

# New Program Proposal

Date Submitted: 11/19/21 2:07 pm

## Viewing : **Certificate in Social Justice and Education**

Last edit: 12/06/21 10:33 am

Changes proposed by: sychta

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

Name
Maddie Sychta - EDU

### Proposal Abstract/Summary:

The Social Justice in Education certificate signifies a commitment to challenging, through education, social, cultural, political, and economic inequalities arising from differential distributions of power and resources. The certificate in Social Justice and Education, focused on education policy and practice, aims to provide students with a foundational understanding of the social inequities that shape education and broader society, as well as how educators, students, administrators, parents, and community members have responded to these inequities. The purpose of this certificate program is to prepare UW-Madison students to critically analyze the role of education policies and practices in relation to broader social inequalities and social justice efforts. Students will connect course concepts and ideas to both their own lives as well as to historical and contemporary social and educational issues in education (in the U.S. and/or globally).

### 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. 11/22/21 10:27 am  
Mary Jo Gessler (mjgessle): Approved for ED POL ST Dept. Approver
2. 12/06/21 10:09 am  
Maddie Sychta (sychta): Approved for EDU School Admin Reviewer

## Basic Information

Program State: Active

Type of Program: Certificate

Who is the audience?: Undergraduate

Home Department: Educational Policy Studies (ED POL ST)

School/College: School of Education

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

No

SIS Code:

SIS Description:

Transcript Title: Certificate in Social Justice and Education

Roles by Responsibility: List one person for each role in the drop down list. Use the green + to create additional boxes.

Role Type	Name (Last, First)	Email	Phone	Title
Department Chair	Bartlett, Lesley	lbartlett2@wisc.edu		
Faculty Director	Posey-Maddox, Linn	lposey@wisc.edu	608/262-6863	
Primary Contact	Posey-Maddox, Linn	lposey@wisc.edu	608/262-6863	
Primary Dean's Office Contact	Sychta, Maddie	sychta@wisc.edu		

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

Departments
Curriculum and Instruction (CURR INSTR)
Rehab Psych and Special Educ (RP & SE)
History (HISTORY)

Departments
Chicana/o and Latina/o Studies (CHICLA ST)

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.

The certificate will begin Fall 2022. Most of the courses are regularly offered.

## Rationale and Justifications

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

The certificate in Social Justice and Education (CSJE) will provide students with a foundational understanding of the social, political, and economic inequities that shape schools and broader society, as well as the ways in which educators, students, parents, and community members have worked to create more socially just educational spaces and institutions (historically and contemporarily). The purpose of this certificate program is to prepare UW-Madison students to critically analyze the role of education and schooling in relation to broader inequalities and intersecting systems of oppression, and understand how diverse groups of educational stakeholders (e.g. parents, teachers, administrators, community members) respond to these inequities. Students will connect course concepts and ideas to both their own lives as well as to current events and contemporary issues in education.

As part of the certificate, students are required to take EDPOL 212, a core course that will provide them with foundational knowledge about social justice in education that they can build from and connect to their other coursework and assignments as part of the Certificate. In this core course students are expected to define and consider social justice in education fully based upon the theoretical and empirical works read and through assignments and class discussions. In the course, students will make links between theory and practice through on-going reflection on how the readings relate to their own lives and goals, as well as through multiple course components (e.g. case studies, guest speakers, assignments/projects) that link theory and research on social (in)justice in education with the work of practitioners and people from a range of perspectives and backgrounds. Students will have a range of other courses to choose from for the other courses in the certificate, enabling them to tailor the certificate to their specific research interests and areas of inquiry (e.g. history, comparative/international education, anthropological perspectives on education, etc.).

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

The Social Justice in Education Certificate will complement undergraduate campus offerings and majors in four ways. First, the certificate provides students with an in-depth understanding of social justice in education, in particular, that can bolster their other coursework that may address social justice issues but not have this as a central/guiding focus of the course and/or does not focus on social justice in education in particular. Second, the certificate offers students multiple opportunities to take ESR courses that can complement their other coursework and fulfill a university requirement. Third, the certificate will enhance undergraduate students' preparation for future volunteer and/or paid work in organizations, schools, and agencies that have a concern for social justice, particularly in the area of education. Lastly, the certificate will complement students' degree/major by providing them with additional preparation to be an engaged member of a diverse society who works to create more socially just schools and other educational spaces.

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

The department of Educational Policy Studies (EPS) believes students across the university are interested in issues of social justice broadly, and education in particular, not only as a reflection of the rise of the Black Lives Matter movement and other movements for social and racial justice, but also in recognition of the long-standing commitments we should all be making to the vital need for systems and institutions (and educational institutions in particular) to become more equitable, inclusive and just.

Already, the department's student undergraduate Ambassadors for the Education Studies major (who meet weekly and discuss educational ideas and concerns) have expressed an on-going interest in and commitment to social justice in education. There is also a growing number of departments and student groups on campus offering workshops and dialogues on the topic of Social Justice (see for example, <https://inclusioneducation.wisc.edu/social-justice-hub/>). Plainly put, it is a topic of interest across campus, and EPS has no doubt that it will attract students. SoE Student Services (formerly known as EAS) advisors have also articulated students' interest in classes with this focus; that the same students would be interested in a certificate with a social justice in education focus seems highly probable.

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

While members of historically and persistently marginalized groups in education have resisted inequities and pushed for social justice throughout history, in recent years many community organizations, companies, agencies, and schools have begun to more critically examine their role in relation to local and/or global social justice issues. As a result, a growing number of organizations and institutions have sought to hire individuals who possess knowledge and critical thinking skills related to social justice issues, as well as skills in on-going self-reflection and engagement with diverse perspectives. Through its particular focus on education policy and practice, the Certificate complements students' other social justice-related coursework, training, and professional or volunteer experiences. Future careers for certificate holders may include: school-based staff positions (not requiring a teaching credential), youth or organizational work in community-based educational spaces and after-school programs, Americorps programs, and work in non-profits focused on social justice and education.

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

While social justice is an area of focus for a number of courses across the university, to the department's knowledge no other Certificates or Majors in Social Justice are offered at UW-Madison that have a specific focus on education (and specifically education processes, practices, and policies). The Office of Inclusion Education offers social justice education programs and workshops to students, community members, and campus partners. Similarly, the Multicultural Student Center has a Social Justice Resource Center that offers social justice books and resources for students. The Certificate in Social Justice in Education will provide students with more in-depth and focused knowledge on social justice issues in education, locally and/or globally, through a series of courses as well as a certificate that can complement their major(s) and other learning they're engaged in via coursework, campus organizations, volunteer or work experiences (e.g. in schools or community-based educational spaces), and campus workshops related to social justice, equity, and inclusion.

## Diversity and Inclusion

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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.

Students who take EPS community-based learning (CBL) courses and/or ESR courses as part of the certificate will have multiple learning opportunities and activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. The CBL courses require that students spend at least 25 hours in direct service to a community organization or school, where students engage with populations different than themselves while also integrating their community-based learning with course readings and discussions. All of the courses in the certificate, and especially the ESR courses, require students to learn about and engage with perspectives, theories, and practices connected to the experiences of historically and persistently marginalized groups in education. In all of the certificate courses, students have the opportunity to consider a range of theories and engage with diversity in respect to theories, practices, and people (e.g. through guest speakers, course readings, documentaries, projects, class discussion, case studies, etc.).

Discuss how the proposed program will actively pursue an equity in student recruitment, access, retention, and degree completion. Describe specific strategies to identify and recruit a diversified student population for programs that do direct admissions. Include evidence-based and effective practices. Provide examples of academic and student support services that will be implemented to support student learning success and completion.

The Department of Educational Policy Studies has a record of working towards having a diverse community of undergraduate students. The undergraduate major, established three years ago, has enrolled almost 30% international students and almost 25% students of color born in the U.S. These figures reflect the department's commitment to diversity, inclusion, and excellence in courses and programs for students and the department is engaged in on-going efforts to continue to grow these numbers in the future.

Recruitment for this certificate will occur each semester, where the department will share information about the certificate to all students enrolled in an Educational Policy Studies class. The School of Education will also send out information about the certificate via its web page and monthly magazine, and Education Student Services' (ESS) advisors in the School of Education will have promotional materials about the certificate that they can pass along to the students they advise. EPS faculty will work closely with the Academic and Multicultural ESS advisors in particular to ensure that information about the certificate is shared with students of color and other underrepresented students in the School of Education and campus more broadly. Additionally, the department will ask faculty in departments that have cross-listed courses in EPS, faculty who teach courses focused on social justice in other fields outside of Education (and particularly faculty teaching ESR courses), and the FIG and Ronald E. McNair program staff to circulate information about the certificate to their students. Promotional materials will also be sent to the Office of Inclusion Education/Social Justice Hub, the Black Cultural Center as well as the Multicultural Student Center.

The Faculty Director, Department Chair, and members of the Undergraduate Committee will also work closely with ESS advisors in the School of Education as well as a range of campus entities and resources (e.g. Writing Center, School of Education's Office of Equity, Diversity, and Inclusion, UW Center for Teaching, Learning, and Mentoring, Ethnic Studies Requirement Subcommittee workshops and meetings) to support student learning success and completion 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.

Current and future recruitment efforts are aimed at ensuring equity in recruiting and hiring of faculty and staff through careful attention to job ads and the networks through which the department distributes calls for applications, maintaining a sufficiently broad job ad, mentioning diversity as an institutional and department value, explicitly describing the department's concern with equity, and directly encouraging candidates from underrepresented groups in the academy to apply. Certificate course offerings also draw from multiple disciplinary perspectives (e.g. History, Comparative & International Education, Sociology, Anthropology).

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 aligns with the School of Education's Diversity Values and Commitments, particularly the following: uphold and promote the principles of equity and justice in the SOE, broader campus, and community; educate and empower our students, faculty, and staff to be equity-oriented agents of change and productive citizens who embody the Wisconsin Idea. This certificate also aligns with the university's mission to "provide a learning environment in which faculty, staff and students can discover, examine critically, preserve and transmit the knowledge, wisdom and values that will help ensure the survival of this and future generations and improve the quality of life for all." In particular, it aligns with the university's goal to "attract and serve students from diverse social, economic and ethnic backgrounds and to be sensitive and responsive to those groups which have been underserved by higher education." Through Certificate courses, projects, and assignments, SOE faculty, Graduate student instructors, and undergraduate Certificate students will critically examine social justice issues in education and reflect upon what it means to be equity-oriented agents of change locally and globally who seek to make schools and other educational settings more socially just.

## 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
Posey-Maddox, Linn	Educational Policy Studies (ED POL ST)	Assoc. Professor



Name (Last, First)	Department	Title
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 the certificate classes, which are already offered by the department as part of the Educational Studies undergraduate major. The department will offer additional TA support if class sizes increase significantly because of the certificate.

Michael Dixon, Undergraduate Coordinator in EPS, will provide support for the certificate. Michael already works in partnership with the department’s Undergraduate Committee and with the School of Education’s Education Student Services, and these relationships are essential components in his successful efforts to support a steadily growing number of undergraduate majors and certificates.

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

Name (Last, First)	Department	Title
Posey-Maddox, Linn	Educational Policy Studies (ED POL ST)	Assoc. Professor
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) will provide academic advising for certificate students. They provide all advising for the School of Education, including for certificates. ESS has the capacity to support additional advising needs for the certificates. Within EPS, Michael Dixon can provide information to students, helping them locate information as needed.

Describe how student services and advising will be supported.

The department will provide written materials about the certificate to all advisors in ESS, including a half-page “cheat sheet” that can be shared with any interested student. Each semester, EPS makes presentations to ESS on all of EPS’s undergraduate programming.

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

## Resources, Budget, and Finance

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Does the program or change require substantial new resources other than those just described? Describe the needs. Confirm that the dean is committed to providing the resources.

The certificate does not require new resources. All but one of the courses have been taught previously; one (EDPOL 212) was approved last academic year and will be taught in Spring 2022 and regularly as part of the certificate program.

Are new Library resources needed to support this program?

No

## Curriculum and Requirements

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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 Social Justice 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 Social Justice and Education.

Describe plans for recruiting students to this program.

Projected Annual Enrollment:

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

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

Lower than expected enrollments will have no immediate impact on the department. The department will not undertake any new hires to support the certificate unless and until the numbers warrant such a consideration. These classes are already regularly offered (with the exception of EDPOL 212, which was recently approved and will be offered regularly starting in the 2022/2023 academic year). If enrollments are low, EPS will increase recruitment efforts until the program feels confident that there is a robust audience for this certificate program across campus.

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

Those who are not familiar with using the html editor fields may upload a document with information about the curriculum for use by those who will format and edit the content that will appear in the Guide.

Guide Requirements tab

## Course Requirements

The Certificate in Social Justice 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.

All students are required to take [ED POL 212](#) Education for Social Justice, a core course that provides students with foundational knowledge about social justice in education that they can build from and connect to their other coursework and assignments as part of the Certificate.

Students are also required to take three other courses that have a central focus on social justice in education, with two of the three courses in Educational Policy Studies. These courses meet most or all of the certificate's Learning Outcomes, and enable students to tailor the certificate to their specific topical and disciplinary areas of interest (e.g. historical perspectives on social justice and education, social justice and education in the U.S., comparative/global studies of social justice and education).

### Required Course

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<a href="#">ED POL 212</a>	Education for Social Justice	3
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### Elective Courses

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Select from any of the following courses, 2 of which must be taken in Educational Policy Studies.

<a href="#">CURRIC 240</a>	Critical Aspects of Teaching, Schooling, and Education	3
<a href="#">CURRIC/ CHICLA 321</a>	Chicano/Latino Educational Justice	3
<a href="#">CURRIC/C&amp;E SOC/ ENVIR ST 405</a>	Education for Sustainable Communities	3
<a href="#">CURRIC 406</a>	Race, Intersectionality, and Equity in Education	3
<a href="#">ED POL 143</a>	History of Race and Inequality in Urban America	3
<a href="#">ED POL 145</a>	Introduction to Education Policy	3
<a href="#">ED POL 180</a>	Education and White Supremacy	3
<a href="#">ED POL 197</a>	Listening to the Land	3
<a href="#">ED POL 200</a>	Race, Ethnicity, and Inequality in American Education	3
<a href="#">ED POL 205</a>	Language and Social Inequality	3
<a href="#">ED POL 210</a>	Youth, Education, and Society	3
<a href="#">ED POL 220</a>	Human Rights and Education	3
<a href="#">ED POL 237</a>	Wealth, Poverty and Inequality: Transnational Perspectives on Policy and Practice in Education	3
<a href="#">ED POL 240</a>	Comparative Education	3
<a href="#">ED POL 300</a>	School and Society	3
<a href="#">ED POL/ HISTORY 412</a>	History of American Education	3
<a href="#">ED POL 423</a>	Education for Global Change	3
<a href="#">ED POL 435</a>	Education in Emergencies	3
<a href="#">ED POL 460</a>	Immigration, Education, and Equity	3
<a href="#">ED POL 505</a>	Issues in Urban Education in the U.S.	3
<a href="#">ED POL 510</a>	Urban School Policy	3
<a href="#">ED POL/ GEN&amp;WS 560</a>	Gender and Education	3
<a href="#">ED POL/ AFROAMER 567</a>	History of African American Education	3
<a href="#">ED POL/ ANTHRO 570</a>	Anthropology and Education	3
<a href="#">ED POL 575</a>	Education Policy and Practice	3

<a href="#">ED POL 595</a>	Language Politics and Education	3
<a href="#">ED POL/ HISTORY 612</a>	History of Student Activism from the Popular Front to Black Lives Matter	3
<a href="#">RP &amp; SE 100</a>	Disability and Society	3
<a href="#">RP &amp; SE 300</a>	Individuals with Disabilities	3
<a href="#">RP &amp; SE 466</a>	Diversity in Special Education	3
Total credits required:		
		12

## Program Learning Outcomes and Assessment

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List the program learning outcomes.

	<b>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</b>
1	Demonstrate an understanding of how education, and education policy and practice specifically, has been used as a tool for both social justice and the (re)production of inequality in the United States and/or globally.
2	Identify and describe the social inequities that shape education and broader society, as well as how various social actors (e.g. educators, students, administrators, parents, and community members) have responded to these inequities through their social justice efforts.
3	Draw from theory and research to analyze issues of social justice in education.
4	Demonstrate an ability to apply critical thinking skills to the study of inequities in education, by recognizing and questioning knowledge claims and their own assumptions and preconceived notions.

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

Summarize the assessment plan.

The assessment plan includes rubric evaluation of materials from certificate courses (direct assessment, as specified for each learning objective in attached document) and a student survey (indirect assessment). The Undergraduate Committee will meet annually each spring to discuss enrollment numbers, review assessment materials, and discuss student feedback and potential improvements if warranted. The Certificate Director will create an annual report summarizing the discussions and recommendations, and will distribute it to the Undergraduate Committee for final approval. Any needed revisions to coursework or the structure of the certificate will be voted on by the Undergraduate Committee and the EPS faculty teaching courses in the Certificate.

Department Approved

[EPS\\_Social Justice Cert\\_AssessmentPlan\\_Nov2.docx](#)

Assessment Plan:

## Related Programs

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

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

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
Anthropology	The Social Justice Certificate is designed to be a low (12 credit) certificate in order to not impede student's progress to degree. Students have many course offerings to choose from (with courses regularly offered) so that time will not be added to degree.
Sociology	The Social Justice Certificate is designed to be a low (12 credit) certificate in order to not impede student's progress to degree. Students have many course offerings to choose from (with courses regularly offered) so that time will not be added to degree.

<p>Select Majors, enter one per box. Use the green + to create additional boxes.</p>	<p>Evidence</p>
<p>Legal Studies</p>	<p>The Social Justice Certificate is designed to be a low (12 credit) certificate in order to not impede student's progress to degree. Students have many course offerings to choose from (with courses regularly offered) so that time will not be added to degree.</p>
<p>Special Education</p>	<p>The Social Justice Certificate is designed to be a low (12 credit) certificate in order to not impede student's progress to degree. Students have many course offerings to choose from (with courses regularly offered) so that time will not be added to degree.</p>
<p>Individual Major</p>	<p>The Social Justice Certificate is designed to be a low (12 credit) certificate in order to not impede student's progress to degree. Students have many course offerings to choose from (with courses regularly offered) so that time will not be added to degree.</p>
<p>Afro-American Studies</p>	<p>The Social Justice Certificate is designed to be a low (12 credit) certificate in order to not impede student's progress to degree. Students have many course offerings to choose from (with courses regularly offered) so that time will not be added to degree.</p>
<p>Gender and Women's Studies</p>	<p>The Social Justice Certificate is designed to be a low (12 credit) certificate in order to not impede student's progress to degree. Students have many course offerings to choose from (with courses regularly offered) so that time will not be added to degree.</p>

## Commitments

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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
Medina, Ruben	11/2/2021	Chicana/o and Latina/o Studies (CHICLA ST)		
Smedema, Susan	8/31/2021	Rehab Psych and Special Educ (RP & SE)		
Halverson, Erica	9/27/2021	Curriculum and Instruction (CURR INSTR)		

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.

[SJ Certificate\\_Chican@ and Latin@ Studies.pdf](#)

[C&I letter for EPS Social Justice.pdf](#)

[RPSE Support for SJ Certificate.pdf](#)

Additional Information:

## Approvals

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*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 Educational Policy Studies approved this certificate on

Entered by: Maddie Sychta  
Date entered: 12/06/2021

*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:

The SoE Programs Committee approved this certificate on 12/3/2021. The SoE APC approved this certificate on

Entered by and Maddie Sychta  
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

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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

Key: 1244