

: CERTIFICATE IN ARTS AND TEACHING

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In Workflow

1. CURR INSTR Dept. Approver (ehalverson@wisc.edu; bgerloff@wisc.edu; ejach@wisc.edu; ckelley@wisc.edu; lsigurslid@wisc.edu)
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6. Registrar (wclipske@wisc.edu; jbrown42@wisc.edu; emackay2@wisc.edu)

Approval Path

1. Thu, 21 Jan 2021 23:24:35 GMT
Erica Halverson (ehalverson): Approved for CURR INSTR Dept. Approver
2. Wed, 10 Feb 2021 15:31:25 GMT
Maddie Sychta (sychta): Rollback to CURR INSTR Dept. Approver for EDU School Admin Reviewer

New Program Proposal

Date Submitted: Thu, 21 Jan 2021 23:16:33 GMT

Viewing: : Certificate in Arts and Teaching

Last edit: Wed, 10 Feb 2021 14:52:43 GMT

Changes proposed by: ehalverson

Final Catalog

Rationale for Inactivation

Is this a Template?

No

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

Name
Maddie Sychta - EDU

Proposal Abstract/Summary:

The Certificate in Arts and Teaching provides students with skills to effectively teach in informal learning spaces and in-school arts partnerships. In addition to pedagogic tools, students will also have an opportunity to learn basic entrepreneurial skills necessary to financially succeed as a free-lance teaching artist. While it is open to all students, the certificate seeks to meet academic needs of students in the visual and performing arts, First Wave students, and education students interested in learning how to better incorporate the arts into their teaching practice. Currently, neither arts nor education students at UW-Madison have the opportunity to develop a teaching artist practice. Filling this gap will better serve these students. By creating space for artists and preservice teachers to learn together, the certificate will promote artistic and pedagogic "cross-pollination." The Certificate is awarded to students who successfully complete the 15-credit program. Approved courses include introductions to various arts pedagogies, artistic disciplinary skills, and entrepreneurship, as well as a two-course sequence in arts integrated teaching.

Type of Approval

Governance Approval Needed

If approved, what term should the proposed change start? (usually the next fall term)

Is the change being proposed only a curricular change that would impact fewer than 50% of the credits in the program (i.e., plan or subplan) under consideration?

Basic Information

Program State:

Active

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:

Curriculum and Instruction (CURR INSTR)

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 Arts and Teaching

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?

Is this a non-admitting named option for a 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	Halverson, Erica	ehalverson@wisc.edu	608/263-4661	
Faculty Director	Halverson, Erica	ehalverson@wisc.edu	608/263-4661	
Primary Contact	Halverson, Erica	ehalverson@wisc.edu	608/263-4661	
Primary Dean's Office Contact	Sychta, Maddie	sychta@wisc.edu		

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

Departments
Curriculum and Instruction (CURR INSTR)
Art (ART)
Dance (DANCE)
Theatre and Drama (THEATRE)
Mead Witter School of Music (MUSIC)
Educational Psychology (ED PSYCH)
Educational Policy Studies (ED POL ST)
English (ENGLISH)

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 2021 (1222)

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

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

2026

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

Once the Certificate in Arts and Teaching is approved and the requirements are entered into DARS, students will be able to declare the Certificate by meeting with the Certificate advisor and completing the application form on the School of Education's Certificate Page.

Marketing to interested students will primarily happen through word-of-mouth by instructors currently teaching courses that are part of the Certificate program (e.g., CURRIC 328, MHR 632, ART 338).

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 Arts and Teaching Certificate fills a gap in undergraduate visual and performing arts curricula by providing students with a foundation in teaching. A career in the arts almost certainly requires teaching, often in informal spaces like afterschool programs or in formal partnerships with classroom teachers. This Certificate will provide students with some foundational knowledge of what the job of teaching artist can look like and how to do it. Generally speaking, teaching artists cobble together a career by contracting with multiple arts and education organizations (e.g., a museum, a children's theatre, and two different after school programs). Students in the program will learn theories that guide learning and development, basic principles of curriculum design, and strategies for creating partnerships with schools and youth organizations.

Further, the Certificate will recruit First Wave students and students living the Studio. The First Wave, a scholarship program administered by the Office of Multicultural Arts Initiatives (OMAI), is the nation's first university program centered on urban arts, spoken word, and hip-hop culture. Many First Wave students are published authors and highly acclaimed poets and rappers. The Studio is an undergraduate learning community that fosters a diverse and collaborative group of students. Members of The Studio comprise a varied set of academic interests, with majors ranging from the performing arts to engineering. Both First Wave and Studio students engage with arts-based service-learning experiences and use their artistic talents to serve young people in the greater Madison community. As such, these students regularly engage in teaching artist work as part of their scholarship on campus. This Certificate will bolster their work by strengthening their abilities as teachers.

Finally, this certificate will also be available to education students, including education studies majors and preservice teachers. Education studies majors may be interested in teaching in informal education spaces such as non-profit organizations or museums, and the Certificate will provide them with the skills to effectively do this. For preservice teachers, school districts increasingly seek to integrate the arts across their curriculum, and they will learn how to do this through their participation. These students will learn basic artistic practices like painting, dance, and drama, as well as strategies for arts-based teaching.

By providing this Certificate to both education and arts students, the courses will foster a space where students can learn from each other and co-construct a vision for integrating arts and teaching.

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

The Certificate will be a 15-credit program, comprised of 5 courses. The course selection will allow students to gain pedagogic experience, explore multiple artistic disciplines, and develop an interdisciplinary teaching artist practice. For example, a Theatre and Drama major could learn basic dance pedagogies and arts-based teaching practices, giving the student tools to direct and choreograph a musical as part of an afterschool program in a middle school.

There are very few opportunities for UW students to gain the knowledge and skills associated with teaching in informal educational spaces. These include places like museums, youth centers, afterschool programs, and non-profit organizations where learning often happens under the guidance of teaching artists. Visual and performing arts majors, First Wave students, and education studies majors will all benefit from the opportunity to enroll in this Certificate.

Special students are also eligible to enroll. This certificate will bolster their instructional skills as teaching artists in the community.

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.

Conversations with UW faculty and staff who work teach visual and performing arts majors, as well as those who oversee The Studio and the First Wave Program, suggest that students would benefit from the opportunity to enroll in a Certificate in Arts and Teaching. Letters of support from the Studio and the Office of Multicultural Arts Initiatives indicate that the students they advise are eager to participate in this program. Most of these students are not education majors and yet will have teaching in their lives as professional artists. The opportunity to learn alongside pre-service teachers and to practice teaching strategies is of great interest to these groups. The Studio is home to approximately 80 students per year and the First Wave Program hosts 12-20 students per year. We anticipate an enrollment of 20-30 students per year in our certificate program from these groups alone.

Furthermore, enrollment in CURRIC 328, Arts Integration for Teaching and Learning, is often at capacity. This education elective is generally filled with elementary education majors who want to use the arts in their future classrooms. Some of these students have had very little experience with the arts and often say as much. This Certificate will create the possibility for these students to work with peers with more arts experience. Likewise, those arts students will have an opportunity to work with their peers with more teaching and education experience.

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

The arts, entertainment, and cultural industries of which many visual and performing arts majors wish to be a part, are generally comprised of contract or free-lance work. Theatre actors are often paid to perform in a play with a limited run; musicians are paid to perform gigs; painters sell individual works and have limited-run gallery shows. To supplement their income, many artists also work as teaching artists. Many teaching artists learn their skills on-the-job. By providing visual and performing arts graduates with teaching skills, this Certificate will increase their employability and improve the quality of teaching artists in the field.

As for educators, there is very little teacher preparation for those wishing to pursue careers in youth work or informal education (i.e., teaching outside the formal K-12 system). Students hoping to work with young people in these arenas will learn skills to effectively do so. Furthermore, school districts are increasingly calling on classroom teachers to incorporate the arts into their curriculum. Often this is done without additional professional development. This Certificate will provide preservice teachers with the skills needed to meet these district demands.

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 other program like this on the UW campus or in the UW system. Visual and performing arts majors currently have few opportunities to develop the skills needed to be successful teaching artists. Education students and preservice teachers have few opportunities to develop the skills to fully incorporate an interdisciplinary artistic practice into their teaching spaces. First Wave students are currently expected to engage in teaching artist work, but they do not currently have opportunities for formal learning in pedagogy.

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?

Diversity and Inclusion

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.

The Certificate is designed to be inclusive and incorporate a diversity of experiences and perspectives. The Certificate will bring together students from across an array of academic areas of study who would not likely take classes together otherwise. The practicum requirement for the Certificate will enable students to work in the Madison community, likely with professional teaching artists and young people with experiences different from their own. Through collaboration with Professional Learning and Community Education (PLACE), the Certificate program will seek to place students for practicum experiences that achieve this. The other required course, CURRIC 328, covers culturally relevant pedagogy and other theories related to racial and gender equity.

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

The Certificate is designed with minimal barriers to enrollment, and many of the course options are available to all students, including those without prior arts experience. Further, members of the Certificate's core faculty are in active partnership with the members of the Office of Multicultural Arts Initiatives (OMAI). OMAI's three pillars are arts, academics, and activism, and this Certificate builds connections between at least the first two, if not all three. OMAI has already demonstrated an ability to increase access, retention, and degree completion for students, and the Certificate will provide further support to these efforts. The same can be said for students who are part of The Studio learning community. Finally, all students will work closely with their Certificate advisors to ensure timely completion.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The proposed program is designed to be inclusive of all of current faculty and instructional staff's areas of expertise, and to encompass interdisciplinary breadth. For example, from an equity perspective, it is significant that this Certificate equalizes artistic disciplinary practices such as choral music and Hip Hop, Ballet and World Dance, and film making and digital media.

Similarly, the Certificate is designed to equally value the various cultural histories in the curriculum as well as in faculty members' research areas. A key strength of this Certificate is that it embraces research, teaching, and practice equally, and encourages student engagement with a wide variety of faculty and staff. Finally, this Certificate could be used as a valuable recruiting tool for the School of Education as it seeks to recruit a greater number of preservice teachers who identify as Black, Indigenous, and/or a person of color.

Note any plans or strategic initiatives at the university that are closely linked with the development of the proposed program. Note how efforts will align with the appropriate and applicable accreditation standards that address diversity where relevant. To the extent that the response to questions related to diversity, equity, and inclusion are connected to plans at the department, school/college or university, make those connections explicit where relevant.

The School of Education includes ten departments in the arts, education, and health. This Certificate represents an intentional instructional effort to connect the arts and education. This instructional effort mirrors the research effort of the UW Community Arts Collaboratory. The inception of the Certificate will create a symbiotic relationship with the work of the Arts Collaboratory. The Arts Collaboratory will provide Certificate students with the opportunities for practical teaching artist experiences, while the Certificate will enable the Arts Collaboratory to extend reach of the arts into the community.

The arts have traditionally played key roles in representing the diversity of cultural voices and identities in our society. The School of Education articulates a commitment to such values, as demonstrated by the efforts of the Office of Multicultural Arts Initiatives (OMAI). By partnering with both the Arts Collaboratory and OMAI, students enrolled in the Certificate will have the opportunity to use the arts in pursuit of the Wisconsin Idea. Successful completion of the Certificate will involve working directly with an arts organization to facilitate meaningful experiences for young people in the greater Madison community.

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
Halverson, Erica	Curriculum and Instruction (CURR INSTR)	Professor
Kirchgasler, Chris	Curriculum and Instruction (CURR INSTR)	Assistant Professor
Machado, Emily	Curriculum and Instruction (CURR INSTR)	Assistant Professor
Hoefflerle, Mary	Art (ART)	Faculty Associate
Corby, Kate	Dance (DANCE)	Professor
Dobbs, Teryl	Mead Witter School of Music (MUSIC)	Professor
Simpson, Gail	Art (ART)	Professor
mvandewa	German, Nordic, and Slavic (GNS)	Professor
Vieira, Catherine	Curriculum and Instruction (CURR INSTR)	Professor
Abdu'Allah, Faisal	Art (ART)	Professor
Lashley, Yorel	Curriculum and Instruction (CURR INSTR)	Staff
Wardrip, Peter	Curriculum and Instruction (CURR INSTR)	Assistant Professor

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

Faculty and staff have access to classroom and/or studio spaces for in-person and online instructional delivery. Faculty and staff have access to departmental computers for instructional purposes. Students who wish to declare the Certificate will be required to meet annually with their major advisor to ensure that there is no overlap between courses required for their major and the Certificate.

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

Name (Last, First)	Department	Title
Machado, Emily	Curriculum and Instruction (CURR INSTR)	Assistant Professor
Kirchgasler, Chris	Curriculum and Instruction (CURR INSTR)	Assistant Professor
Corby, Kate	Dance (DANCE)	Professor
Vieira, Catherine	Curriculum and Instruction (CURR INSTR)	Professor
Kirchgasler, Katie	Curriculum and Instruction (CURR INSTR)	Assistant Professor

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

The advisors will take on advising roles as part of their regular service loads in the Department.

Describe how student services and advising will be supported.

Students will meet annually with Certificate advisors to discuss progress and enrollment.

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?

No

Upload the 131 spreadsheet.

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 be charged, please explain.

Upload Market-based tuition proposal here:

Upload Online/Distance tuition proposal

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.

This Certificate does not require new resources.

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

What percentage of the curriculum, if any, is being proposed to change via this proposal?

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

All current UW-Madison undergraduates and University Special students are eligible to complete the Certificate in Arts and Teaching. Students should meet with the Certificate Advisor to discuss their intention to pursue the certificate. Appointments may be arranged via email. To declare the certificate, students must also complete the application form location on the School of Education's Certificate Programs (<https://education.wisc.edu/academics/certificates/>) page.

Describe plans for recruiting students to this program.

Recruiting for the program will be done through fliers, emails, and word-of-mouth. With the exception of CURRIC 329, all of the courses associated with the Certificate are currently offered. Students in these classes are the most likely to be interested, and as such the instructors are well positioned to recruit students. The Certificate will be publicized to incoming and current fine arts students through their regular departmental communications.

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	12
Year 2	16
Year 3	20
Year 4	25
Year 5	25

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

The majority of these courses are already offered. As such, we do not anticipate needing additional resources.

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.

Certificate Requirements - Arts and Teaching.docx

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

Will this program have Honors in the Major?

Parent Requirements

Guide Requirements tab

Course requirements

The Certificate in Arts and Teaching requires the following course distribution for a minimum of 15 credits. At least 8 credits must be completed in residence. Students must complete two required courses, CURRIC 328 and CURRIC 329. Students must complete one course in Foundations of Teaching and Learning, and two courses in the Arts. Students are encouraged to take Arts courses that will broaden their artistic practice. None of these courses may be taken for completion of a major.

Required courses

Code	Title	Credits
CURRIC 328	Arts Integration for Teaching and Learning	3
CURRIC 329	Teaching Artist Practicum	3

Foundations of teaching and learning

Select 3 credits from the following:

Code	Title	Credits
CURRIC 209	Digital Media and Literacy	3
CURRIC 305	Integrating the Teaching of Reading with Other Language Arts	3
CURRIC 331	Taking Education Outside of School	3
CURRIC 364	Introduction to Education	3
ED PSYCH 301	How People Learn	3
ED PSYCH 320	Human Development in Infancy and Childhood	2-3
ED POL 200	Race, Ethnicity, and Inequality in American Education	3
ED POL 300	School and Society	3
ED POL 450	Rethinking "After-School" Education	3
ART ED 321	Introduction to Teaching Art	2

Courses in the arts

Select 6 credits from the following:

Code	Title	Credits
ART 112	Drawing I	3
ART 176	Digital Photography for Non-Art Majors	4
ART 338	Service Learning in Art	2
DANCE 156	Movement as Material Through Improvisation	2
DANCE 131	Somatic Theory and Practices	2
DANCE 157	Introduction to Movement Analysis	2
DANCE 231	Introduction to Dance/Movement Therapy	2
DS 341	Design Thinking for Transformation	3
M H R/INTEGART 632	Introduction to Arts Entrepreneurship	3
M H R/INTEGART 636	Entrepreneurship in Arts & Cultural Organizations	3
MUSIC 151	Basic Concepts of Music Theory	3
MUSIC 240	Style, Sound and Society	3
MUSIC 497	Special Topics in Music	1-3
CURRIC/SLAVIC/THEATRE 362	Drama for Teaching and Learning	3
THEATRE 150	Acting I: Introduction to Acting	3
THEATRE 200	Acting Skills for Life	2
THEATRE 219	Undergraduate Topics in Theatre and Drama	1-3
THEATRE 260	Producing Theatre	3
THEATRE 357	Introduction to Theatre for Cultural and Social Awareness	3

This certificate may be completed within the context of an undergraduate degree or as a Special student after an undergraduate degree has been awarded from any institution. The certificate may be completed in its entirety while enrolled as a Special student. Candidates are encouraged to contact the certificate coordinator to discuss course enrollment and the sequencing of certificate requirements.

Total credits required:

15

Semesters to completion:

Parent Plan Graduate Policies

Guide Graduate Policies tab

Parent Guide Four Year Plan tab

Guide Four Year Plan tab

Parent Guide Three Year Plan tab

Guide Three 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	Gain understanding of the theories of teaching and learning that guide informal learning environments
2	Experience a breadth of artistic practice, including those outside a student’s primary artistic discipline
3	Develop a framework for arts teaching in informal learning environments
4	Create an arts program for an informal learning environment that integrates theories of teaching and learning with disciplinary arts practice

When learning outcomes are changed, a new assessment plan must be uploaded.

Summarize the assessment plan.

The Programs Committee in the Department of Curriculum and Instruction will meet annually in the spring to assess the Certificate in Arts and Teaching. The Committee will review assessment materials, and to discuss enrollment, student feedback, and possible modifications to the Certificate program. The Certificate Director will create an annual report summarizing the discussions and recommendations, and will distribute it to the Programs Committee. All modifications of the coursework or objectives will be voted on by the Programs Committee.

Department Approved Assessment Plan:

Assessment Plan for Certificate in Arts and Teaching.docx

Related Programs

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

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

Select Majors, enter one per box. Use the green + to create additional boxes.	Evidence
Afro-American Studies	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Art	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Art History	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Communication Arts	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Music: Performance	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Music	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Dance	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
English	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Theatre and Drama	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Creative Writing	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Education Studies	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Educational Policy Studies	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Interdisciplinary Theatre Studies	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Sociology	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.

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

Commitments

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

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
Haller, Dominique	1/5/2021	School of Education (EDUCATION)	see attached	The Studio
Abdu'Allah, Faisal	1/5/2021	School of Education (EDUCATION)	see attached	The Studio
	1/20/2021	School of Education (EDUCATION)	see attached	OAMI

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.

Letter of Support Arts and Teaching Certificate.pdf

OAMI LoS Certificate in Arts and Learning.pdf

Additional Information:

Approvals

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

Enter any notes about approval here:

The Department of Curriculum & Instruction held a vote at our meeting on January 11th 2021 and voted unanimously to support the development of this program (28-0-2)

Entered by:

Erica Halverson

Date entered:

01/21/21

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:

SIS effective date:

Effective Guide Edition:

Guide publish date/type

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:

NSF STEM:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Added to UW System Crosswalk:

Scan this proposal:

Upload documents that should be scanned:

Reviewer Comments

Maddie Sychta (sychta) (Wed, 10 Feb 2021 15:31:26 GMT): Rollback: Please make updates based on 2/5/21 Programs Committee review. See my email to Erica on 2/9/21 for details.

Key: 1201