

Program Change Request

New Program Proposal

Date Submitted: 08/19/21 6:39 pm

Viewing: : **Certificate in International Development and Education**

Last edit: 08/26/21 10:31 am

Changes proposed by: kendall2

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

Name
Maddie Sychta - 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 11:51 am
Mary Jo Gessler (mjgessle):
Approved for ED POL ST Dept. Approver
2. 04/28/21 2:56 pm
Maddie Sychta (sychta): Rollback to Initiator
3. 04/30/21 1:34 pm
Maddie Sychta (sychta): Rollback to Initiator
4. 08/20/21 10:19 am
Lesley Bartlett (lbartlett2):
Approved for ED POL ST Dept. Approver

Proposal Abstract/Summary:

The Certificate in International Development and Education aims to develop a new generation of global education leaders who: understand the complex issues that shape international education policies and practices and their relationship to issues such as poverty, inequality, sustainability, colonialism, and human rights; recognize their own positionality in relation to international development and the educational policies, practices, and outcomes that arise from many international development education (IDE) programs; understand the importance of, and approaches to, shifting development paradigms towards models of policymaking, programming, and assessment that center collaboration, partnership, and humility.

Drawing from a comprehensive and critical understanding of the field of IDE, the certificate helps students explore careers in IDE and global service with governmental and non-governmental organizations, educational institutions, and community development organizations.

Graduates of the certificate program will develop an understanding of the fields of international educational development and change and the knowledge to engage in reflexive, culturally-sensitive and sustainable approaches to improving education development policy, practice, and outcomes.

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

Is this in the Graduate School?

SIS Code:

SIS Description:

Transcript Title: Certificate in International Development and Education

Named Options:

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	Bartlett, Lesley	lbartlett2@wisc.edu		
Faculty Director	Kendall, Nancy	kendall2@wisc.edu	608/265-5955	
Primary Contact	Gessler, Mary Jo	mjgessle@wisc.edu	608/262-1761	
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
Agricultural and Applied Econ (A A E)
Economics (ECONOMICS)
Sociology (SOCIOLOGY)
Geography (GEOGRAPHY)
Gender and Women's Studies (GEN WO ST)
History (HISTORY)
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.

Upon approval, the program will begin to recruit students to the certificate through certificate courses, existing student networks in the School of Education, and Area Studies programs.

All courses are already regularly offered in the department (423 has been offered under a different number; the number change for this course has been submitted through Lumen). The Department plans to begin admitting students to the certificate in Spring 2022 and will continue to offer elective classes through the regular rotation. Starting in Spring 2022, ED POL 260 and ED POL 423 will each be offered twice a year (including Summer).

Rationale and Justifications

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

UW-Madison has many undergraduate students who want to do work in service of improving the world--particularly in so-called "developing" countries. However, these students do not always receive coherent support in understanding and thinking critically about international development as a concept and a field of practice. The certificate in International Development Education aims to develop a new generation of international development education leaders who understand the actors, institutions, and global frameworks that have shaped the international development education arena since the post-WWII era; and the complex issues that shape international development education policies and practices and their relationship to issues such as poverty, inequality, sustainability, colonialism, and human rights. Students will also understand the role of the U.S. in shaping international education norms, policies, measurement approaches, and practices; recognize their own positionality in relation to international development work; identify the neocolonial relations that mark many of the educational policies, practices, and outcomes that arise from International Development Education (IDE) programs; and identify alternatives to inequitable development processes, practices and outcomes (e.g., community-based and community-controlled development approaches; models of education for liberation/wellbeing/happiness, etc.) This certificate will help student identify the importance of, and best practice approaches to, shifting development paradigms towards models of policymaking, programming, and assessment that center collaboration, partnership, and humility.

Drawing from a comprehensive and critical understanding of the field of international development education, the certificate helps students explore careers in international development, education, and global service with governmental, non-governmental, and community education organizations. The certificate aims to support UW-Madison's undergraduate population in deepening and improving their engagement in international work aimed at positively transforming the world through international development education efforts, including, for example, through those organized by Peace Corps, Engineers Without Borders, church missions, registered student organizations, and others.

Graduates of the certificate program will have developed an understanding of the fields of international educational development and global change and the knowledge to engage in reflexive, culturally-sensitive and sustainable approaches to improving education development policy, practice, and outcomes in "developing" countries. They will also have developed a richer understanding of the U.S.'s education system, the ways in which domestic and international policy intersect, and the impact of educational policy and practice on social (in)justice, nationally and internationally.

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

The certificate is a low-credit certificate, designed to complement the wide array of degrees/majors from which EPS expects to draw students. These include students majoring in fields with a direct link to international development, such as International Studies and Global Health, as well as students across the university who have an interest in international development work that includes an educational component (e.g., engineering, non-profit leadership, Spanish, etc.) The certificate's core courses are designed to provide an overview of the field of international development education (IDE), while also providing opportunities for students to explore the relationship between their majors, international development (which is not organized as a major anywhere on campus), and education. For example, in ED POL 423, a student in global health would have the opportunity to explore and critically analyze the educational models that underlie global health interventions in "developing" settings; then consider alternative educational models that might be utilized to reshape the intervention, including those that might result in more community-responsive interventions; and finally create a final project that proposes a new global health education project in a particular location and on a particular health topic of interest to the student.

The International Development and Education certificate provides students with a pathway into the university's wide array of courses on international development, and can signal to employers that the student put concentrated effort into learning about education in "developing" societies, and about U.S. involvement in educational policy and practice around the world.

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

There is tremendous interest across campus among our undergraduates in the field of international development. One simple measure of this is the number of Peace Corps students who come out of UW-Madison every year--UW-Madison is currently the #1 producer of Peace Corps students in the country. UW is also the #1 producer of student Fulbrights. Majors and concentrations designed to draw these students are some of the most successful on campus (e.g., global health certificate, International Studies major). The Department of Educational Policy Studies' classes on international development education fill rapidly and are currently offered every semester. Many of the students in these classes are not Education Studies majors; they come from across campus but are not aware of the scope of IDE classes that Educational Policy Studies offers, or of the particular role that education plays in most international development efforts.

Since the campus does not have an international development certificate or major, this certificate has included an electives option that will allow students to learn about other international development courses across campus, deepen their knowledge about the field, and make connections with other students from across campus who share their interests. EPS faculty's longstanding engagements with the field of international development (including serving as the Director of the now-closed PhD in Development Studies and working with organizations like USAID and the World Bank) assure that students will benefit from both departmental and university-wide expertise in this area.

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

There is a strong market for graduates from this program in the many governmental and non-governmental organizations that support the U.S.'s international presence throughout the "developing" world, and that support the presence of people from "developing" countries in the U.S. In Wisconsin and nationally, this would include organizations like Peace Corps and churches that regularly sponsor missions; it would also include organizations that provide refugee services here in Madison and beyond, as well as organizations like Blumont (in Madison), which specialize in international development work.

More importantly, UW-Madison has a large number of graduates who choose to take part in international development activities--unremunerated (e.g., through churches), poorly remunerated (e.g., through Peace Corps), or well-remunerated (e.g., through Blumont). Regardless of the financial outcomes for students, the SoE has a responsibility to support students in thinking through and critically engaging in the field of international development education in ways that minimize harm and increase the chance that their efforts will, indeed, yield improved wellbeing for people around the world.

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

The certificate will address the gap in organized programming for students interested in international development, with a particular interest in education. There is no organized program for students across campus interested in international development, though there are many individual courses on the topic offered across the campus. Most of the students who are expected to be interested in this program will not be interested in receiving a degree in education, but very much want a certificate like this to provide structure for deepening their understanding of international development and the ways in which educational models can shape and improve the outcomes of multisectoral development efforts. For example, global public health programs in the international development field are almost always organized around an educational theory of change (e.g., individual behavior change, peer-based learning, etc.) The core classes of the certificate assure that students have a clear overview of the field of international development and education; the EPS electives deepen students' engagement with diverse IDE fields that relate to their intellectual and career interests (e.g., human rights, area studies, gender and sexuality); and the university-wide elective introduces students to the broad array of international development courses offered throughout the university and allows them to deepen their disciplinary engagement in the multidisciplinary and multisectoral field of international development.

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 core courses in the certificate, ED POL 260 and ED POL 423, are both courses designed to have students compare, contrast, and work across disciplinary boundaries to examine the field of international development and education. ED POL 260 utilizes a Critical Development Studies lens and readings that draw from historical, sociological, anthropological, and political economic approaches to examine the key actors, institutions, and logics that have shaped the field of international development education since the post-WWII era. These readings span the world, focusing on the diversity of national, economic, and social relations among international development actors that develop over the decades. Readings expose students to multiple accounts of interactions among multilateral, bilateral, non-governmental, and community organizations struggling to achieve development goals related to, for example, education and care for AIDS-affected children (Malawi), early grades literacy (Tanzania), adult non-formal education (Honduras), girls' education (multiple countries), and non-formal primary schooling (Bangladesh). EDPOL 423 examines the notion of how education can propel social change by utilizing a broad array of change theories drawn from multiple disciplines and sectors (e.g., individual behavior change models, peer and formal schooling models, social media and marketing, chaos theory and change, and liberation theology, to name a few). As with ED POL 260, readings reflect on change theories and practices from around the world and from diverse perspectives including youth, adults, social groups and networks, social movements, and non-human actors. These readings reflect diverse epistemological and methodological approaches as well. The EPS electives represent a wide array of courses, many of which directly emphasize issues of global social justice, while the university-wide electives embody diverse methodological and disciplinary approaches to international development.

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 Educational Policy Studies department has one of the most diverse undergraduate majors in the university, with almost 30% international students and almost 25% domestic students of color. Both of these percentages are significantly higher than university averages and reflect the consistent, long-standing, and successful focus on diversity, inclusion, and excellence in recruitment, hiring, teaching, and programming. EPS will utilize existing student networks, and networks with organizations on campus like RSOs and the Multicultural Learning Center, to continue to focus on recruiting a diverse student body. The department has established a successful record of supporting international students and students who are categorized as underrepresented in the U.S. through departmental support systems, teaching and learning practices, and programming for students. These will all be employed in support of the certificate.

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 12 countries and represent a wide diversity of experiences with international development education as "recipients", "funders", project managers, evaluators, and nay-sayers. This certificate will provide opportunities for our incredible, award-winning international graduate student-teachers--the majority of whom come from "Least Developed Countries" and middle-income "developing countries" and who are students in our Comparative, International, and Global Studies in Education concentration--to share their expertise and knowledge with UW-Madison's undergraduate population. Any future hiring will continue the department's proud tradition of centering equity and excellence. The department is currently composed of over 50% faculty and graduate students of color, hailing from over 15 countries, and future recruiting efforts would aim to continue this proud tradition.

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 three important goals. First, it will offer the many students who have an interest in international development and education (and who pursue these interests through their work and volunteer activities during and after graduation) the opportunity to critically examine issues of global equity and justice as they relate to the distribution of basic resources and wellbeing, educational opportunities and outcomes, and knowledge generation around the world. This supports the International Division's and University's efforts to support students in internationalizing their experiences. Second, the core courses also include a strong focus on sustainable development, which addresses the university's sustainability initiative. Third, the certificate 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
Kendall, Nancy	Educational Policy Studies (ED POL ST)	Professor
Bartlett, Lesley	Educational Policy Studies (ED POL ST)	Professor
Rodriguez-Gomez, Diana	Educational Policy Studies (ED POL ST)	Assistant professor
Liu, Ran	Educational Policy Studies (ED POL ST)	Assistant 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. The classes are already regularly offered by the department, so instructional support is already available. The department will offer additional TA support if class sizes increase significantly because of the certificate. Michael Dixon, Undergraduate Coordinator, will be available to answer students' general questions and to support their contacts with Education Student Services (ESS), which handles advising for the School of Education's Certificates.

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

Name (Last, First)	Department	Title
Dixon, Michael	Educational Policy Studies (ED POL ST)	Undergraduate Coordinator

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

Education Student Services (ESS) provides all advising for the School of Education, including for Certificates. ESS has the capacity to support additional advising needs for the certificate.

Describe how student services and advising will be supported.

EPS will provide a one-page and longer written materials to ESS advisors describing the goals, purposes, requirements, and core courses to ESS. This information about the Certificate will be included in semestral presentations to ESS advisors. Lastly, Michael Dixon will work closely with ESS to assure good communication between ESS and the department and departmental responsiveness to advisors' feedback.

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

Resources, Budget, and Finance

Is this a revenue program?

What is the tuition structure for this program?

Given concis

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.

No, there are no additional resources required for the certificate. All classes already exist and are already regularly staffed.

Are new Library resources needed to support this program?

No

Careful Empl

Curriculum and Requirements

Provide an explanation

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

Describe certificate program
Describe certificate program
Describe certificate program
Parent Plan Admissions/How
To Get In Requirements

Guide Admissions/How to Get In tab

All current UW-Madison undergraduates are eligible to complete the Certificate in International Development and Education. Students intending to complete this certificate 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 International Development and Education.

Describe plans for recruiting students to this program.

This certificate's recruitment strategy will include utilizing School of Education, individual faculty members' and instructors', and the university's Area Studies program networks to get the word out about the new certificate and to help students understand the field of international development and the diverse actors currently engaged in international development work.

Lastly, EPS will spread the word through a diverse set of RSOs on campus whose work intersects with international development. One of the EPS leads for the certificate has served as a faculty advisor to Project Malawi, for example, while another has met with members of Engineers Without Borders to discuss their proposed projects. These networks of students will help assure information about the certificate is widespread. The School of Education will also disseminate information about the certificate through its web page and monthly magazine.

What is the recruitment and enrollment strategy?
 Will students be declared in an area of concentration?
 Describe how the students will be recruited.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	10
Year 2	20
Year 3	25
Year 4	30
Year 5	40

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, as EPS will not undertake any new hires to support the certificate unless and until the numbers warrant such a consideration, and as these classes are regularly offered already. EPS would also increase recruitment efforts, as the department feels confident that there is a robust audience for this certificate across campus, but recognize that EPS will have to get the word out about it, as many of these students are not aware of EPS.

If enrollments are much higher than expected, we will expand the size of core classes (adding TAs as feasible) and will consider offering additional elective offerings. These options are all feasible because we have a robust group of faculty and graduate students--most of whom are part of our Comparative, International, and Global Studies in Education concentration--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.

[Overview Certificate in International Development Education](#)

[FINAL.docx](#)

Select the school or college degree

Parent

Requirements

Guide Requirements tab

Course Requirements

The Certificate in International Development 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.

Core Courses

Complete the following two classes (6 credits):

Course List

Code	Title	Credits
ED POL 260	Introduction to International Education Development	3
ED POL 423	Course ED POL 423 Not Found	

Ed Pol International Development and Education Elective

Select one course from the following options (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/INTL ST 335	Globalization and Education	3
ED POL 675	Introduction to Comparative and International Education	3

Code	Title	Credits
ED POL/ CURRIC 677	Education, Health and Sexuality: Global Perspectives and Policies	3

Campus-wide International Development and Education Elective

Select one course from the following options (3 credits):

Course List

Code	Title	Credits
A A E/INTL ST 373	Globalization, Poverty and Development	3
A A E/INTL ST 374	The Growth and Development of Nations in the Global Economy	3
A A E/ECON/INTL BUS 462	Latin American Economic Development	3
A A E/ECON 473	Economic Growth and Development in Southeast Asia	3
A A E/ECON 474	Economic Problems of Developing Areas	3
A A E/ECON 477	Agricultural and Economic Development in Africa	3
C&E SOC/ENVIR ST/SOC 540	Sociology of International Development, Environment, and Sustainability	3
C&E SOC/SOC/URB R PL 617	Community Development	3
C&E SOC/SOC 630	Sociology of Developing Societies/Third World	3
GEOG 307	International Migration, Health, and Human Rights	3
GEOG/INTL ST 315	Universal Basic Income: The Politics Behind a Global Movement	3
GEOG/ENVIR ST 337	Nature, Power and Society	3
GEOG 538	The Humid Tropics: Ecology, Subsistence, and Development	4
GEOG/ENVIR ST 557	Development and Environment in Southeast Asia	3
GEN&WS/HISTORY 315	Gender, Race and Colonialism	3
GEN&WS 424	Women's International Human Rights	3
GEN&WS/URB R PL 644	International Development and Gender	3
HISTORY/INTL ST 330	Global History of Humanitarianism	3-4
HISTORY/CHICLA 435	Colony, Nation, and Minority: The Puerto Ricans' World	3
HISTORY/LEGAL ST 502	Law and Colonialism	3
HISTORY 607	The American Impact Abroad: The Historical Dimension	3
INTL ST 101	Introduction to International Studies	3-4
INTL ST/GEOG 315	Universal Basic Income: The Politics Behind a Global Movement	3
INTL ST/HISTORY 330	Global History of Humanitarianism	3-4
INTL ST/A A E 373	Globalization, Poverty and Development	3
INTL ST 401	Topics in Global Security	3-4
INTL ST 402	Topics in Politics and Policy in the Global Economy	3-4
INTL ST 403	Topics in Culture in the Age of Globalization	3-4
INTL ST/POLI SCI 431	Contentious Politics	3-4

Total credits required:

12

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
Provide detail on how breadth will be achieved
Describe part-time format (<8 credits fall and st
Describe full-time, time-compressed, intensive fr

Describe other format here.

Program Learning Outcomes and Assessment

Parent Program

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 global contexts of colonialism, US post-war imperialism, bi-/multi-lateralism, and capitalism that shape the international development and international education fields, as well as key debates and trends in the field.
2	Reflect on experiences, resources, and national positions and the positions of others engaged in the field of international development education; recognize the consequences of this positionality on one's own understanding of the concepts of human development and wellbeing and of the desire to improve and develop other places and people; and critically examine possibilities for growth and change.
3	Analyze information about international development and education (as theory and as practice) from diverse disciplinary, methodological, and epistemological perspectives.
4	Evaluate multiple theories of change and effectively apply appropriate theories of change to key international development problems.
5	Formulate arguments on topics in international development and education by evaluating and then drawing from academic and practitioner literatures, and identifying and integrating diverse sources of information.
6	Communicate ideas, reflections, and research on international development and education effectively to people from a range of perspectives, cultures, backgrounds, and roles in the field of international development (e.g., policymakers, program officers, community members, Peace Corps volunteers, etc.).

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

Summarize the assessment plan.

Learning objectives will be assessed through rubric-based analyses of materials produced through the certificate classes and through exit interviews conducted by the ESS advisors when students who have declared the Certificate apply to graduate. All assessment activities are shaped by a Quality Improvement approach to program management, in which information from the assessment is fed back in to curricular and program improvement through a systematic, annual process.

Department Approved

[Assessment Plan for Certificate in International](#)

Assessment Plan:

[Development and Education.docx](#)

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.

Education Studies

Certificate in Educational Policy 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
Agricultural and Applied Economics	The Certificate's 12-credit design supports student's progress to degree. One of the Certificate's 3-credit electives can be fulfilled by taking a class in AAE, supporting time to degree. The courses for the certificate are offered regularly enough so that time will not be added to degree.
Community and Environmental Sociology	The Certificate's 12-credit design supports student's progress to degree. One of the Certificate's 3-credit electives can be fulfilled by taking a class in CES, supporting time to degree. The courses for the certificate are offered regularly enough so that time will not be added to degree.
Geography	The Certificate's 12-credit design supports student's progress to degree. One of the Certificate's 3-credit electives can be fulfilled by taking a class in Geography, supporting time to degree. The courses for the certificate are offered regularly enough so that time will not be added to degree.
Gender and Women's Studies	The Certificate's 12-credit design supports student's progress to degree. One of the Certificate's 3-credit electives can be fulfilled by taking a class in GWS, supporting time to degree. The courses for the certificate are offered regularly enough so that time will not be added to degree.

Select Majors, enter one per box. Use the green + to create additional boxes.	Evidence
History	The Certificate's 12-credit design supports student's progress to degree. One of the Certificate's 3-credit electives can be fulfilled by taking a class in History, supporting time to degree. The courses for the certificate are offered regularly enough so that time will not be added to degree.
International Studies	The Certificate's 12-credit design supports student's progress to degree. Two of the Certificate's 3-credit electives (i.e., half of all required credits) can be fulfilled by taking classes for which students can receive credit in IS, supporting time to degree. The courses for the certificate are offered regularly enough so that time will not be added to degree.
Sociology	The Certificate's 12-credit design supports student's progress to degree. One of the Certificate's 3-credit electives can be fulfilled by taking a class in Sociology, supporting time to degree. The courses for the certificate are offered regularly enough so that time will not be added to degree.
Provide information in related programs offered by (

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

When the proposed certificate is made available to

Certificate program faculty and staff understand that

Adult Career and Special Student Services (ACSSS) in

Certificate program faculty and staff will work with

Certificate courses have the enrollment capacity to

accommodate University Special students. Certificate

If completing the certificate as a University Special

student, at least 12 credits towards the certificate must

All of the Capstone certificate credits must be earned "in

residence" (which includes on campus and distance-

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 grade of C on all attempted

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

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
Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA),

To be eligible for admission to a Capstone program, a student

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
Foltz, Jeremy	May 2021	Agricultural and Applied Econ (A A E)		

Name (Last, First)	Date of contact/support letter received	School, College, or Department	Comment by contact person	On behalf of
Simmons, Erica	May 2021	College of Letters & Science (L&S)	International studies (program was not coming up on the list)	
Seidman, Gay	May 2021	Sociology (SOCIOLOGY)		
Hyde, Janet	May 2021	Gender and Women's Studies (GEN WO ST)		
Turner, Matthew	May 2021	Geography (GEOGRAPHY)		
Naughton, Lisa	May 2021	Geography (GEOGRAPHY)		
Young, Stephen	May 2021	Geoscience (GEOSCIENCE)		

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.

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:

Entered by:

Date entered:

School/College Approval - This proposal has been approved at the school/college level and it is submitted with the Dean's support. The Dean and program faculty confirm that the unit has the capacity and resources (financial, physical, instructional, and administrative) to meet the responsibilities associated with offering the program, including offering the necessary courses, advising students, maintaining accurate information about the program in the Guide and elsewhere, conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes
about approval
here:

Entered by and
date: Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes
about the approval
here:

Entered by:
Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes
about approval
here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

Guide URL:

SIS effective date:

Guide publish
date/type

Career:

SIS Program Code:

SIS Program Code

SIS Short

Description:

SIS code for

SIS code for

SIS code for honors

SIS code for honors

SIS code for honors
in the major

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:

NCE STEM:

Educational

Innovation

Program:

Non Traditional

Program:

Special Plan Type:

CDR certificate

category:

Added to UW

Scan this proposal:

Upload documents that should
be scanned:

Reviewer

Comments

Maddie Sychta (sychta) (04/28/21 2:56 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: 1231