

# : CERTIFICATE IN BILINGUAL PSYCHOLOGICAL SERVICES: ESPERANZA

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## In Workflow

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2. EDU School Admin Reviewer (bgerloff@wisc.edu; ckelley@wisc.edu; ejach@wisc.edu; sychta@wisc.edu; rothiii@wisc.edu)
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## Approval Path

1. Thu, 22 Apr 2021 19:58:39 GMT  
Steve Quintana (smquinta): Approved for COUN PSY Dept. Approver
2. Fri, 07 May 2021 20:38:18 GMT  
Maddie Sychta (sychta): Approved for EDU School Admin Reviewer

## New Program Proposal

Date Submitted: Thu, 22 Apr 2021 14:47:26 GMT

**Viewing: : Certificate in Bilingual Psychological Services: Esperanza**

**Last edit: Fri, 07 May 2021 20:58:22 GMT**

Changes proposed by: smquinta

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:

This 9 credit certificate develops foundational knowledge as well as practical skills for graduate students to be able to provide psychological services to Spanish-speaking and bilingual (SsB) clients and community members. It involves coursework focused on Latinx mental health and wellbeing, microskills training to communicate bilingually, and support for case management as well as adapting extant services for SsB communities. The certificate curriculum and training are grounded in the Healing Ethno and Racial Trauma (HEART) model applied to Latinx communities (Chavez-Duenas et al., 2019). The certificate training and the HEART model include principles of Radical Healing in which mental health services are provided in the context of social injustice and healing needs to occur concomitantly with promoting social justice on individual and systems level. The healing is considered 'radical' because it involves 'radical hope' or the hope for change in the context of withering forms of bias and profound incidents of ethnic-racial trauma. Additionally, the certificate training is grounded in antiracist, decolonization, and Latinx-centric principles. A capstone requirement involves students presenting a case study from their field work that applies certificate principles. The goal is to expand the workforce capacity to provide linguistically and culturally responsive services to SsB communities.

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?

Graduate or professional

Parent Home Department:

Home Department:

Counseling Psychology (COUN PSY)

Parent School/College:

School/College:

School of Education

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

No

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

Parent is in the Graduate School:

Is this in the Graduate School?

Yes

Parent Award

Award:

Other Award Name:

SIS Code:

SIS Code (BS):

SIS Description:

SIS Description (BS):

Transcript Title:

Certificate in Bilingual Psychological Services: Esperanza

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	Quintana, Steve	smquinta@wisc.edu	608/262-6987	
Faculty Director	Quintana, Steve	smquinta@wisc.edu	608/262-6987	Professor
Primary Contact	Ramirez Stege, Alyssa	ramirezstege@wisc.edu		Clinical Asst Prof.
Primary Dean's Office Contact	Sychta, Maddie	sychta@wisc.edu		

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

**Departments**  
 Spanish and Portuguese (SPAN PORT)

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 2022 (1232)

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

2026

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

2028

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

Graduate students in the psychology programs in the School of Education (Counseling Psychology, School Psychology, Rehabilitation Psychology) will be recruited to participate in the certificate program. Program faculty and staff will reach out to other UW graduate programs focused on mental health services (Clinical Psychology, Social Work, Psychiatric Nursing). The program anticipates that this certificate will increase bilingual student enrollment in these psychology programs. The program is working on field placements with access to SsB clientele through a Wisconsin Partnership Program 5-year grant. The certificate coursework will be available to non-certificate students who wish to develop some of the specific knowledge or skills offered by these courses. The program anticipates cohorts of 6 - 8 students participating in the certificate. Participation in certificate coursework would be slightly different for each of the psychology/mental health programs due to field work placements with SsB clients.

## **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?

At present, culturally and linguistically responsive mental health services are in short supply for Spanish-speaking and bilingual clients in Madison, Wisconsin, the upper-Midwest region of the U.S. and other 'new growth' communities experiencing recent growth of Latinx populations. Analogous to 'food deserts,' Spanish-speaking Bilingual (SsB) populations in new growth communities experience 'psychotherapy deserts.' The vast majority of psychology training programs provide English-only training with an implicit assumption that SsB students can provide competent SsB services. However, it is critical to train SsB students in Spanish as mental health services are grounded in language, with significant attention devoted to communication microskills and nuance. Fortunately, bilingual psychology programs developed in U.S. regions with large and established SsB communities have proven to be successful. Recent public policy, hate crimes, hate incidents, and anti-immigrant attitudes have created ethno-racial trauma targeting SsB members of Latinx communities, resulting in vast unmet need among a most vulnerable population. Because psychology programs in the School of Education have a long history of providing culturally responsive training, linguistically responsive training is a natural development of this commitment. As evidence of the need for such training, SMPH's Wisconsin Partnership Program awarded a grant to fund a partnership between SoE psychology programs and the Centro Hispano to develop bilingual mental health services that are responsive to the SsB communities in Dane County and other 'new growth' communities. The training philosophy is grounded in Radical Hope theory, or Esperanza (hope).

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

This certificate was designed to complement the training in psychology programs in the School of Education. The certificate supplements the extant psychology training programs with an in-depth examination of the mental health of members of Latinx communities. The certificate training also provides a bilingual complement to the communication and interviewing skills provided in existing SoE programs. Finally, the certificate training provides supplemental oversight to field work placements serving SsB clients.

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.

Interviews with graduates who were bilingual from the UW's SoE programs reveal significant interest in receiving this training in the context of graduate school, versus the 'on the job' incidental training that these bilingual graduates received after graduation. Surveys indicated that their bilingual skills increase their market value but they had challenges meeting professional obligations for competence to serve a population that they had not received training to serve. An important component of the training involves the development of cohorts of bilingual students that allow peer mentoring, vicarious learning, and ability to discuss challenges specific to being bilingual and working with SsB community groups. Current students recognize the significance of the training before entering the workforce.

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

There is a significant shortage of SsB mental health services ('psychotherapy deserts') and providers in 'new growth' Latinx communities. SMPH Wisconsin Partnership Program provided a 5-year grant to develop the workforce to meet the vast unmet needs. In 2018, the American Psychological Association's Monitor on Psychology feature story was "Spanish-speaking psychologists in demand" (Smith, 2018). Similar calls for Spanish-speaking psychologists have been made in the last decade that focus on the need for training experiences that will help meet the needs of a rapidly growing Spanish-speaking Latinx population in the U.S. (Guilman, 2015; Smith, 2018; Stringer, 2015). Not surprisingly, Latinx psychologists themselves only make up approximately 5% of all psychologists, in contrast to the approximately 18% of total Latinxs in the U.S. population (Smith, 2018). Similarly, only 5.5% of all psychologists (Latinx or not) reported being able to provide services in Spanish (Smith, 2018).

There have been a wide-range of interventions to increase Spanish proficiency in clinical training for U.S.-based clinicians. These include home-study online training, 4 to 8-week cultural immersion programs, and specialized bilingual certificate programs. In a current review of applied psychology programs, we found only 19 master's and doctoral-level Spanish-speaking and/or Latinx-based tracks, programs, concentrations or certificates. However, it is unclear the extent to which these programs provide targeted Spanish-speaking clinical training. Of note, the programs are located mostly in the West and Southwest area of the United States, with most in California (n = 6), Texas (n = 4), two in Oregon, one in Colorado and another in New Mexico. There are four programs on the East coast in Florida, Massachusetts, New Mexico, and New York. There were only two programs in the Midwest, both located in Chicago.

Locally, the Latinx community in Madison and Dane County is coping with longstanding challenges associated with racial, cultural, and linguistic marginalization intensified by increasingly aggressive application of dehumanizing public policies, instilling fear and, in some cases, causing trauma. The cruelty of these circumstances is exacerbated by an acute shortage of mental health professionals in our community who can provide linguistically and culturally competent services. This shortage is particularly problematic, given the central role of language and culture in social and mental health services. Not having access to services in Spanish further oppresses a community already impacted by racism. The Esperanza certificate will build a needed pipeline of trained culturally and linguistically-competent mental health providers to support the direct mental health needs of the community.

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?

Extant training programs in psychology in SoE and across UW provide no formal training in providing linguistically responsive services targeting Spanish speakers.

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 Esperanza certificate is an example of inclusive excellence. The Counseling Psychology department has a long history of being committed to ethnic, racial, cultural diversity and the certificate allows the department to expand to be committed to linguistic diversity. The program plans to recruit bilingual graduate students and provide them with training that allows them to operate outside of an English-only context. Through the 5-year Wisconsin Partnership Program grant, SoE psychology programs will work with the Latinx community to better serve the acute need for linguistically responsive services. This partnership will also connect graduate students to SsB clients and communities. The training model is focused on Radical Hope and HEART (Healing Ethno And Racial Trauma), representing healing practices that are ideologically grounded in ethnic and racial minority communities and their cultures. Within the Dane County SsB communities with whom the certificate students will work, there are many different nations of origin, cultures, and races represented.

### Parent Value

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.

This program is focused specifically on the training needs of SsB students to be able to provide SsB services. Evidence that the program is meritorious: An American Psychological Association awarded a CEMMRAT grant to assist in getting the word out about the certificate training. The certificate provides supplemental support to students in developing their bilingual and bicultural skills. More generally, bilingual certificate training reflects Counseling Psychology's commitment to developing leaders for an integrated, multicultural, and multilingual society. Certificate courses include learning resources and learning outcomes that address matters of diversity and social justice. The certificate courses rely on the expertise of authors and contributors from diverse backgrounds, integrating discussions of diversity and social justice issues throughout the curriculum. The certificate will also leverage the experiences of bilingual, bicultural, and binational psychologist and be supervised by bilingual, bicultural professionals in field sites. All certificate students will be presented with semesterly opportunities to engage in the Latinx communities in Dane County to develop leadership skills for a multicultural society, including the opportunity to put ideas learned in course work into practice when enrolled in the required field experiences.

### Parent Value

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 certificate draws on the experiences and expertise of diverse faculty, which will make it attractive to those who wish to integrate multicultural and multilingual skills. A challenge for recruiting a diverse workforce of professionals to UW is the relative lack of community to support the lifestyles, cultures, and languages of minoritized populations. The certificate is different because it is partnering with the local communities and will provide access for students, faculty, and staff to be engaged with others who share their diverse interests, experiences, and cultures. The Department of Counseling Psychology plans to reach out to the few psychology programs who provide bilingual training and will be recruiting at APA (American Psychological Association) divisions focused on ethnic and racial diversity as well as at professional organizations dedicated to ethnic minority psychology (e.g., National Latinx Psychological Association). The department has close relationships with UW's Division of Diversity Equity and Educational Achievement (DDEEA) programs and the Chican@, Latin@ Studies (CLS) program and will be able to recruit UW students within those organizations. One of the courses cross-listed with CLS, CP/CLS 525: Latinx Mental Health, offers the opportunity for undergraduate students interested in Latinx mental health to learn with and be mentored by graduate students in the certificate. The required courses assist those who come from diverse communities in 'giving back' by explicitly training for the skills that are required to serve SsB communities. Importantly, the program draws off of the cultural diversity and focuses on how that diversity can be applied to their work. These features make the certificate very attractive to students and will facilitate the hiring and recruitment of diverse students, staff, and faculty.

### Parent Value

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 certificate program is designed in consultation with bilingual training programs in communities with large and established SsB populations (Texas, California, Florida). It provides training for a higher standard of care than is currently required by APA ethical principles. At present, the APA ethical guidelines provide minimal requirements to serve linguistically diverse communities. The Esperanza Certificate program will expand and investigate the skills and services needed to address the mental health needs of diverse communities. Research into process and outcome of bilingual therapy services will be conducted and will allow the certificate program to implement lessons learned from the process and outcome research. Additionally, the research that will accompany the certificate will conduct much needed investigation into the skills and services needed to meet the mental health needs of linguistically diverse communities. The certificate faculty and staff have developed the training program in consultation with local communities and with the local bilingual providers and others who serve diverse communities within Dane County—ensuring that the certificate training is community-based. As part of the certificate, there are biweekly meeting of a Community of Practice: Esperanza which is connecting and organizing the local community of bilingual providers, in part to inform the certificate faculty and staff about local mental health needs, and to build the capacity of local providers by sharing resources and expertise. These principles are congruent with the R.E.E.L. Change Implementation Plan described the Division of Diversity, Equity and Educational Achievement, specifically, the ‘criterion referenced approach’ that is focused on cultural, ethnic, and linguistic diversity. Additionally, the certificate faculty and staff are coordinating with local communities representing diversity and with local bilingual providers and others who serve these communities within Dane County.

Parent Value

## 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
Quintana, Steve	Counseling Psychology (COUN PSY)	Chair and Professor
Ramirez Stege, Alyssa	Counseling Psychology (COUN PSY)	Clinical Assistant Professor

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

WPP grant funds provided support for hiring a director of certificate training, Dr. Alyssa Ramirez Stege.

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

Name (Last, First)	Department	Title
Quintana, Steve	Counseling Psychology (COUN PSY)	Chair and Professor

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

Describe how student services and advising will be supported.

Drs. Alyssa Ramirez Stege and Steve Quintana will work with graduate students who are interested in SoE and other UW colleges and schools that provide training in psychology.

Dr. Quintana will supervise the Spring offering of CP/CLS 525 but Dr. Ramirez Stege will serve as the primary instructor for the other courses. The Department of Counseling Psychology could pursue hiring local psychologists/counselors as adjunct instructors if necessary. The Department is hiring for two new positions in 2021-22 and is interested in hiring someone who is fluent in Spanish, in part to build the capacity of the certificate. The certificate training could help the department or other SoE psychology programs recruit other qualified faculty who are bilingual. The certificate courses can also be taught by instructors in the Departments of Educational Psychology and Rehabilitation Psychology and Special Education.

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?

Upload the 131 spreadsheet.

What is the tuition structure for this program?

Select a tuition increment:

What is the rationale for selecting this tuition increment?

Will segregated fees be charged?

If segregated fees will 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.

WPP funds provides support for 5 years and additional funding will be solicited to support resources needed.

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.

Students will be funded by their major program.

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, the 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 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?

List the specific schools and colleges.

Provide justification for the limits.

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

Which University Special students are eligible for the certificate?

Describe certificate program procedures to advise students who do not complete the certificate to notify the program advisor if they re-enroll as a University Special student to complete the certificate.

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

Describe certificate program procedures to report to the Registrar’s Office when a University Special student has completed the certificate and supply a list of courses that student used to fulfill certificate requirements. (Note that SIS eDeclaration and DARS are not available for University Special students.)

Parent Plan Admissions/How To Get In Requirements

Guide Admissions/How to Get In tab

**admission**

Applications to the Certificate in Bilingual Psychological Services: Esperanza must be submitted by July 1. The certificate director reviews applications and notifies students of acceptance by August 1.

**application process**

For admission into the Esperanza certificate, students must:

Be enrolled in a graduate program in Counseling, School, or Rehabilitation Psychology.

Demonstrate advanced Spanish proficiency on the ACTFL Proficiency Placement Test (<https://www.languageTesting.com/actfl-proficiency-placement-test-appt/>).

Complete and submit the application form to the Director of the Esperanza certificate with the following information:

- o Name and graduate program
- o Documented Spanish-language proficiency
- o Letter of support from the student’s academic advisor
- o Course workload and timeline of how Esperanza certificate fits student’s schedule
- o 500-word application essay written in Spanish addressing the reasons why the student wants to complete the Esperanza certificate; professional and personal goals; and professional and/or personal experience in the Spanish language

Describe plans for recruiting students to this program.

1) Prospective students applying to one of the psychology programs in School of Education (SoE) who may be eligible for the training will be informed of the certificate training during the admission process. The certificate director will work closely with the MS and PhD programs in SoE. It is expected that the presence of this training program will increase recruitment for the psychology programs in SoE.

2) Students who are enrolled in one of the psychology programs in School of Education will be recruited to enroll in this certificate training. If additional space is available, students from across campus enrolled in professional training programs for mental health services (e.g., Clinical Psychology, Social Work, and Psychiatric Nursing) will be recruited.

What is the recruiting and admissions strategy for underrepresented students?

Most of the students who will be recruited for this certificate training will be under-represented students. Many Latinx students are heritage language speakers and have the cultural and linguistic backgrounds needed for the certificate training.

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	6
Year 2	8
Year 3	10

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

Current and historical trends for recruitment in the psychology programs would be sufficient to sustain a meaningful training. If recruiting additional students was desirable, the certificate could work other programs (Social Work, Clinical Psychology, Psychiatric Nursing, Occupational Therapy). The program may need to cap enrollment so field sites can sustain access to SsB communities for certificate, but because the various MS/PhD programs have different field sites (e.g., mental health counseling, vocational-

rehabilitation counseling, school districts, etc.) and due to the current workforce shortage, there will be sufficient field sites and capacity to support 8 - 10 certificate students per year.

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

## Certificate requirements

Students must maintain an average GPA of 3.0. Students interested in improving their Spanish language skills may take SPANISH 319 Topics in Spanish Language Practice while enrolled in the Esperanza Certificate.

### foundational Courses

Code	Title	Credits
Spring I		
COUN PSY 500	Radical Healing and Ethics of Bilingual Latinx Training	1
Summer I		
COUN PSY/CHICLA 525	Dimensions of Latin@ Mental Health Services	3
COUN PSY 550	Course COUN PSY 550 Not Found	3
Fall I		
COUN PSY 575	Latinx Foundational Practicum: Case Conceptualization	1
Spring II		
COUN PSY 580	Course COUN PSY 580 Not Found	1
<b>Total Credits:</b>		<b>9</b>

Total credits required:

9

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.

<b>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</b>	
1	Develop awareness of the social, cultural, spiritual, linguistic, political and historical features that influence mental health work with Latinxs
2	Become knowledgeable about the theoretical and philosophical foundations of Latinx psychology
3	Understand the structural, environmental and social determinants of health that influence the development and maintenance of health disparities among Latinxs
4	Develop cultural and linguistic competency in providing psychotherapeutic interventions to Latinxs across the lifespan
5	Demonstrate the ability to conceptualize and implement culturally grounded approaches to mental health care with Latinxs

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

Summarize the assessment plan.

The assessment of the curriculum will draw on student progress through the certificate courses, assess skills that are demonstrated on course assignments, as well as supervisor ratings of students' demonstrating competence while conducting field work with SsB community. An assessment team from the three SoE departments has been formed to assess, review, and make recommendations for the certificate training and the courses.

Department Approved Assessment Plan:

Bilingual Training Certificate AssessmentPlan Revised\_.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.

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.

Yes

Courses in the curriculum are numbered 699 or lower.

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

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.

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.

Yes

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

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar's Office DARS liaison to keep approved revisions to the curriculum current.

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

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

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

Yes

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

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

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
Rao, Rajiv	05/26/2019	Spanish and Portuguese (SPAN PORT)		

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.

UW Spanish Portuguese Dept LOC Rao.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 Counseling Psychology approved this new program on 12/4/2020.

Entered by:

Maddie Sychta

Date entered:

04/22/2021

**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:

This certificate was approved by the SoE Programs Committee on 5/7/2021.

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

**Regina Lowery (lowery3) (Tue, 11 May 2021 14:55:21 GMT):** Assessment plan: Format accepted.

**Regina Lowery (lowery3) (Tue, 11 May 2021 14:55:43 GMT):** Learning outcomes: Format accepted.

**Regina Lowery (lowery3) (Tue, 11 May 2021 14:59:56 GMT):** Assessment reporting: Counseling Psychology PhD and Counseling MS - up to date.

**Key: 1226**