

New Program Proposal

Date Submitted: 10/21/21 2:50 pm

Viewing: : Capstone Certificate in Spanish-English Bilingual-Bicultural Education

Last edit: 10/25/21 3:40 pm

Changes proposed by: sychta

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

Name
Maddie Sychta - EDU

In Workflow

1. CURR INSTR Dept. Approver
2. EDU School Admin Reviewer
3. EDU School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. Registrar

Approval Path

1. 10/21/21 4:48 pm
Erica Halverson (ehalverson):
Approved for CURR INSTR Dept. Approver

Proposal Abstract/Summary:

The proposed capstone certificate will allow practicing teachers with Wisconsin teaching licenses who are Spanish proficient to obtain their Spanish-English bilingual-bicultural Licensure from the Wisconsin Department of Public Instruction. The proposed certificate will offer a coursework sequence focused on teaching, learning, and curriculum that supports the development of bilingualism, biculturalism, and biliteracy for K-12 pupils (or "English Learners") that speak Spanish as a home language, as well as English-speaking pupils who participate in Spanish-English bilingual programs in Wisconsin public schools. This capstone certificate could address a significant shortage of Spanish-English bilingual teachers locally and nationally.

The certificate requires 4 courses. The two courses offered during the summer will be worth 3 credits. The two courses offered during the following academic year (i.e., fall and spring) will be worth 4 credits as they include a practicum component. The certificate program will therefore require 14 credits of coursework. Courses will only be offered in Spanish.

Admission into the capstone certificate program will require (a) a current WI teaching license as well as (b) demonstration of "advanced-low" Spanish language proficiency on the ACTFL oral and written exams.

Basic Information

Program State: Active

Type of Program: Capstone Certificate (Special only)

Who is the audience? Special

Home Department: Curriculum and Instruction (CURR INSTR)

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? Yes

SIS Code:

SIS Description:

Transcript Title: Capstone Certificate in Spanish-English Bilingual-Bicultural 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
Department Chair	Halverson, Erica	ehalverson@wisc.edu	608/263-4661	
Faculty Director	Pacheco, Mariana	mapacheco@wisc.edu	608/263-4617	
Primary Contact	Pacheco, Mariana	mapacheco@wisc.edu	608/263-4617	
Primary Dean's Office Contact	Lee, Stacey	sjlee3@wisc.edu	608/265-5956	

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

Departments
Chicana/o and Latina/o Studies (CHICLA ST)
Spanish and Portuguese (SPAN PORT)
Language Institute (LANG INST)

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? Yes

Guide Certification/Licensure tab

Wisconsin Department of Public Instruction Bilingual-Bicultural Education Supplemental Licensure Requirements

1. Current Wisconsin teaching license
2. Proficiency in English and in the target language (Spanish)
3. Completion of an approved program in bilingual-bicultural education at the grade-level of the license being sought

Approved Shared Content from /shared/university-professional-certification-licensure-disclosure-nc-sara/

Last Approved: Apr 15, 2021 12:21pm

Professional Certification/Licensure Disclosure (NC-SARA)

The United States Department of Education requires institutions that provide distance education to disclose information for programs leading to professional certification or licensure about whether each program meets state educational requirements for initial licensure or certification. Following is this disclosure information for this program:

The requirements of this program meet Certification/Licensure in the following states:

Wisconsin

The requirements of this program do not meet Certification/Licensure in the following states:

Not applicable

The requirements of this program have not been determined if they meet Certification/Licensure in the following states:

Alabama, Alaska, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Washington, West Virginia, Wyoming; District of Columbia; American Samoa, Guam, Northern Mariana Islands, Puerto Rico, U.S. Virgin Islands

First term of student enrollment: Summer 2022 (1226)

Year of three year check-in to GFEC (3 years after first student enrollment): 2025

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

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

Upon university approval, the implementation plan and timeline are as follows:

1. Create a new program website that will be linked to the department website with program information and details for prospective students, including application materials, requirements, and deadlines;
2. Review applications of prospective students;
3. Add new courses to the timetable for Summer 2022;
4. Hire qualified bilingual (Spanish-English) graduate student instructors (i.e., TAs) to teach first two courses in Summer 2022;
5. Design and coordinate capstone certificate program orientation;
6. Begin courses; Professors Pacheco and Román support and supervise graduate student instructors throughout summer;
7. Prepare to add capstone certificate programs to fall and spring academic timetables;
8. Monitor program participants throughout the academic year.

Rationale and Justifications

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

There is a constellation of factors that prompted the development of a new capstone certificate program that will lead to bilingual-bicultural certification. First, there is a growing population of K-12 pupils (or "English Learners") who speak Spanish as a home language in Wisconsin and the Midwest. These students are required to have certified bilingual teachers to support their learning and educational progress. Second, there is a current significant shortage of certified bilingual teachers to support this growing population of bilingual pupils and English Learners in K-12 schools. Third, research demonstrates that bilingual teachers need sustained opportunities to understand bilingualism, biculturalism, and biliteracy processes in depth and to understand K-12 English Learner and bilingual students' schooling experiences and to find ways to expand their learning and academic potential. Research also demonstrates that bilingual teachers need authentic opportunities to develop their own bilingual, bicultural, and biliterate identities and this program, which will be facilitated solely in Spanish, will support this development (see Flores, Hernández Sheets, & Rojas Clark, 2010).

Finally, and perhaps most importantly, the Department of Curriculum and Instruction (C&I) does not offer any program options for practicing elementary, middle, and high school teachers with initial teaching licenses who are interested in professional development and/or in pursuing their bilingual-bicultural certification (rather than solely an English as a Second Language (ESL) certification). Currently, the department offers coursework that allows students to earn their ESL certification. Graduates then take one additional course, as special students, focused on bilingualism and biliteracy to be able to obtain their bilingual-bicultural certification. Thus, this capstone certificate program will provide practicing elementary, middle, and high school teachers an additional and more cost-effective pathway to becoming a bilingual teacher.

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

Every year, the department has about 10-15 students in the Elementary Education program that intend to become bilingual teachers. Roughly 5-10 students annually from each new cohort of the Secondary Education program intend to become bilingual teachers.

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

The primary audience is practicing teachers. Marketing research, conducted through the Teacher Education Center, demonstrates that there is a significant need for Spanish-English bilingual teachers locally and nationally. Additionally, discussions with local districts (Madison Metropolitan School District, Verona Area School District, etc.) reveal that there is a shortage of Spanish-English bilingual teachers and that these districts are prepared to incentivize teachers who could commit to completing the requirements for the proposed capstone certificate in order to earn a bilingual-bicultural certification. C&I anticipates attracting teachers who are interested in or are currently working in bilingual classrooms on "emergency" licenses.

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

Currently, bilingual teachers working with K-12 pupils who are becoming bilingual, bicultural, and biliterate spend a majority of their teacher education experience learning about the process of learning and developing English as a second/additional language as they work toward their ESL certification. This is an important aspect of being a bilingual teacher; however, bilingual, bicultural, and biliterate pupils are better served by certified bilingual teachers who have spent more time learning about and reflecting on the complex process of learning in and across two (or possibly more) languages. Also, many bilingual teachers need additional opportunities to develop their Spanish language proficiency so that they can better organize teaching, learning, and curriculum for their bilingual pupils. C&I currently offers one course in bilingualism and biliteracy--in English--for students interested in bilingual certification. The proposed capstone certificate will fill this gap in C&I's programs.

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.

By design and definition, the proposed program will prepare teachers to work with, learn from, and serve bilingual, bicultural, and biliterate K-12 pupils in public schools, many of whom are from low- or modest-income backgrounds. The program will center on a population of K-12 that is growing but is still lesser understood than those from majority White and mainstream backgrounds (as far as schooling is concerned). They are typically the children of immigrants and in the case of Spanish speakers locally and nationally, they are typically from Mexico and to a lesser extent, from Central and South America. Thus, the required readings, course assignments, and practicum experiences will help teachers both appreciate linguistic and cultural diversity but also help them understand, theoretically and methodologically, how to build on their pupils' linguistic and cultural diversity to advance teaching, learning, and curriculum.

The program requires Spanish language proficiency. A positive disposition toward non-English languages and bilingualism, biculturalism, and biliteracy will serve teachers well and demonstrates an appreciation for diversity and inclusion. Equity will function as a broad framing in the program and throughout coursework as students will learn about the long history of equity issues that plague bilingual, bicultural, and biliterate K-12 pupils and the theoretical and empirical knowledge base about asset-oriented and strength-based approaches that better serve these pupils in schools. The proposed capstone certificate will make use of this diversity as students draw on their own backgrounds to identify with, reflect on, and fully appreciate the diversity represented among the K-12 pupils they will serve, specifically through required readings, discussions in large and small groups, case studies of focal bilingual, bicultural, and biliterate pupils, action plans, and analysis of bilingual practices in different contexts and settings in and outside of school.

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 program will be marketed to a diverse prospective student pool. The capstone certificate program will be marketed to students who are interested in serving linguistically and culturally diverse pupils but it will also require students to demonstrate Spanish language proficiency, which means students will have invested time and effort in learning a second/additional language. The program will work closely with the Office of Equity, Diversity, and Inclusion (OEDI) in the School of Education (SoE) to recruit, increase access for, retain, and support the program completion of racially and ethnically diverse students. The OEDI explicitly advances efforts to support diverse students by offering some key initiatives that increase demographic diversity but support diverse students that will enroll in the proposed capstone program. To increase demographic diversity among students in the SoE, OEDI offers the Precollege Excellence in Education Program, the Tomorrow's Educators for Equity in Madison program, the Minority Student Achievement Network, the Summer Education Research Program, and the Education Graduate Research Scholars program. Additionally, the program will recruit diverse students from Madison College's Liberal Arts Transfer in Education program and Education Pre-major program. Also, the two program faculty (Mariana Pacheco and Diego Román) will monitor students' program experiences and address their needs as appropriate through resources in C&I and the SoE (e.g., the Teacher Education Center). For example, C&I currently instituted a Student Advisory Committee where students of color can raise issues of concern about campus and program climate as well as voice their needs so that faculty and staff can respond as appropriate to ensure students of color remain in the program and complete it as expected.

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.

According to the OEDI in the SoE, "people of color represent 36% of our faculty against a higher education benchmark of 30%" and as a unit, the OEDI remains "committed to equitable and inclusive recruitment practices."

The SoE has an impressive array of efforts to recruit and retain demographically diverse faculty and staff by providing salary support, supplementing recruitment packages for new faculty, and encouraging retention of faculty by supporting their research and teaching. These initiatives include the Target of Opportunity program, the Anna Julia Cooper Postdoctoral Fellowship, and the Nellie McKay Fellowship. The C&I department has relied on these funding initiatives to increase the demographic diversity of faculty and staff, which inevitably attracts and helps to make the department a more inclusive space for students of color who will participate and work in the proposed program. Professor Román, one of the two faculty associated with the capstone certificate program, was supported through these initiatives.

In particular, the program will be staffed to support a diverse student body. The two faculty members associated with the program (Mariana Pacheco and Diego Román) represent the kind of diversity desired in the SoE and its departments. Both are Spanish-English bilinguals (Spanish was the home language), from Latina/o/x backgrounds, former Spanish-English bilingual teachers, first-generation college students, and consider themselves people of color. Professor Pacheco is tenured and the U.S.-born daughter of Mexican farmworker immigrants. Professor Román is an Assistant Professor and Ecuadorian national who has lived in the U.S. for decades. As faculty members in the Bilingual Education area in C&I, they also advise and mentor graduate student advisees who represent very similar diverse backgrounds. Primarily, these graduate student advisees will also work as instructors in this program and in these cases, the faculty will serve as their immediate supervisors, ensuring ongoing and close contact with students in the capstone program. This kind of diversity among instructors is unparalleled in most SoE and campus programs. Yet, this diversity will serve the students well as faculty can empathize with their challenges, concerns, and needs and understand the important institutional role they play as faculty in ensuring the effective preparation and success of students in what is expected to be a demographically diverse program.

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.

UW-Madison's Division of Diversity, Equity, and Educational Achievement website and the SoE Office of Equity, Diversity, and Inclusion identify a list of initiatives around diversity, inclusive teaching and pedagogy, educational equity, breaking the bias, cultural competence, and reducing racial prejudice and racism, particular in the context of classrooms.

The proposed capstone certificate program in Spanish-English bilingual-bicultural education is closely linked with several important goals around diversity, equity, and educational achievement. First, it requires students to demonstrate proficiency in Spanish, the second most spoken language in the world, and this proficiency inevitably exposes students to the racial and cultural diversity across Spanish-speaking communities in the U.S. and across the globe. Second, the proposed program will engage students in developing deeper knowledge about racial, linguistic, and cultural diversity by exposing them to theoretical and pedagogical tools that promote an asset-based, rather than racist and hence deficit-based, approaches to teaching, learning, and curriculum processes. Finally, it will be grounded in the university's notion of inclusion and equity. That is, students in the proposed program will build on the knowledge they previously acquired in their initial teacher education programs to further examine how bilingual-bicultural education in Wisconsin reflects the principles and ideals of an inclusive and equitable education that cannot be one-size-fits-all and instead must be responsive to the strengths and needs of racially, linguistically, and culturally diverse student populations who do not speak Spanish as a home language.

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
Pacheco, Mariana	Curriculum and Instruction (CURR INSTR)	Associate Professor
Roman, Diego	Curriculum and Instruction (CURR INSTR)	Assistant Professor

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

The proposed capstone program requires 4 courses plus supervision for the practicum component.

The department will commit resources to make sure that Professors Pacheco and Román have the availability to teach in and supervise graduate student instructors, as well as support students in the capstone certificate program. Indeed, Professor Román was hired as a new faculty member in the language/bilingual education area to make sure the capstone certificate program in bilingual-bicultural education was staffed appropriately and that enough faculty members had the area expertise to develop and grow the program.

Regarding program administration, current administrative staff will provide the support necessary for students in the program. Department funds will be used to fund a field supervisor (i.e., graduate students) who can conduct formal observations of students in their classrooms as part of their practicum and capstone certificate program requirements.

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

Name (Last, First)	Department	Title
Pacheco, Mariana	Curriculum and Instruction (CURR INSTR)	Associate Professor
Roman, Diego	Curriculum and Instruction (CURR INSTR)	Assistant Professor

Describe how student services and advising will be supported.

The SoE houses a Student Services unit that includes an Office of Undergraduate Academic Advising (OUAA). These offices support students in teacher education programs and can point students to the necessary resources and opportunities. Additionally, the Teacher Education Center can provide additional support. The two program faculty and graduate student instructors and field supervisors will also monitor student progress and success and meet with students who might need additional support. If the program does not have the expertise to support particular student challenges (e.g., mental health issues, food insecurity), faculty/staff will provide guidance about where they might access additional resources on campus, including the Dean of Students office.

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? No

What is the tuition structure for this program?

Standard resident/MN/nonresident undergraduate tuition

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 proposed capstone certificate will not require substantial new resources. The department recently hired Professor Diego Román primarily to teach program courses in Spanish (his home language) and support program participants.

Are new Library resources needed to support this program?

No

Will you be seeking federal financial aid eligibility for this Capstone program? No

Curriculum and Requirements

Guide Admissions/How to Get In tab

admission requirements

Applicants must possess a baccalaureate degree. Adult Career and Special Student Services (ACSSS) is the admitting office for all University Special students. The department offering the capstone certificate program makes the final admission decision upon review of all applicant materials. Applications are accepted for Summer with a priority deadline of April 1. Applications will be accepted on a rolling basis until May 1.

Students working on the Capstone may not be enrolled in other UW-Madison degree programs.

1. Complete an [online application](#) for admission as a University Special student. On your application, select UNCS Capstone Certificate and the program: Spanish-English Bilingual-Bicultural Education. This application is received and processed by ACSSS. The final admission decision is made by the Department of Curriculum and Instruction.
2. Submit the following materials to the Capstone Certificate program coordinator.

Proof of current Wisconsin teaching license

Transcripts from undergraduate institution demonstrating minimum 2.75 GPA

Advanced-low Spanish language proficiency on the [ACTFL Proficiency Placement Test](#) by taking the Oral Proficiency Interview ([OPI](#) or [OPIc](#)) and the Writing Proficiency Test ([WPT](#)).

Describe plans for recruiting students to this program.

C&I will recruit students primarily by articulating this program option on the department website where the majority of students find information about C&I's programs. The department will also communicate with the Student Services unit, including the Office of Undergraduate Academic Advising, so that they are aware of this new program option, even if this Office will not be involved in advising capstone certificate program students.

Program staff will also reach out to local school districts (Madison Metropolitan, Verona Area, and Sun Prairie School Districts) to communicate with them about this new capstone certificate option for practicing teachers with initial teaching licenses interested in earning their bilingual-bicultural certification. As the department does not currently offer options for these individuals, it will be key for local districts to know that this certificate program is available to their bilingual teachers currently employed as bilingual teachers on "emergency licenses" and looking for flexible options.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	15
Year 2	20
Year 3	25
Year 4	25
Year 5	25

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

The department, Teacher Education Center, and SoE are prepared to fully staff and provide the necessary resources to continue the capstone certificate program. C&I does not anticipate that the capstone certificate program will exceed 40 new students per year at the most. Given that the demand will be for 2 program courses during the academic year (the first 2 will be offered during the summer), C&I anticipates that the two program faculty will be able to support the program fully as instructors or as supervisors of graduate student instructors and field supervisors.

Are international students permitted to enroll in this program? No

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.

Guide Requirements tab

Students in the Capstone certificate must complete the following coursework with a minimum 2.75 GPA in each course and pass all practicum requirements.

Summer		
CURRIC 312	ESL/Bilingual Issues	3
CURRIC 670	Course CURRIC 670 Not Found	3
Fall		
CURRIC 671	Course CURRIC 671 Not Found	4
Spring		
CURRIC 676	Bilingualism and Biliteracy in Schools	4
Total Credits:		14

Approved Shared Content from /shared/division-of-continuing-studies-capstone-requirements/

Last Approved: Apr 15, 2021 12:15pm

Minimum Requirements for Capstone Certificate Completion

Students must earn a minimum grade of C in each course used to meet Capstone Certificate requirements. Courses in which a student elects the pass/fail or audit option will not count toward completion of Capstone Certificate requirements.

All of the Capstone Certificate credits must be earned "in residence" (which includes on campus and distance-delivered courses) at UW-Madison.

All of the Capstone Certificate credits must be earned while enrolled in the Capstone Certificate program.

Individual Capstone Certificate programs may have additional requirements for completion, which will be listed above as/if applicable.

Total credits required:

14

Semesters to completion:

3

Guide Graduate Policies tab

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	Articulate, critique, and elaborate major theoretical perspectives on first and second/additional language acquisition and the relationship between first and second/additional languages
2	Articulate, critique, and elaborate dominant methodologies for bilingual-bicultural students
3	Analyze how social, cultural, and political contexts affect students' lives and educational experiences, and how this relationship affects students' learning opportunities
4	Design, implement, and justify effective curriculum, instruction, and assessment practices that facilitate learning and the development of bilingualism, biculturalism, and biliteracy
5	Apply knowledge of educational linguistics to develop strategies and approaches to support bilingual-bicultural students' language development

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

Summarize the assessment plan.

Required courses and the topics/themes, assignments, and final projects are intended to assess the extent to which students are achieving the learning outcomes for the program. Thus, course instructors and faculty supervisors--in the case of graduate student instructors--are responsible for facilitating the relevant assessments in their courses. Additionally, the program will distribute surveys to program graduates to obtain feedback about the quality of the program, how prepared they feel to work with K-12 bilingual (Spanish-English) pupils, and any particular policies or practices that created challenges or supported their program experience and program completion.

On an annual basis, the department Chair with the two program faculty (Professors Pacheco and Román) will review course syllabi and program information (e.g., enrollments, completions, feedback) to determine whether the assessment plan needs to be revised. Since the program is only one calendar year long (summer, fall, spring), all assessments will be undertaken on an annual basis. Any substantive changes to the assessment plan will be approved through the department, shared with the Provost Office, and implemented by the beginning of the new cycle of the capstone certificate.

Department Approved

[Assessment Plan_Capstone Cert Bilingual-bicultural](#)

Assessment Plan:

[Ed_Pacheco.docx](#)

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 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

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.

Yes

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

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

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.

Yes

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.

Yes

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.

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
Medina, Ruben	2021-10-08	Chicana/o and Latina/o Studies (CHICLA ST)		Peter Clair Hane
Cerezo Paredes, Alicia	2021-10-12	Spanish and Portuguese (SPAN PORT)		
Murphy, Dianna	10-20-2021	Language Institute (LANG INST)		

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.

[2021 10 08 CLS Letter of Support.docx](#)

[Letter from Alicia Cerezo.pdf](#)

[Letter from Language Inst Director.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:

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:

Tuition start term:

Career:

SIS Program Code:

SIS Short

Description:

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:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:

Scan this proposal:

Upload documents that should
be scanned:

Reviewer
Comments

Key: 1229