

Program Change Request

New Program Proposal

Date Submitted: 10/24/23 9:42 am

Viewing: Graduate Certificate in Instructional Coaching

Last edit: 12/05/23 12:53 pm

Changes proposed by: waldeck2

**In Workflow**

- ED PSYCH Dept. Approver
- EDU School Admin Reviewer
- EDU School Approver
- APR Admin
- UAPC Approver
- Registrar

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

Name
Cindy Waldeck - EDU

Proposal Abstract/Summary:

Create an instructional coaching certificate embedded in the MSPE program to formalize a currently informal process.

**Approval Path**

- 10/27/23 3:39 pm  
Jim Wollack (jwollack): Approved for ED PSYCH Dept. Approver
- 12/04/23 9:25 am  
Cindy Waldeck (waldeck2): Approved for EDU School Admin Reviewer

**Basic Information**

Program State: Active  
 Type of Program: Certificate  
 Who is the audience?: Graduate or professional  
 Home Department: Educational Psychology (ED PSYCH)  
 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? No

SIS Code:  
 SIS Description:  
 Transcript Title: Graduate Certificate in Instructional Coaching

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	Wollack, Jim	jwollack@wisc.edu	608/262-0675	
Faculty Director	Hegben, Lisa	lmhegben@wisc.edu	608/574-0355	
Primary Contact	Hegben, Lisa	lmhegben@wisc.edu	608/574-0355	
Primary Dean's Office Contact	Waldeck, Cindy	waldeck2@wisc.edu		

List the departments (other than the home department listed above) that have a vested interest in this proposal.

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: Distance Education (100% online)  
 Provide information on how any lab courses required for the degree will be handled.  
 No lab courses are required for the graduate/professional certificate.

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 2024 (1252)  
 Year of first program review (5 years after first student enrollment): 2029

If this proposal is approved, describe the implementation plan and timeline.  
 Students in the MSPE program will be able to start enrolling in the graduate/professional certificate effective Fall 2024 and moving forward and will see the certificate on their transcript once they complete the MS in Educational Psychology: Name Option in Professional Educator in coordination with the graduate school.

**Rationale and Justifications**

Why is the program being proposed? What is its purpose?  
 Instructional Coaching lacks a formal licensure requirement within the United States, necessitating a mechanism through which practitioners can substantiate their acquired training and expertise. By formalizing the certification process, the university enhances the professional prospects for our alumni as this designation becomes a tangible asset incorporated into their academic record.  
 Also department-issued certificates are susceptible to challenges associated with record-keeping. Generally such certificates are difficult to re-create or locate in instances of program staff turnover.

How is the certificate program designed to complement the degree/major of participating students?  
 The certificate is embedded within the course requirements for the Educational Psychology Named Option in MSPE

Do current students need or want the program? Provide evidence.  
 Yes, students need to provide the certificate currently created and printed by the Program Director in order to receive a raise or new position related to coaching k-12 instructors. Formalizing the certificate would mean that the receipt of the certificate would appear on students' transcripts.

What is the market, workforce, and industry need for this program? Provide evidence.  
 This is not a new program, it is simply formalizing a currently informal process of providing a certificate.

What gap in the program array is it intended to fill?  
 This is not a new program, it is simply formalizing a currently informal process of providing a certificate.

**Diversity and Inclusion**

Describe how the proposed program curriculum and learning outcomes will advance inclusive excellence. Discuss specific components and requirements within the curriculum that will offer students opportunities and learning activities to engage in diversity with respect to perspectives, theories, practices, and populations different from themselves. If internships or clinical, practicum, or experiential learning experiences will be required, discuss how students will have access to diverse practice settings.  
 The Graduate/Professional Certificate in Instructional Coaching is a convenient, fully online education program offered to students enrolled in the MS in Educational Psychology: Named Option in Professional Educator in the Department of Educational Psychology in the School of Education (SoE).  
 The Department of Educational Psychology has a strong commitment to diversity and inclusive excellence. The certificate curriculum specifically addresses issues of equity, diversity, and inclusions. Courses are designed to teach students how to collaboratively create inclusive school communities for diverse learners. Instructional coaching students utilize various methods and tools for collaboration in order to address student needs and well-being in an educational setting. The curriculum focuses on promoting effective team relationships, problem-solving, and promoting solutions to issues related to inclusive education. Students regularly engage in classroom discussions with peers in order to incorporate student voice and choice into the online learning environment.  
 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.  
 UW-Madison, the MSPE program, and the instructional coaching certificate program are committed to student body diversity by providing comprehensive and ongoing support from

administration, faculty, and peers. The program has a dedicated student advisor that provides necessary support during recruitment, matriculation, graduation, and alumni processes. Advising staff attend to barriers that may limit advancement and retention of underrepresented students. The MSPE and certificate program director reviews longitudinal enrollment and retention data, including conducting exit interviews with graduating students.

During the recruitment process, the program provides bi-monthly informational webinars for interested students. Students learn about the program and associated costs, and have the opportunity to talk with faculty and/or former students. There are five \$1,000 scholarships designated for students who have the greatest financial need.

MSPE and the certificate program have expanded the definition of educator to include anyone who works in an educational capacity, therefore expanding the varied interests, experiences and perspectives of the student cohort. Staff have revised the admissions process and heavily rely on admitting students based on their promise and potential, rather than on traditional indicators. For example, MSPE no longer considers the GRE as a requirement for admission.

In order to support students, MSPE and the certificate program offers a four-week new student orientation to introduce University resources, including: library services, support services, financial services, and academic advising services. The program offers a webinar outlining student expectations prior to the start of each new semester where students can review course expectations, meet with instructors, and ask questions. Admissions require students to have access to a computer and reliable internet. If students are unable to meet this requirement, the MSPE Director will work with applicants to address their unique and individual needs.

MSPE and certificate students meet each semester with their advisor to discuss progress and/or concerns.

Consider how the proposed program will ensure equity in recruiting and hiring of faculty, instructional staff, and staff who will oversee the program curriculum, professional/career development experiences, and research/scholarship where relevant.

The MSPE and Certificate Program reviews job descriptions to ensure inclusive language, which includes using gender-neutral language and action verbs, as well as separating minimum prerequisites from preferred prerequisites. The program convenes diverse interview panels and utilizes video interviewing in order to expand the pool of candidates and to provide a fair, structured interview process. The program plans to consider where they are promoting job opportunities in an effort to engage traditionally underrepresented groups.

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 has a robust Equity, Diversity and Inclusion office on the campus that provides guidance to departments and programs. The MSPE and instructional certificate program communicates various opportunities available to faculty, staff and students. These opportunities include book clubs, forums, training on mental health issues, activism, gender identity, and unconscious bias in the workplace, panel discussions, and documentary/film screenings.

The Department of Educational Psychology has a Diversity and Inclusion Association which promotes a diversity of perspectives in teaching, research, professional development, and community-building activities. This association works closely with the following UW-Madison resources committed to equity, inclusion, and diversity: Creating Community at UW-Madison, DDEEA, Student Affairs – Diversity and Inclusion, Employee Disability Resources, Multicultural Events, and Diversity Events.

### 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
Hebgen, Lisa	Educational Psychology (ED PSYCH)	Program Director

What resources are available to support faculty, staff, labs, equipment, etc.? Resources for the certificate are embedded within the MSPE program and thus no new resources are required.

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

Name (Last, First)	Department	Title
Hebgen, Lisa	Educational Psychology (ED PSYCH)	Program Director

Describe how student services and advising will be supported. Advising for the certificate are embedded within the MSPE program and thus no new resources are required and the advising infrastructure already exists.

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. no, the certificate will rely on existing resources from the MS in Educational Psychology named option in Professional Educator (MSPE).

Are new Library resources needed to support this program? No

### Curriculum and Requirements

Guide Admissions/How to Get In tab

Application information for the graduate/professional certificate in instructional coaching is available by contacting the Program Director ([edpsych-ass@education.wisc.edu](mailto:edpsych-ass@education.wisc.edu))

In addition to the steps outlined above, all Graduate School students must utilize the Graduate Student Portal in MyUW to add, change, or discontinue any graduate/professional certificate. For the final step required to apply to this certificate, log in to MyUW, click on Graduate Student Portal, and then click on Add/Change Programs. Select the information for the graduate/professional certificate for which you are applying.

Describe plans for recruiting students to this program. Students will be recruited directly from the MS in Educational Psychology: Named option in Professional Educator program and there are no changes to the recruitment/enrollment plans/projections. Each year this program enrolls 20-27 students.

What is the recruiting and admissions strategy for underrepresented students? Students will be recruited directly from the MS in Educational Psychology: Named option in Professional Educator program and there are no changes to the recruitment/enrollment plans/projections. Each year this program enrolls 20-27 students.

Projected Annual Enrollment:

Year	Projected Enrollment
Year 1	20-27
Year 2	20-27
Year 3	20-27
Year 4	20-27
Year 5	20-27

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment. N/A, there are no changes to enrollment plans/projections. Each year this program enrolls 20-27 students.

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

#### Required Courses

Fall 1		
<a href="#">ED PSYCH 640</a>	Foundations of Instructional Coaching	3
Spring 1		
<a href="#">ED PSYCH 642</a>	Assessment Analysis and Instructional Decision-Making	3

Spring 2	Practicum for Instructional Coaching	2
<p><a href="#">ED PSYCH 643</a></p>		
<p>Total credits required: 9</p>		

**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	Acquire a strong foundation in current and past theories, research findings, and methodologies in their program area.
2	Become acquainted with the implications of human diversity (in terms of individual abilities and orientations and sociocultural backgrounds) for research and practice in their chosen field of study.
3	Learn the fundamentals of research design, data collection, and data analysis through participating in ongoing research or conducting their own research project(s). Develop writing and oral skills needed to effectively communicate results of scientific research to academic, professional/practitioner, and lay audiences.
4	Identify key features of high-quality research or program implementation/evaluation in their chosen field.
5	Develop writing and oral skills needed to effectively communicate results of scientific research to academic, professional / practitioner, and lay audiences
6	learn how to conduct research or program implementation / evaluation in accordance with ethical standards established in their field of inquiry.

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

Summarize the assessment plan.

The Assessment of the Graduate/Professional Certificate in Instructional Coaching are embedded within the MS in Educational Psychology: Named Option in Professional Educator which is a department-wide assessment plan.

Department Approved: [EDUC MS PHD Assessment Plan Educational Psychology.pdf](#)

**Related Programs**

**Commitments**

Graduate/professional certificates require at least 9 and typically no more than 12 total credits.

At least 6 credits of graduate-level coursework (i.e., courses numbered 700 or above, or 300 or above with the graduate attribute) must be earned to satisfy graduate/professional certificate requirements.

Graduate/professional certificates will be awarded at the same time the student's degree/major is awarded and will not be awarded independent of an earned degree.

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

All requirements consist of courses numbered 300 or higher.

Yes

Courses in which a student elects the pass/fail grading option or audit option will not satisfy certificate requirements.

Yes

Ideally, topics courses will only be included if all offerings/topics of the given course can be used to satisfy requirements.

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

Unless otherwise specified, students must earn a minimum grade of C in each course used to meet certificate requirements. Students must achieve a minimum 3.0 cumulative GPA for all courses required for the certificate.

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

Certificates will not be awarded retroactively to graduated students who completed all requirements before the program was approved. In addition, certificates will not be awarded to students who complete all certificate requirement but failed to officially declare the certificate before graduating, or to students who completed requirements after graduating via additional coursework or course substitution/exception.

Yes

**Supporting Information**

List name and department of those who are in support of this proposal.

If those supporting the proposal provided a letter or email of support upload here. A letter is NOT required. Upload any other explanatory information about support from other UW-Madison units.

Additional information:

**Approvals**

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

Enter any notes

about approval

here:

Entered by:

Date entered:

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

Enter any notes

about approval

here:

Entered by and

Date entered:

date:

*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:

*UAAPC 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:  
Other plan codes  
associated with this  
program:  
Degree:  
Field of Study:  
Program Length:  
National Student  
Clearing House  
Classification:  
Award Category:  
Enrollment  
Category:  
CIP Code:  
UWSTEM:  
HEALTH:  
Educational  
Innovation  
Program:  
Non Traditional  
Program:  
Special Plan Type:  
CDR certificate  
category:  
Scan this proposal:  
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be scanned:

Reviewer **Regina Lowery (lowery3) (01/29/24 4:48 pm)**: Assessment plan: Include an assessment plan for the certificate with "sources of assessment" and curriculum map.

Key: 1443

