

Program Change Request

New Program Proposal

Date Submitted: 08/12/21 10:17 am

Viewing: : **Certificate in Global Cultures,
Languages, and Education**

Last edit: 08/25/21 11:14 am

Changes proposed by: lbartlett2

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

Name
Carolyn Kelley - EDU

In Workflow

1. **ED POL ST Dept. Approver**
2. **EDU School Admin Reviewer**
3. EDU School Approver
4. APIR Admin
5. UAPC Approver
6. Registrar

Approval Path

1. 04/23/21 12:09 pm
Mary Jo Gessler (mjgessle):
Approved for ED POL ST Dept. Approver
2. 04/28/21 2:55 pm
Maddie Sychta (sychta): Rollback to Initiator
3. 04/30/21 1:34 pm
Maddie Sychta (sychta): Rollback to Initiator
4. 08/12/21 10:39 am
Mary Jo Gessler (mjgessle):
Approved for ED POL ST Dept. Approver

Proposal Abstract/Summary:

The Certificate in Global Cultures, Languages, and Education (GCLE) educates students about global anthropological, sociolinguistic, and language policy and planning perspectives, while providing them with tools to think critically about global language, literacy, and sociocultural contexts. The courses pose key questions about the relationships among cultural diversity, social inequality, and language, and they provide students with skills to work globally, within and beyond schools, in the field of culture, communication, and education.

Basic Information

Program State: Active

Type of Program: Certificate

Who is the audience? Undergraduate

Home Department: Educational Policy Studies (ED POL ST)

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

SIS Code:

SIS Description:

Transcript Title: Certificate in Global Cultures, Languages, and Education

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
Faculty Director	Bartlett, Lesley	lbartlett2@wisc.edu		
Department Chair	Bartlett, Lesley	lbartlett2@wisc.edu		
Primary Contact	Gessler, Mary Jo	mjgessle@wisc.edu	608/262-1761	

Role Type	Name (Last, First)	Email	Phone	Title
Primary Dean's Office Contact	Kelley, Carolyn	ckelley@wisc.edu	608/263-5733	

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

Departments
Curriculum and Instruction (CURR INSTR)
Anthropology (ANTHRO)
Inst for Regional & Int'l Stud (IRIS-L&S)

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

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

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

Mode of Delivery:

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

Will this program be part of a consortial or collaborative arrangement with another college or university? No

Will instruction take place at a location geographically separate from UW-Madison? No

Will this program have outside accreditation? No

Will graduates of this program seek licensure or certification after graduation? No

First term of student enrollment: Fall 2022 (1232)

Year of first program review (5 years after first student enrollment): 2027

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

Once the Certificate is approved, students will be aware of the requirements and can take the appropriate courses. Once the certificate is implemented in Fall 2022, students will be able to declare the Certificate by meeting with the Certificate advisor and completing the declaration form on the School of Education's Certificate Page.

Rationale and Justifications

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

The Certificate in Global Cultures, Languages, and Education (GCLE) educates students about global anthropological, sociolinguistic, and language policy and planning perspectives, while providing them with tools to think critically about global language, literacy, and sociocultural contexts. The courses pose key questions about the relationships among cultural diversity, social inequality, and language, and they provide students with skills to work globally, within and beyond schools, in the field of culture, communication, and education. The certificate will prepare UW students to analyze cultural and communicative barriers to educational equity and respectfully and effectively communicate and collaborate across cultures and countries.

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

The Global Cultures, Languages, and Education certificate will complement undergraduate campus offerings in four major ways. First, it highlights global education expertise in the School of Education, while focusing specifically on debates and potential careers in global culture and communication. Second, it addresses a gap in the curriculum concerning interrelations among linguistic resources, cultural responsiveness, and education. Third, it complements the strong language programs and international and regional area studies expertise at UW-Madison by offering a focus on education policy and programming. Finally, by educating students about language policy and pedagogy, it will prepare undergraduates to take up international service positions after graduation in organizations such as Fulbright English Teaching Assistant, Americorps, Peace Corps, Room to Read, and related organizations.

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

According to a Fall 2019 survey of UW-Madison undergraduates conducted by the Language Institute, more than 62% of undergraduates stated that learning a second language is somewhat, very, or extremely important to their career goals. Students reported that providing more explicit linkages between language study and future careers would increase the likelihood of studying languages. Further, students wanted their language study to be recognized by a credential such as a certificate. These facts suggest that students would be interested in a certificate that combines a language and culture focus with a specific set of careers.

Many scholars who study in the field of anthropology end up working to educate the broader public. In a 2009 survey sponsored by the American Anthropological Association of 758 people who had completed a masters degree in anthropology, more than one-third reported that their work entailed education and/or outreach in sites such as museums, environmental education programs, or public health campaigns.

The University of Wisconsin-Madison boasts incredible strength in international and regional studies, featuring eight National Resource Centers with Title VI funding. The university routinely sends more graduates to the Peace Corps than any other campus in the U.S. Last year, UW-Madison was once again designated a “top producing institution” for Fulbright awardees; half of those awardees will work in the English Teaching Assistant program. Language and cultural studies are a significant part of this success. Thanks to federal funding, UW-Madison has granted more than 200 Foreign Language Area Studies grants to students since 2018; each summer, the Wisconsin Intensive Summer Language Institute offers instruction in more than 30 languages. The International Division has a stated goal of better preparing students to apply for these international opportunities, specifically Fulbright and Peace Corps. Forty-two percent of Peace Corps volunteers work in the education sector. This certificate will provide interested students, who have incredible language skills and strong international interests, with the opportunity to learn key concepts in language and cultural studies, engage in debates about language and educational policy, and learn about possible careers in these areas. 53 people, including 36 undergraduates, participated in a March, 2021 “bootcamp” on careers in global education sponsored and planned by IRIS, indicating strong interest among students.

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

The certificate prepares students for global careers linked to education and communication, such as youth and adult literacy programs, language policy and programming positions, after-school educational support, early grade literacy programs, and similar opportunities. The Fulbright English Teaching Assistant program hires more than 1,000 assistants per year, placing them in more than 75 countries around the world. Peace Corps employs more than 7000 volunteers each year, and 42% of those work in the education sector. Americorps enrolls more than 270,000 workers each year; members work in 12,000 educational settings across the U.S. Graduates might also work faith-based groups or non-governmental organizations.

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

This certificate focuses on the interrelationships among global culture, communication, and education. It addresses questions such as: what language in education policies are best in what situations? How can literacy programs incorporate culturally relevant pedagogy and curricula? How might we develop culturally and linguistically sensitive public communication strategies? The core classes provide a strong grounding in anthropological, sociolinguistic, and language policy and planning perspectives, while considering these issues in global educational policies and programs. The certificate provides opportunities, through community-based learning, to use practice to inform theory, and vice versa. It asks students to collaborate and communicate research effectively with people from a range of perspectives, cultures, and backgrounds and develop culturally sensitive, evidence-based proposals for solutions to cultural, educational, and communication challenges.

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.

One course in the certificate, ED POL 205, provides an opportunity to engage in community-based learning, a pedagogical model that connects classroom-based work with meaningful community involvement. Students choose from a range of diverse practice settings, including adult literacy programs, ESL tutoring, in-school reading tutoring, and after-school homework help. Through a series of guided reflections, students consider questions of equity related to languages and multilingualism, linguistic registers, and language practices. They learn from one another through intensive, structured dialogues in the classroom. ED POL 570 explores foundational concepts in educational anthropology, including feminist theory, critical race theory, practice theory, and post-structural theory; at the same time, the course, which meets the ethnic studies requirement, prepares students for life and careers in multicultural societies and considers the relationship between education, language, and inequality. In a third course, CURRIC 312: ESL/Bilingual Issues, students explore theoretical and practical aspects of second language and literacy development in schooling for English learners. This course includes case studies and a fieldwork component, in which students conduct a descriptive inquiry of a student's linguistic repertoires and classroom-based research on supports for English learners. Finally, in ED POL 595, students read about global language policy and planning debates regarding the promotion of linguistic justice, such as the push for bilingual or mother language education. In all of these core classes, students have the opportunity to consider a range of theories and engage with people with experiences and perspectives different from themselves.

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 Department of Education Policy Studies has a strong record of building a diverse community. The undergraduate major, established three years ago, is one of the most diverse undergraduate majors in the university, with almost 30% international students and almost 25% students of color born in the U.S. These figures reflect the consistent, long-standing, and successful focus on diversity, inclusion, and excellence in hiring, teaching, and programs.

To recruit for this certificate, each semester, the department will share information with all students enrolled in an Education Studies course. The School of Education will also disseminate information about the certificate through its web page and monthly magazine. The department will ask faculty in international studies, anthropology, and language programs to circulate information about the certificate to their students. Finally, the department will provide information about the certificate to students who attend the lecture series or career events held by the UW Institute for Regional and International Studies.

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 department's faculty and graduate students who will teach these classes come from over 15 countries and speak more than 16 languages. This certificate will provide opportunities for EPS's incredible, award-winning international graduate student teachers to share their expertise and knowledge with UW-Madison's undergraduate population. The department is currently composed of over 50% faculty and graduate students of color. Future recruiting efforts aim to continue this proud tradition through careful attention to where the department places job ads and the networks through which the department distributes any calls for applications, maintaining a sufficiently broad job ad, mentioning diversity as an institutional and departmental value, explicitly describing the department's concern with equity, and directly encouraging candidates with diverse backgrounds to apply.

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.

This certificate plan is linked to two important goals. First, it will offer students who are not enrolled in or affiliated with the School of Education but who have an interest in culture, communication, and equity a chance to consider language educational policies and practices. Second, it responds to the campus goal of increasing international engagement, global awareness, and, more specifically, the number of applications for prestigious programs, such as Fulbright and Peace Corps.

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
Bartlett, Lesley	Educational Policy Studies (ED POL ST)	Professor
Kendall, Nancy	Educational Policy Studies (ED POL ST)	Professor
Hawkins, Margaret	Curriculum and Instruction (CURR INSTR)	Professor
Dixon, Michael	Educational Policy Studies (ED POL ST)	Undergraduate Coordinator

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

The usual departmental resources are available to support faculty in offering these classes, which are already regularly offered by the department as part of the Education Studies undergraduate major. The department will offer additional TA support if class sizes increase significantly because of the certificate.

Michael Dixon, Undergraduate Coordinator in EPS, will provide support for the certificate. Michael works in partnership with the department's Undergraduate Committee and with the School of Education's Education Student Services already; these relationships will be central to his continued success in supporting a steadily growing number of undergraduate majors and certificates.

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

Name (Last, First)	Department	Title
Bartlett, Lesley	School of Education (EDUCATION)	Professor
Dixon, Michael	Educational Policy Studies (ED POL ST)	Undergraduate/Event Coordinator

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

Education Student Services (ESS) will provide academic advising for certificate students. They provide all advising for the School of Education, including for certificates. ESS has the capacity to support additional advising needs for the certificates. Within EPS, Michael Dixon can provide information to students, helping them locate information as needed.

Describe how student services and advising will be supported.

The Department will provide written materials regarding the certificate to all advisors in ESS, including a half-page "cheat sheet" that can be shared with any interested student. Each semester, EPS provides presentations to ESS on all of EPS's undergraduate programming.

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

Resources, Budget, and Finance

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.

The certificate does not require new resources. All of the courses have been taught previously; one is now undergoing review for approval.

Are new Library resources needed to support this program?

No

Curriculum and Requirements

Which students are eligible for the certificate? Undergraduates in all schools and colleges

Is this certificate available to University Special (non-degree seeking students)? No

Guide Admissions/How to Get In tab

All current UW-Madison undergraduates are eligible to complete the Certificate in Global Cultures, Languages, and Education. To declare the certificate, students should visit the School of Education's [Certificate Programs](#) page to complete the declaration form.

Students pursuing the Education Studies major or the Certificate in Educational Policy Studies are not eligible to complete the Certificate in Global Cultures, Languages, and Education.

Describe plans for recruiting students to this program.

To recruit students, the Department of Education Policy Studies (EPS) will develop marketing materials, including emails and social media posts. EPS will inform, via email, students in current Education Studies courses about the new certificate. The School of Education will also disseminate information about the certificate through its web page and monthly magazine.

The department will also circulate information to instructors of advanced language courses, anthropology courses, and international studies courses. The department will ask the anthropology and international studies advisors to share an email with majors.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	10
Year 2	20
Year 3	30
Year 4	40
Year 5	50

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

Lower than expected enrollments will have no immediate impact on the department, the department will not undertake any new hires to support the certificate unless and until the numbers warrant such a consideration. These classes are already regularly offered. If enrollments are low, EPS will increase recruitment efforts until the program feels confident that there is a robust audience for this certificate program across campus.

If enrollments are much higher than expected, EPS will expand the size of the core classes (adding TAs as feasible) and will consider offering additional elective offerings. These options are feasible, as EPS has a robust group of faculty and graduate students prepared to staff these courses immediately.

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.

[Proposed certificate_Global Cultures, Languages, and Education Aug 2021.pdf](#)

Guide Requirements tab

Course Requirements

The Certificate in Global Cultures, Languages, and Education requires the following course distribution for a minimum of 12 credits. At least 6 credits must be completed in residence.

Completion of the certificate requires a minimum GPA of 2.0 in certificate coursework.

Language, Culture and Schooling

Select two of the following courses (6 credits):

Course List		
Code	Title	Credits
ED POL 205	Course ED POL 205 Not Found	
ED POL 240	Comparative Education	3
ED POL/ANTHRO 570	Anthropology and Education	3
ED POL 595	Language Politics, Ethnicity, and Education	3
CURRIC 312	ESL/Bilingual Issues	3

Global Education

Select one of the following Global Education courses (3 credits):

Course List		
Code	Title	Credits
ED POL 220	Human Rights and Education	3
ED POL 237	Wealth, Poverty and Inequality: Transnational Perspectives on Policy and Practice in Education	3
ED POL 260	Introduction to International Education Development	3
ED POL/INTL ST 335	Globalization and Education	3
ED POL 460	Immigration, Education, and Equity	3
ED POL 675	Introduction to Comparative and International Education	3
CURRIC 292	Globalizing Education	3
CURRIC 366	Internationalizing Educational Knowledge	3

Global Studies

Select one of the following courses in anthropology or international studies (3 credits):

Course List

Code	Title	Credits
<u>ANTHRO 104</u>	Cultural Anthropology and Human Diversity	3
<u>ANTHRO/FOLKLORE/INTL ST/LINGUIS 211</u>	Global Language Issues	4
<u>ANTHRO 237</u>	Cut 'n' Mix: Music, Race, and Culture in the Caribbean	3
<u>ANTHRO/AFROAMER/C&E SOC/GEORG/HISTORY/LACIS/POLI SCI/SOC/SPANISH 260</u>	Latin America: An Introduction	3-4
<u>ANTHRO/AFRICAN/AFROAMER/GEORG/HISTORY/POLI SCI/SOC 277</u>	Africa: An Introductory Survey	4
<u>ANTHRO 300</u>	Cultural Anthropology: Theory and Ethnography	3
<u>ANTHRO/LINGUIS 301</u>	Introduction to Linguistics: Descriptive and Theoretical	3
<u>ANTHRO 307</u>	Urban Anthropology	3
<u>ANTHRO/AMER IND 314</u>	Indians of North America	3
<u>ANTHRO 330</u>	Topics in Ethnology	3-4
<u>ANTHRO 340</u>	Music, Race, And Culture in Brazil	3
<u>ANTHRO/RELIG ST 343</u>	Anthropology of Religion	3-4
<u>ANTHRO 345</u>	Family, Kin and Community in Anthropological Perspective	3
<u>ANTHRO 348</u>	Economic Anthropology	3-4
<u>ANTHRO 350</u>	Political Anthropology	3-4
<u>ANTHRO/AMER IND 353</u>	Indians of the Western Great Lakes	3
<u>ANTHRO 357</u>	Introduction to the Anthropology of Japan	3-4
<u>ANTHRO 358</u>	Anthropology of China	3
<u>ANTHRO 415</u>	The Anthropological Study of Children & Youth	3
<u>ANTHRO/LINGUIS 430</u>	Language and Culture	3-4
<u>ANTHRO/AMER IND/FOLKLORE 431</u>	American Indian Folklore	3
<u>ANTHRO/AMER IND/FOLKLORE/GEN&WS 437</u>	American Indian Women	3
<u>ANTHRO/GEN&WS 443</u>	Anthropology by Women	3
<u>ANTHRO 448</u>	Anthropology of Law	3
<u>ANTHRO 455</u>	Study Abroad: Topics in Cultural Anthropology	1-6
<u>ANTHRO 456</u>	Symbolic Anthropology	3-4
<u>ANTHRO 460</u>	The Anthropology of Dance: Movement and Music in Performance	3
<u>ANTHRO 477</u>	Anthropology, Environment, and Development	3
<u>ANTHRO/ED POL 570</u>	Anthropology and Education	3
<u>ANTHRO 606</u>	Ethnicity, Nations, and Nationalism	3-4

Code	Title	Credits
<u>ANTHRO 690</u>	Problems in Anthropology	3-4
<u>INTL ST 101</u>	Introduction to International Studies	3-4
<u>INTL ST/ANTHRO/FOLKLORE/LINGUIS 211</u>	Global Language Issues	4
<u>INTL ST/HISTORY/LACIS 242</u>	Modern Latin America	3-4
<u>INTL ST 266</u>	Introduction to the Middle East	3
<u>INTL ST/AFRICAN 302</u>	Arabic Literature and Cinema	3
<u>INTL ST 310</u>	International Learning Community Seminar	1-3
<u>INTL ST/GEOG 311</u>	The Global Game: Soccer, Politics, and Identity	3
<u>INTL ST/GEOG 315</u>	Universal Basic Income: The Politics Behind a Global Movement	3
<u>INTL ST 320</u>	Contemporary Issues in International Studies	1-4
<u>INTL ST 322</u>	Washington DC Semester in International Affairs Internship Seminar	4
<u>INTL ST/POLI SCI 325</u>	Social Movements and Revolutions in Latin America	3-4
<u>INTL ST/POLI SCI 327</u>	Indian Politics in Comparative Perspective	3
<u>INTL ST/HISTORY 330</u>	Global History of Humanitarianism	3-4
<u>INTL ST/E A STDS/HISTORY 332</u>	East Asia & The U.S. Since 1899	3-4
<u>INTL ST/ED POL 335</u>	Globalization and Education	3
<u>INTL ST/HISTORY 366</u>	From Fascism to Today: Social Movements and Politics in Europe	3-4
<u>INTL ST/A A E 373</u>	Globalization, Poverty and Development	3
<u>INTL ST/A A E 374</u>	The Growth and Development of Nations in the Global Economy	3
<u>INTL ST 401</u>	Topics in Global Security	3-4
<u>INTL ST 402</u>	Topics in Politics and Policy in the Global Economy	3-4
<u>INTL ST 403</u>	Topics in Culture in the Age of Globalization	3-4
<u>INTL ST/POLI SCI 423</u>	Social Mobilization in Latin America	3
<u>INTL ST/POLI SCI 431</u>	Contentious Politics	3-4
<u>INTL ST/POLI SCI 434</u>	The Politics of Human Rights	3-4
<u>INTL ST/POLI SCI 436</u>	Political Inequality: Measures, Causes, Effects and Remedies	3
<u>INTL ST/POLI SCI 439</u>	The Comparative Study of Genocide	3-4
<u>INTL ST 501</u>	Study Abroad Topics in Global Security	1-6
<u>INTL ST 502</u>	Study Abroad Topics in Politics and Policy in the Global Economy	1-6
<u>INTL ST 503</u>	Study Abroad Topics in Culture in the Age of Globalization	1-6
<u>INTL ST 504</u>	Study Abroad Topics in Global Environment	1-6

Code	Title	Credits
INTL ST 520	Study Abroad Topics in International Studies	1-6
INTL ST 523	International Internship	1-3
INTL ST/GEN&WS 535	Women's Global Health and Human Rights	3
INTL ST 601	Topics in Global Security	1-4
INTL ST 602	Topics in Politics and Policy in the Global Economy	1-4
INTL ST 603	Topics in Culture in the Age of Globalization	1-4
INTL ST 620	Topics in International Studies	1-4
INTL ST 622	Washington DC Sem in International Affairs Seminar	4

Total credits required:

12

Program Learning Outcomes and Assessment

List the program learning outcomes.

Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.	
1	Demonstrate an understanding of the social, cultural, and historical contexts of global language policy and linguistic and cultural practices.
2	Reflect on one's own position and the positions of others in global political, social, and institutional structures and the possibilities for growth and change for oneself and others.
3	Analyze information about culture and communication from diverse perspectives.
4	Formulate arguments on global topics in language, culture, and education using academic literature and theoretical frameworks, identifying and integrating diverse sources of information.
5	Collaborate and communicate ideas, reflections, and research effectively with people from a range of perspectives, cultures, and backgrounds.
6	Use practice to inform theory and research and theory and research to reflect on and modify practice.

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

Summarize the assessment plan.

The assessment plan includes rubric evaluation of materials from all courses (direct assessment, as specified for each learning objective in attached document) and a student survey (indirect assessment).

Department Approved [Assessment Plan for Certificate in Global Cultures, Languages, and Education .pdf](#)
 Assessment Plan:

Related Programs

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

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

Certificate in Educational Policy Studies

Education Studies

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
Anthropology	One of the required courses is cross-listed with anthropology. For the elective course, students may select a cultural or linguistic anthropology course.
International Studies	One required course (Ed Pol/Anthro 570) counts for the major. One elective course (Ed Pol 335) counts for the major. A broad array of international studies courses may be taken for the final course in the certificate. Note: International Studies majors may count no more than 2 courses toward both their IS major requirements and the requirements for the certificate.

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 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

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

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

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

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
Halverson, Erica	4/22/2021	Curriculum and Instruction (CURR INSTR)		
Hawks, John	08/10/2021	Anthropology (ANTHRO)		
Simmons, Erica	08/01/2021	Inst for Regional & Int'l Stud (IRIS-L&S)		

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.

[Simmons IS support.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:

This program proposal was approved by the Department of Educational Policy Studies on 4/9/2021.

Entered by: Maddie Sychta
Date entered: 04/23/2021

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:

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:

Guide publish
date/type

Career:

SIS Program Code:

SIS Short

Description:

SIS code for special
student certificate:

Other plan codes
associated with this
program:

Degree:

Field of Study:

Program Length:

National Student
Clearing House
Classification:

Plan Group:

Award Category:

Enrollment

Category:

CIP Code:

UWSTEM:

HEALTH:

Educational

Innovation

Program:

Non Traditional

Program:

Special Plan Type:

CDR certificate

category:

Scan this proposal:

Upload documents that should
be scanned:

Reviewer

Comments

Maddie Sychta (sychta) (04/28/21 2:55 pm): Rollback: Rolling back for updates discussed on 4/28/2021.

Maddie Sychta (sychta) (04/30/21 1:34 pm): Rollback: Rolling back for updates.

Key: 1232