Liberal Studies course work	6-9
15		15

Sophomore

Fall	Credits Spring	Credits
KINES 150	3 RP & SE 316	3
RP & SE 325	3 Quantitative Reasoning B	3
Liberal Studies course work	9 Liberal Studies or General Elective course work	9
15		15

Junior

Fall	Credits Spring	Credits
KINES 370	3 ANAT&PHY 235	4
RP & SE 505	3 HPHE Major Elective	3
Communication B	3 Liberal Studies or General Elective course work	8
Liberal Studies or General Elective course work	6	
15		15

Senior

Fall	Credits Spring	Credits
COUN PSY 531	3 KINES 566	3
COUN PSY 655	3 HPHE Major Elective	3
Liberal Studies or General Elective course work	9 Liberal Studies or General Elective course work	9
15		15

Total Credits 120

Note: The HP & HE major requires 9 credits of elective course work. A number of the course options, e.g., RP & SE 100, RP & SE 121 RP & SE 125; COUN PSY 225, COUN PSY 230; KINES 100, KINES 123; PSYCH 202; NUTR SCI 132, can be taken during the freshmen and sophomore years.

ADVISING AND CAREERS

ADVISING AND CAREERS HEALTH PROMOTION AND HEALTH EQUITY ADVISING

Students are collaboratively advised by advising staff in the School of Education Student Services office and the department. Students not yet declared in Health Promotion and Health Equity meet with advising staff in the Student Services office, see below, or the departmental advisor.

Current students can schedule an appointment online through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW.

SCHOOL OF EDUCATION ADVISING

Academic Advising in the School of Education

Dedicated to supporting and promoting student success, academic advisors (<https://education.wisc.edu/academics/undergrad-majors/academic-advising/>) are here to assist students with the adjustment to college, understanding their degree and career goals, and connecting them to resources. Advisors support prospective and current School of Education students in all programs through:

- Course selection
- Mentoring and advocacy for underrepresented and international students
- Understanding degree requirements and progression
- Interpreting academic policies
- Helping students recognize their strengths and suggesting ways to expand their skills
- Expanding learning through activities such as study abroad, volunteering/work/internship, and by assuming leadership roles

To schedule an appointment: Current students can schedule an appointment online through the Starfish app (<https://advising.wisc.edu/facstaff/starfish/starfish-student-resources/>) in MyUW. Appointments can also be made through email at studentservices@education.wisc.edu, by calling 608-262-1651, or in person.

Career Advising in the School of Education

Through individual appointments, events, courses, and online resources, the Career Center provides students and alumni with the tools needed to be successful in their career development.

Career and Internship Advisors are prepared to help students with:

- Exploration of career and academic pathways (<https://careercenter.education.wisc.edu/explore-career/>)
- Resumes
- Cover letters
- Job/Internship search
- Interview preparation
- Mock interviews
- Graduate school search, applications and decisions
- Negotiating job or internship offers
- Professional networking
- Connecting with employers

Students are encouraged to meet with their Career and Internship Advisor early in their college experience to take full advantage of the resources and support available.

To make an appointment: log into Starfish (<https://wisc.starfishsolutions.com/starfish-ops/>) from the MyUW dashboard.

For more information, visit the School of Education Career Center website (<https://careercenter.education.wisc.edu/>) or reach out at career-center@education.wisc.edu.

Information about common career pathways, ways to get involved and gain experience, and transferrable skills developed through this major can be found on the School of Education Career Center's Health Promotion and Health Equity Pathways (<https://careercenter.education.wisc.edu/explore-career/hphe-career-pathways/>) webpage.

WISCONSIN EXPERIENCE

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UW–Madison’s vision for the total student experience, the Wisconsin Experience (<https://wisconsinexperience.wisc.edu/about/>), combines learning in and out of the classroom. Tied to the Wisconsin Idea (<https://www.wisc.edu/wisconsin-idea/>) and steeped in long-standing institutional values – the commitment to the truth, shared participation in decision-making, and service to local and global communities – the Wisconsin Experience describes how students develop and integrate these core values across their educational experience.

UW–Madison encourages students to mindfully engage in four core concepts throughout their time on campus: Empathy & Humility, Relentless Curiosity, Intellectual Confidence, and Purposeful Action (<https://wisconsinexperience.wisc.edu/intellectual-confidence/>).

Since its inception, the School of Education has embraced the concepts of the Wisconsin Experience, providing opportunities for students to learn in venues beyond the traditional classroom. Our students also independently seek out related activities and experiences, thus creating their own unique Wisconsin Experience.

HEALTH PROMOTION AND HEALTH EQUITY (HPHE) AND THE WISCONSIN EXPERIENCE Community Engagement and Research Opportunities

Health Promotion and Health Equity majors are encouraged to get involved in research. Students have participated in labs such as the Promotion of Health Equity & Adapted Physical Activity (PHEAPA) (<https://kinesiology.education.wisc.edu/research/pheapa-lab/>) lab or the Pain, Context, and Innovation (<https://www.shinyekim.com/>) lab.

Students also participate in programs run through the Wisconsin Area Health Education Centers (AHEC), such as the Community Health Internship Program (<https://ahec.wisc.edu/chip/>).

Student Organizations

There are numerous campus student organizations (<https://win.wisc.edu/>) that Health Promotion and Health Equity majors can join to connect with students with similar interests. The Health Promotion and Health Equity Learning Community is an organization led by students in the major; they organize different alumni panels and study groups for students to connect.

Study Abroad

Health Promotion and Health Equity students can participate in School of Education led study abroad opportunities. These 2-3 week summer courses make it possible for students to have a study abroad experience and still have time to work or pursue other activities during the summer.

- Movement as Medicine in Portugal examines the connection between sedentary behavior and health outcomes in Portugal. Participants review definitions and rates of sedentary behavior, physical activity and physical inactivity in the U.S. and across the globe. While in Lisbon, participants hear from local experts and members of the healthcare and educational systems about how physical activity is viewed and promoted across the population. Side trips to relevant cultural local places contribute to the full picture of health in Portugal. An overnight trip to Porto and two additional day trips provide additional opportunities to learn more about local culture and history. Credit is given for KINES 250 Sedentary Behavior in the U.S. and Abroad or

C&E SOC 400 Study Abroad in Community and Environmental Sociology.

- Inclusive Activity and Sports in Ireland offers a unique learning opportunity for UW–Madison students interested in pursuing careers in allied health, fitness and well-being, health education, and public health. Ireland has a distinct history, culture, and approach to health and movement. It is in the midst of comprehensive and progressive reforms to their health and social care with an emphasis on providing better outreach and rehabilitation services for people with disabilities. This course will focus on applying models, research, and best practices in motor control and motor learning to inclusive physical activity, sports, and rehabilitation for individuals with disabilities in Ireland. Students participate in training seminars led by Active Disability Ireland, Sport Ireland in Dublin, and Munster Technological University in Tralee. Included are visits to rehabilitation facilities and community organizations to attend guest lectures from occupational therapists, physical and physiotherapists, athletes with disabilities, and government employees. At the University of Limerick, students learn about bachelor’s and graduate degree programs in the health sciences and hear about relevant research in physical activity, sedentary behavior, sport, and health for individuals with diverse abilities. Co-curricular activities provide an opportunity to explore and participate in sports, recreation, and physical activities through the lens of a tourist/participant with disabilities. Credit is given for KINES 260 Inclusive Physical Activity, Sport & Rehabilitation in Ireland.

HPHE majors have crafted their Wisconsin Experience in some of the following ways:

- A student majoring in HPHE is the event coordinator of a new student organization, the HPHE Learning Community. This individual is also part of a research team that codes conversations about the health and well-being of Latino children and is a teaching assistant for the Waisman Early Childhood Program.
- An HPHE student developed a passionate interest in social justice-based public health after interning at Milwaukee’s Gerald Ignace Indian Health Center and the Philippine Cultural and Civic Center Foundation. They are currently working with the Wisconsin Division of Public Health as an enteric disease research analyst and beginning research on Asian American health under Dr. Dorothy Edwards and the NIH’s All of Us (<https://allofus.wisc.edu/?elqTrackId=38719B11F064F2937F31EA8EC23D7CFB&elq=c21876d204e44>) program. This semester they will continue participating on the Asian Pacific Islander Desi American (APIDA) Heritage Month Planning Committee, the Kinesiology department’s Equity Climate, and Diversity Committee, and has joined the HPHE Learning Community.
- Another one of our students is combining HPHE with the Gender and Women’s Studies Certificate. This student has spent time as a research and communications intern of the Social Media Adolescent Health Research Team (SMAHRT) and presented at two national conferences. They also assumed the role of a fellow in the Undergraduate Research Scholars Program of the College of Letters & Science, facilitating conversations among undergraduate students in a weekly seminar. Previously, they worked as an intern lead for the Technology and Mental Wellness Program Youth Advisory Board, and internationally as a volunteer at the Galway Autism Partnership (GAP) in Galway, Ireland.

- An HPHE student with certificates in environmental studies, French, and global health is part of a team working on developing an evidence-based physical activity program for adolescents. Last summer was spent teaching in a low-income neighborhood.
- While also completing the Certificate in Disability Rights and Services, this student serves as the co-president of the HPHE Learning Community and helped to found the organization. They work as a social media and marketing assistant for two UW-affiliated organizations and as a peer advisor with the Cross College Advising Service.
- A student majoring in HPHE and working toward certificates in environmental studies and global health is the treasurer of the HPHE Learning Community student organization and has been elected to serve in a financial position for the Slow Food Club on campus.

RESOURCES AND SCHOLARSHIPS

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Information about scholarships, academic and career advising, study abroad opportunities, student diversity services, and other resources for students in the School of Education can be found on the school's Resources (<https://guide.wisc.edu/undergraduate/education/#resourcestext>) page.