

New Program Proposal

Date Submitted: 10/12/21 4:30 pm

Viewing : **Certificate in Preparing to Teach Abroad**

Last edit: 10/25/21 12:07 pm

Changes proposed by: sychta

In Workflow

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

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

Name
Maddie Sychta - EDU

Approval Path

1. 10/13/21 7:58 am
Lisa Sigurslid
(lsigurslid):
Approved for CURR INSTR Dept. Approver

Proposal Abstract/Summary:

The Certificate in Preparing to Teach Abroad is designed to enable undergraduate students interested in teaching abroad to consider the complexities involved in entering beyond-US pedagogical settings. This entails understanding the importance of analyzing power-knowledge relations in sociocultural, political and historico-philosophical contexts in international locations, including attention to differences within such contexts. Students considering this pathway will learn basic principles of culturally responsive lesson design, teaching techniques, and strategies of reflection and modification. The content of the certificate fills a gap in existing UW offerings by combining a focus on beyond-US settings, differences within and between educational contexts, and practical pedagogical strategies.

Basic Information

Program State: Active

Type of Program: Certificate

Who is the audience? Undergraduate

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

SIS Code:

SIS Description:

Transcript Title: Certificate in Preparing to Teach Abroad

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	Baker, Bernadette	bbaker@wisc.edu	608/263-4657	
Primary Contact	Popkewitz, Thomas	tspopkew@wisc.edu	608/263-7343	
Primary Contact	Kirchgasler, Chris	kirchgasler@wisc.edu	608/890-0909	
Primary Dean's Office Contact	Sychta, Maddie	sychta@wisc.edu		

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

Departments
Rehab Psych and Special Educ (RP & SE)
Educational Psychology (ED PSYCH)
Educational Policy Studies (ED POL ST)
Inst for Regional & Int'l Stud (IRIS-L&S)
English (ENGLISH)

Departments
African Cultural Studies (AFR CUL ST)
Geography (GEOGRAPHY)
History (HISTORY)
Inst for Regional & Int'l Stud (IRIS-L&S)
Asian Languages and Cultures (ASIAN L C)
Political Science (POLI SCI)
Afro-American Studies (AFRO AM ST)
Anthropology (ANTHRO)
Spanish and Portuguese (SPAN PORT)
Sociology (SOCIOLOGY)
Community & Environmental Soc (C&E SOC)
German, Nordic, and Slavic (GNS)

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):
2028

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

Once the Certificate in Preparing to Teach Abroad and the two required courses are approved, students will be able to begin taking courses. Students can declare the Certificate in Fall 2022 by meeting with a Certificate advisor and completing the application form on the School of Education's Certificate Page.

Rationale and Justifications

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

Currently, students interested in teaching abroad do not have a concentrated pathway to foster reflection on the complexities and prospects for doing so. While students can enroll in an existing TESOL certificate, if their interest is not specifically in teaching English to non-English speakers they currently have no other site within which to focus on the broader dynamics and politics of teaching. The Preparing to Teach Abroad certificate offers a focus on both pedagogically-related cultural analysis and practical teaching strategies involved in different kinds of teaching positions in non-US settings. One of the key reasons for this certificate is, then, the recognition that in a globalizing world students must be prepared for the unique and often unstated challenges that lie ahead in teaching abroad assignments. This certificate provides the necessary and relevant content and experiences, giving students the opportunity to develop the range of responsibilities and competencies required when considering taking up such work.

The purpose of this certificate is to enable undergraduate students interested in teaching abroad to consider the complexities involved in entering beyond-US pedagogical settings. Students will learn basic principles of culturally responsive lesson design, teaching techniques, and strategies of reflection and modification. To attend to differences within contexts, the certificate will emphasize the importance of analyzing the micro practices and politics of the school curriculum, teaching and learning that travel as power-knowledge relations internationally.

The certificate is not designed as a form of teacher education and does not lead to licensure for teaching in public school classrooms abroad. Rather, it reflects a Curriculum Studies approach to education and teaching. A Curriculum Studies approach focuses on the politics of knowledge/wisdom in a given context with the emphasis on issues of power and justice. The Preparing to Teach Abroad certificate offers undergraduate students the possibility to research and practice teaching as that which takes place toward different communal purposes, with unique understandings of what counts as knowledge, and with varying expectations of what student/instructor roles would be in beyond-US contexts.

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

The Certificate in Preparing to Teach Abroad has a unique structure, delivery and target audience, designed to complement the degree/major of participating students. In terms of design, the Preparing to Teach Abroad certificate balances three required classes and two electives (out of more than 50 possibilities) for a total of 15 credits that could be completed in one year, summer to summer.

The certificate's design enables students to focus on specializations in their electives that will complement and build upon their existing degrees/majors. The electives enable specialization in any of the following topics: special education, educational psychology, bilingual education and/or regional, area and international studies. Students will be alerted to these possible specialization tracks as part of advising and will also be able to select electives from different tracks of specialization. The electives list has been carefully curated to reflect core classes agreed upon and selected by the relevant units.

In addition, students may count their participation in the Globalizing Education FIG towards the elective requirement. The advantage of a one-year 15 credit certificate course for undergraduates is that its compactness provides juniors and seniors, who may be deciding later in their Bachelor's degree what their future career interests are, an opportunity to join a professional pathway and community.

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

The proposed certificate expands the range of offerings available to UW's undergraduate student body to develop a professional specialization linked to their existing domain of study. Some undergraduates pursue distinct professions such as engineering, social work, etc. Others, however, major in areas that do not have a distinct institutional landing pad or pre-existing professional community. This certificate gives undergraduates in either situation further options by helping them to gain important skills in analyzing cross-cultural contexts, communication, planning, curriculum and teaching, assessing what needs to be considered if they are to participate in professional communities in beyond-US locations. It will provide concrete direction and shared experiences toward graduation goals and potentially help secure participants' employment opportunities in the future.

Beyond the departmental level structures that build upon existing strengths is the significance of the wider campus context where internationalization is a strong focus. This focus has been made available through a variety of important programs that have already been taken up by undergraduates and which serves as a pool of enrollees for this certificate. As a university, UW is and has:

- One of the most successful public universities for securing Title VI funding for area and global

studies.

- The biggest contributor of candidates to the Peace Corps.
- The biggest contributor to undergraduate Fulbright fellows in the country.
- One of the largest foreign language study programs in the country.
- 5,000+ students have received degrees and certificates from Wisconsin National Resource Centers (NRC).
- More than half of our graduates drawing upon their international experiences or linguistic skills in their careers. A 2014 survey of UW NRC alumni shows that 60% work internationally or with foreign clients or collaborators; 52% got their current job because of language skills; 63% use their language skills at work.
- Ranked #2 nationally for Bachelor's degrees awarded in foreign languages, literatures and linguistics.
- At least 4409 students who have taken multiple language courses at UW-Madison.
- In the top 2 in the US for innovative college foreign language programs.
- Currently, 2619 students are studying language and related majors.
- Trained close to 6,000 Foreign Language Area Studies (FLAS) fellows through Title VI funding, awarded over 5,000 degrees and certificates through UW NRCs, teach up to 80 languages each academic year.

The curated selection of community partners, both in the Madison area and internationally, permits students to focus on young or more mature populations, specific subject matters, and/or specific regions. Together, the balance of required and elective classes, the options to tailor coursework to specific interests and strengths, the concentrated one-year pathway, and the flexibility to focus upon preferred partnering organizations in the practicum provide undergraduates with a thoughtful and purposive trajectory that can contribute effectively to their post-graduation opportunities. This speaks to existing needs in the student body and that it will promote further interest in the program.

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

The proposed certificate expands the range of offerings available to the undergraduate student body to develop a professional specialization linked to their existing domain of study and that is in demand. In terms of evidence, there are strong anecdotal reports from Fulbright ETA and International Internships of continuous requests from abroad for students qualified in teaching abroad. Students with practicum experiences especially are preferred over other applicants. For instance, international partners are sometimes willing to sponsor the visas of those candidates if they have a certificate. In addition, International Internships reports a high degree of requests from teaching abroad programs and sometimes schools abroad that reach out to the UW seeking fresh graduates who want to teach abroad. The majority of students, however, do not come with a foundation in teaching or global education and learn teaching through ad hoc on-the-job training and apprenticing. A Preparing to Teach Abroad certificate thus seems like an ideal pipeline for candidates, making them much more qualified and prepared than the current group.

The expansion of professional pathways for UW students and market need extends to the graduate student body as well. The certificate elaborates the department of Curriculum and Instruction's focus on culturally responsive teaching for which it is renowned worldwide. As a place for our graduate students to find employment, the certificate also opens up avenues for domestic and international students to work, such as in supervising practicum observations or teaching the introductory class on lesson design, implementation and reflection, thereby assisting their future market employability. As the graduate student body who is not directly invested in teacher education in our department expands (currently about 30% of our graduate students are not involved in teacher education) the department has had to be creative in assigning TAs outside elementary and secondary teacher education in ways that match student strengths, department needs and industry needs. The certificate in Preparing to Teach Abroad enables the department to draw upon the full spectrum of our graduate students' pedagogical and instructional experiences and enhances their future prospects as well by fostering their teaching and supervisory competencies. The certificate thus builds upon the department's reputation and strengths beyond teacher education by introducing a more expansive version of undergraduate-driven professional education that maximizes graduate students' and faculty's interdisciplinary, international and cross-institutional experience and that simultaneously advances the employability of our undergraduates.

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

The Study Abroad experience for undergraduate students is a crucial one in the context of a globalizing world. It opens new relationships for students that can be lifelong and offers possibilities for greater cultural understandings and exchanges to occur. The Preparing to Teach Abroad certificate affords two new possibilities in regard to Study Abroad. First, it makes a new kind of targeted marketing possible for students interested in Study Abroad with a teaching focus. This certificate would directly capitalize on and capture how study abroad can facilitate knowledge about teaching abroad. Second, the required course (CURRIC 418 Planning for Teaching Abroad) has multiple themes that would augment the preparatory work that Study Abroad already undertakes and could become a site for directing interested students.

International Internships on the UW campus has also seen a steady increase in applications in recent years. For example, in the last few years, two of the teaching internships in Asia have become quite popular and one in China has had over 100 applications from 2016–2020, while the South Korea teaching internship with two spots available had 38 applications between 2019 and 2020. International internships prepare students to participate in locations such as Ghana, Kenya, China, India, Japan, South Korea, Colombia, Dominican Republic, Ecuador, Peru, and Spain. The certificate for Preparing to Teach Abroad would help students prepare for those experiences especially through the kind of tailoring to regions and subject matters that the final practicum provides. In addition, it could become a robust pipeline toward the purpose of preparing students for their internship in general.

Last, the UW is also the nation's largest contributor to the Peace Corps and US Fulbright Student ETA program. In both cases the application process is highly competitive. Students applying to the Peace Corps must demonstrate four core competencies including: Sector-specific skills; Foreign language proficiency; Intercultural competence; and Professional savvy and leadership. Education is one of the six Peace Corps sectors that applicants can focus on, though all applicants are evaluated in their ability to facilitate instructional experiences. The entire certificate pathway can help students develop these competencies. The Fulbright fellowship similarly requires applicants to have demonstrated educational interests. This certificate will provide a preparatory trajectory where the introductory level class and capstone practicum class in particular foster the kind of pedagogical experiences and significantly, the ability to reflect upon them in written and verbal ways, that are valued in both Peace Corps and Fulbright 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

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.

Promoting inclusive excellence is a longstanding goal of the Department of Curriculum and Instruction. The Preparing to Teach Abroad certificate is based on a Curriculum Studies orientation that furthers this goal by examining how power-knowledge relations circulate locally and internationally, creating systems of privilege and disadvantage in different ways for different groups and in ways that have pedagogical consequences. This certificate includes and expands the kinds of diversity that are focused on and seen as pedagogically significant. The curriculum and learning outcomes focus on unique ways in which human and more-than-human populations are categorized and whether that involves western conceptions, such as race and gender or not, the different conceptions of ontology, age, and 'ability,' and different expectations and reward structures, including local forms of diversity in regard to race, gender, religion, class, and first language and expanding beyond to include other forms of populational reasoning not regularly focused on in education. Attention to the full range of age groups, to non-US settings, to the unique situations of transcontinental indigenous communities, and to the importance of dis/ability awarenesses are also crucial foci.

In one of the required certificate classes, CURRIC 366, Internationalizing Educational Knowledges enrolls a globally diverse student body that learns from each other and from the broad range of scholars who present different perspectives on education and teaching from around the world. Multiple indigenous speakers from different continents and Black and Brown scholars are featured in this class, expanding the theoretical and populational range of what students are exposed to, especially relative to teacher education programs typically focused only on certification in the state of Wisconsin.

The certificate also expands diversity and inclusion expectations in other ways. The curriculum will help students examine the politics of knowledge/wisdom, which play out differently within and between nations and regions, and which change the roles expected of child/adult, teacher/learner, and what behavior is considered 'normal.' The curriculum of the certificate and its outcomes offer students multiple opportunities to learn about this through direct focus on practices, through film and readings, and through field experiences and journaling. Two of the required classes CURRIC 418 and CURRIC 419 involve analyzing sociopolitical differences in regions of interest and then applying that in thoughtful ways to culturally responsive lesson design, implementation and reflection.

The final practicum has been thoughtfully designed to address equity issues throughout in lieu of being able to go abroad. It is not feasible for many students to actually take a semester to teach abroad and in a one-year certificate program this is not only unrealistic in terms of time, but could also be unjust to students who have extensive community and family commitments that they cannot leave. The sites will be established with our existing list of C&I partner

programs in addition to the new partners recruited for this certificate, focused on international learners from childhood through to adulthood.

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.

In addition to the social justice orientation of the department, C&I has a longstanding commitment to the pursuit of equity in student recruitment, access, retention, and degree completion. Historically, students who have pursued C&I's classes focused on international and global themes are among the unit's most diverse in terms of race, regionality, first language, religion, age, dis/ability, gender, and experience. C&I anticipates and will actively recruit a similar, although expanded, diverse pool of students for the Preparing to Teach Abroad certificate.

One proven way of doing this is to ensure that the advising and teaching pool is diverse and is comprised of instructors who have actually had the experiences that are being taught. Teaching Abroad instructors are part of an expansive advising team whose diversity reflects the topic and themes of the program. The core faculty will meet regularly to discuss individual students who might be struggling or uncertain about electives. The advising team will meet once per semester to focus on recruitment and engagement. Part of these discussions is to consider supports that students may need, including additional meetings with their advisor, extensions on deadlines, and additional observations and debriefing sessions with university supervisors. One-on-one advising sessions with students will also take place and these sessions are designed to discuss opportunities to engage in volunteer and paid experiences related to teaching abroad, program requirements, and progress towards certificate completion.

The Teaching Abroad staff will also work closely with the School of Education, the department, UAP (study abroad), International Internships, IRIS, and the College of Letters & Science recruitment teams to develop marketing plans. The department is committed to challenging the "white savior" mentality historically ensconced in teaching abroad activities. C&I focuses on power relations and social justice in the form and the content of the certificate to underscore the intention of bolstering opportunities for African American, Latinx, and indigenous students within the Teaching Abroad community. Marketing materials will stress the importance of diverse perspectives, skills, and talents in Teaching Abroad.

In addition, the Preparing to Teach Abroad certificate can provide a potential pipeline for the Peace Corps and the Fulbright ETA by offering exposure to the preparation required for application to those programs and potentially diversifying the applicant pool.

As funding and enrollment permit, the Preparing to Teach Abroad certificate will be hiring TAs from C&I for the required classes that will further increase the diversity of the program's instructional pool. One-third of the Ph.D. students in C&I are international and there is a strong contingent of domestic students with interests in international and global themes. The experience and diversity of this existing instructional pool of TAs reflects the expansiveness and inclusiveness that C&I wants to foster in and through the certificate program. TAs will be mentored by faculty in ways that will work to support and retain domestic and international students of color in the program and will meet regularly with their faculty advisor and/or co-instructor.

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.

C&I works closely with the SoE Office of Equity, Diversity, and Inclusion before posting a new faculty or staff position in order to reach a broader pool of candidates from diverse backgrounds. Because this is a certificate program and not a teacher education program the hiring practices in the initial years concern TA allocations which are done at the department level. C&I graduate admission has been successful in recruiting domestic targeted minority students and international students of color. The department has a strong pool of candidates in who have experienced systemic discrimination and developed resilience. The department is particularly conscious of the tendency of some teaching abroad contexts to further not just a 'white savior' narrative and mentality but also a First World/Third World perception. Therefore, The program remains dedicated to ensuring that from advising to the instructional pool that the positions occupied reflect and respect the national and global diversity about which the program teaches.

Many of the TAs already in the departmental pool with interests in global issues and teaching abroad themes have experienced marginalization along multiple axes of difference, either from growing up as a person of color in the US or being Othered in their home countries, or having been marginalized in both Madison and abroad in different ways. The awarenesses that come with those experiences do not necessarily automatically translate into inclusive pedagogy skills or awareness of multiple others forms of injustice that exceed personal experiences. Our core faculty are dedicated to enlarging and broadening these awareness, building on the strengths and funds of knowledge that our students body already brings, so that the supervisory and teaching experiences with our undergraduates maximize these strengths and deliver the learning outcomes of the program. Each TA will be formally mentored by a faculty member before instruction begins regarding the orientations, sensitivities and reflections necessary to engage with the curriculum and the student body, and especially with a view to understanding and negotiating the often-competing discourses of injustice that striate teaching abroad settings and that position new instructors in ways that may be very different from here.

Additionally, program staff will frequently discuss and consider issues of minority representation in curriculum and teaching which also impacts hiring and retention. For example, in addition to the attention to equitable hiring practices and TA mentoring, the department has included films, readings and experiences in required classes that are produced by and focused on minority experiences in the US and abroad, and how who or what is considered minority changes across national and regional lines. TAs have the flexibility to bring their knowledges to bear here with input into such curriculum content. The Program Director will oversee the program curriculum and the professional/career development experiences of TAs such as culturally responsive curriculum design.

The program will also benefit from relevant faculty research. Research in the area of equity, social justice, power relations, and inclusion in teaching and learning spaces is something for which the department's faculty is renowned. Faculty-led research initiatives have focused on the implementation of culturally responsive planning, teaching and reflection. This has afforded faculty with particular knowledge in regard to things like lesson designs which are not neutral processes. That lack of neutrality is a core teaching of a Curriculum Studies orientation. For example, exposing students to three different formats for planning lessons, four different modalities of teaching, and three different strategies of reflection, all of which claim to be "fair" and yet are opposed to each other in some way, is an important example of the complexities to be engaged when considering teaching in beyond-US pedagogical contexts. This intersection between faculty expertise in the critique of such models, experience at actually having implemented them, and student practice at doing the same contributes to the ways in which equity is oriented toward in the certificate not just representationally such as through hiring but also in the actual practices of the curriculum and what they expose students to.

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

The School of Education is currently working to recruit students of color, first generation college students, and students of lower-socioeconomic status into its teacher education programs and provide as much support as possible (e.g., financial, curricular, programmatic). Although our certificate student body will not primarily be drawn from these SoE efforts the certificate students can now share classes such as electives in the SoE with a more diverse pool of learners. The department believes that such efforts in formal teacher education recruitment and retention contribute to a distinct commitment regarding broadening the perceived role of instructor and knowledge-holder beyond white females who historically populate the profession of teaching in the US. That broadening sends an important general message about who and what education is for that our certificate takes up and underscores. Because the focus of this certificate is not formal teacher education, however, the program staff are hopeful that having students from more than one program in such classes which have been typically closed off to licensure-only students will widen the perspectives of both groups.

The development of this certificate is also aligned with the effort to reapply for Title VI funding In August 2022. Such applications are aided by demonstrating how Schools of Education are addressing themes of internationalization in concrete ways. The certificate is a prime example of this self-initiative that can assist in resecuring this funding. This funding, in turn, enables language and area studies to continue their excellence, contributing to the diversity, equity and inclusion goals on this campus. In addition, part of this funding application will be to support the creation of a new course on indigenous education and pedagogy in Latin America “Learning to Learn Otherways.” Once created, this class will be taught by an indigenous scholar and added to the electives offered in the certificate. The impetus for this class came from our engagement across units around such issues and our direct desire to have such classes included in our available coursework. In direct and indirect ways, then, this certificate contributes to expanding what our undergraduates have access to and to the community of instructors and students who can participate in the richness of the UW-Madison campus.

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
--------------------	------------	-------

Name (Last, First)	Department	Title
Baker, Bernadette	Curriculum and Instruction (CURR INSTR)	Professor
Popkewitz, Thomas	Curriculum and Instruction (CURR INSTR)	Professor
Kirchgasler, Chris	Curriculum and Instruction (CURR INSTR)	Asst Professor

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

The certificate does not require new resources.

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

Name (Last, First)	Department	Title
Roman, Diego	Curriculum and Instruction (CURR INSTR)	Asst Prof
Pacheco, Mariana	Curriculum and Instruction (CURR INSTR)	Assoc Prof
Agarwal, Priyanka	Curriculum and Instruction (CURR INSTR)	Asst Prof
Siklos, Csanad	Inst for Regional & Int'l Stud (IRIS-L&S)	Assoc Director IRIS-NRS
Gold, Daniel	Asian Languages and Cultures (ASIAN L C)	Director IAP
Baker, Bernadette	Curriculum and Instruction (CURR INSTR)	Prof
Popkewitz, Thomas	Curriculum and Instruction (CURR INSTR)	Prof
Kirchgasler, Chris	Curriculum and Instruction (CURR INSTR)	Asst Prof
Donnellan, Molly	Inst for Regional & Int'l Stud (IRIS-L&S)	Advisor International Studies major
Shaffer, David	Educational Psychology (ED PSYCH)	Prof

Name (Last, First)	Department	Title
Simmons, Erica	Inst for Regional & Int'l Stud (IRIS-L&S)	Assoc Prof, Director, International Studies

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

Given that the courses needed to fulfill certificate requirements are already being taught and/or are part of faculty yearly load or budgeted for within our TA allocations, the department does not foresee the need to increase instructional budgets. Each unit will support the advising work of the program advisors. The Program Director of the Certificate will assist new applicants.

Describe how student services and advising will be supported.

In addition to the work done by the Program Director in assisting new applicants, student services and advising will be supported by each unit involved with advising. Students will be able to meet throughout with their advisor. The core faculty and Program Director will meet each semester to ensure support mechanisms for advisors and students are sufficient.

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.

This program does not require any additional resources. The SoE Dean's Office is supportive.

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 Preparing to Teach Abroad. To declare the certificate, students should meet with the Certificate advisor and then visit the School of Education's [Certificate Programs](#) page to complete the declaration form.

Describe plans for recruiting students to this program.

There are five domains that can assist with recruiting to this program:

- 1) Collaborating with the SoE's Office of Equity, Diversity, and Inclusion to identify the most effective ways to ensure diverse recruitment
- 2) Working with the SoE to advertise the certificate to existing undergraduates
- 3) Working with Study Abroad and International Internships programs to advertise the certificate to students who have had or are undertaking this experience
- 4) Working with the Globalizing Education FIG to ensure that incoming undergraduate students are advised of its possibility
- 5) We will include the certificate information on our website and departmental marketing materials.

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.

Because of the frequency of offerings and because there are a number of interest paths students can pursue within the Certificate in Preparing to Teach Abroad, the likelihood of overtaxing one particular course with excessive enrollment is highly unlikely. The required classes are also open to students who are not enrolled in the certificate. Low certificate declarations would have no impact on the overall departmental undergraduate curriculum but new marketing strategies would be pursued for procuring enrollment should it be lower than anticipated.

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.

[Undergraduate Certificate for Teaching Abroad-Credits.docx](#)

Guide Requirements tab

The Certificate in {Preparing to Teach Abroad requires the following course distribution for a minimum of 15 credits. At least 8 credits must be completed in residence. Students must complete two required courses, [CURRIC 366](#) and [CURRIC 418](#), 6 credits of electives, and a required capstone course, [CURRIC 419](#). Completion of the certificate requires a minimum GPA of 2.0 in certificate coursework.

Required Courses

CURRIC 366	Internationalizing Educational Knowledge	3
CURRIC 418	Course CURRIC 418 Not Found	
CURRIC 419	Course CURRIC 419 Not Found	

Electives

The 6 credits of electives can be taken concurrently with required certificate classes. Students can choose to concentrate their electives on the following themes, but are not required to do so.

Focus on School of Education Topics

Foci include special education, bilingual education, educational psychology and educational policy studies.

RP & SE 300	Individuals with Disabilities	3
RP & SE 330	Behavior Analysis: Applications to Persons with Disabilities	3
CURRIC 312	ESL/Bilingual Issues	3
CURRIC 676	Bilingualism and Biliteracy in Schools	3-4
ED PSYCH 301	How People Learn	3
ED PSYCH 320	Human Development in Infancy and Childhood	2-3
ED PSYCH 321	Human Development in Adolescence	2-3
ED PSYCH 326	Mind, Brain and Education	3
ED PSYCH 331	Human Development From Childhood Through Adolescence	3
ED PSYCH 509	Embodied Cognition & Education	3

<u>ED POL/ HISTORY 107</u>	The History of the University in the West	3
<u>ED POL 220</u>	Human Rights and Education	3
<u>ED POL 237</u>	Wealth, Poverty and Inequality: Transnational Perspectives on Policy and Practice in Education	3
<u>ED POL 240</u>	Comparative Education	3
<u>ED POL 260</u>	Introduction to International Education Development	3
<u>ED POL 274</u>	Education Studies--Study Abroad/Global Education	1- 3
<u>ED POL/ INTL ST 335</u>	Globalization and Education	3
<u>ED POL 675</u>	Introduction to Comparative and International Education	3
<u>ED POL/ CURRIC 677</u>	Education, Health and Sexuality: Global Perspectives and Policies	3
Focus on Area, Regional and International Studies		
Regional and Area Courses		
<u>AFRICAN/ AFROAMER/ ANTHRO/GEOG/ HISTORY/POLI SCI/ SOC 277</u>	Africa: An Introductory Survey	4
<u>AFROAMER 271</u>	Selected Topics in African American Culture	3
<u>ASIAN 203</u>	Lost in Translation: Western Experience in Asia	3
<u>ASIAN/HISTORY/ POLI SCI 255</u>	Introduction to East Asian Civilizations	3- 4
<u>ENGL 415</u>	Introduction to TESOL Methods	3
<u>GEOG 307</u>	International Migration, Health, and Human Rights	3
<u>GEOG 318</u>	Introduction to Geopolitics	3
<u>GEOG/ ENVIR ST 339</u>	Environmental Conservation	4
<u>GEOG 340</u>	World Regions in Global Context	3
<u>GEOG 355</u>	Africa, South of the Sahara	3

GEOG 358	Human Geography of Southeast Asia	3
GEOG 359	Australia: Environment and Society	3
HISTORY 120	Europe and the Modern World 1815 to the Present	4
HISTORY 139	Introduction to the Modern Middle East	3- 4
HISTORY 142	History of South Asia to the Present	3- 4
HISTORY/ASIAN/ GEOG/POLI SCI/ SOC 244	Introduction to Southeast Asia: Vietnam to the Philippines	4
HISTORY/ AFROAMER/ ANTHRO/ C&E SOC/GEOG/ LACIS/POLI SCI/ SOC/SPANISH 260	Latin America: An Introduction	3- 4
HISTORY/ ASIAN 341	History of Modern China, 1800-1949	3- 4
HISTORY/ ASIAN 342	History of the Peoples Republic of China, 1949 to the Present	3- 4
HISTORY 348	France from Napoleon to the Great War, 1799-1914	3- 4
HISTORY 349	Contemporary France, 1914 to the Present	3- 4
HISTORY 359	History of Europe Since 1945	3- 4
HISTORY 410	History of Germany, 1871 to the Present	3- 4
HISTORY 424	The Soviet Union and the World, 1917-1991	3- 4
HISTORY/ SCAND ST 432	History of Scandinavia Since 1815	3
HISTORY/ ASIAN 458	History of Southeast Asia Since 1800	3- 4
INTL ST 266	Introduction to the Middle East	3

<u>INTL ST/GEOG 311</u>	The Global Game: Soccer, Politics, and Identity	3
<u>LACIS/CHICLA/HISTORY/POLI SCI 268</u>	The U.S. & Latin America from the Colonial Era to the Present: A Critical Survey	3
<u>LACIS 440</u>	Topics in Latin American, Caribbean, and Iberian Studies (topic: How to Travel in Latin America)	1-4
<u>SLAVIC/GEOG/HISTORY/POLI SCI 253</u>	Russia: An Interdisciplinary Survey	4
<u>SLAVIC/GEOG/HISTORY/POLI SCI 254</u>	Eastern Europe: An Interdisciplinary Survey	4
International Studies Courses		
<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 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 601</u>	Topics in Global Security	1-4
<u>INTL ST 602</u>	Topics in Politics and Policy in the Global Economy	1-4
<u>INTL ST 603</u>	Topics in Culture in the Age of Globalization	1-4
Additional Elective Options		
<u>CURRIC 292</u>	Globalizing Education	3
Total credits required:		
		15

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	Analyze issues of coloniality, power, and difference as they relate to teaching, learning, and curriculum in non-US settings.
2	Examine key cultural, social, and historical relationships to educational knowledges before entering a pedagogical space abroad.
3	Identify curriculum and teaching practices that produce difference and exclusions, focusing on the intersection of transnational and local contexts.
4	Develop culturally responsive practices and pedagogies focused on teaching abroad.
5	Use experiential knowledge of practicum teaching to reflect on pedagogical practices and contextual differences in non-US contexts.

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

Summarize the assessment plan.

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

Department Approved

[ASSESSMENT PLAN TEMPLATE-Teaching_Abroad.docx](#)

Assessment Plan:

Related Programs

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

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

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

Select Majors, enter one per box. Use the green + to create additional boxes.	Evidence
Education Studies	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
International Studies	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Latin American, Caribbean and Iberian Studies	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
Asian Languages and Cultures	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.
African Cultural Studies	The Certificate is designed to be a low-credit range certificate in order to not impede student's progress to degree. The courses are offered regularly enough, including several in summers, so that time will not be added to degree.

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
Leko, Melinda	05/04/2021	Rehab Psych and Special Educ (RP & SE)		RPSE
Wollack, James	05/04/21	Educational Psychology (ED PSYCH)		EdPsych
Kern Hall, Michelle	04/16/21			International Internships
Lilleleht, Mark	04/16/21	Inst for Regional & Int'l Stud (IRIS-L&S)		Fulbright-IRIS
Schachter, Kate	05/14/21			Peace Corps
Gold, Daniel	04/16/21			IAP (study abroad)
Beilin, Kata	05/04/21			LACIS

Name (Last, First)	Date of contact/support letter received	School, College, or Department	Comment by contact person	On behalf of
Dima, Vlad	9/16/21	African Cultural Studies (AFR CUL ST)		African Cultural Studies
Wanner, Anja	9/17/21	English (ENGLISH)		English
Whitmire, Ethelene	10/12/21	Afro-American Studies (AFRO AM ST)		
Pevehouse, Jon	10/13/21	Political Science (POLI SCI)		
Williams, Jack		Geography (GEOGRAPHY)		

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.

[RPSE letter of support.pdf](#)

[UW EdPsych Ltr Support - C&I Teaching Abroad Certificate.pdf](#)

[IIP Letter of Support-Teach Abroad.pdf](#)

[Fulbright-IRIS-certificate-teaching-abroad-support-MLL-signed.pdf](#)

[Peace Corps letter - BBaker.pdf](#)

[IAP letter of support CandI certificate.pdf](#)

[LACIS-Teaching Abroad support.pdf](#)

[Podesto-Baker letter of support-cert teaching abroad.pdf](#)

[African Cultural Studies_Support Cert in Teaching Abroad.pdf](#)

[EPS support letter C&I cert.pdf](#)

[Re_Request for Support_Cert in Teach Abroad_ENGLISH.pdf](#)

[Re_Request for Support_Cert in Teaching Abroad_CLASSICS.pdf](#)

[Re_Undergraduate Certificate_Pevehouse.pdf](#)
[Support_Geography.pdf](#)

Additional Information:

Approvals

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

Enter any notes
about approval
here:

The Department of Curriculum and Instruction approved this proposal on 8/25/2021.

Entered by: Maddie Sychta
Date entered: 10/13/2021

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

Karen Francis (klthompson3) (10/21/21 12:58 pm): SpanPort supports this program.

Key: 1236