AGENDA

Automatic Consent

1. (1:30 pm) Automatic consent approvals
   a. Minutes from May 14, 2021
   b. Approval of the extension of active Graduate Faculty status for Curriculum and Instruction Professor Emerita Julia Eklund Koza through June 30, 2022 (Parmesh Ramanathan)
   c. Approval of the extension of active Graduate Faculty status for Community and Environmental Sociology Professor Emerita Jane Collins through August 31, 2022 (Parmesh Ramanathan)
   d. Approval of the extension of active Graduate Faculty status for Educational Leadership and Policy Analysis Professor Emerita Julie Underwood through May 31, 2022 (Parmesh Ramanathan)

Approvals

2. (1:35) Request to approve Fast-Track Notice of Intent for the Master of Science in School Psychology (Jim Wollack & Andy Garbacz) Lumen Link
3. (1:45) Request to approve Fast-Track Notice of Intent for the PhD in School Psychology (Jim Wollack & Andy Garbacz) Lumen Link
4. (1:55) Request to approve new Graduate/Professional Certificate in Bilingual Psychological Services: Esperanza effective Fall 2022 (Steve Quintana) Lumen Link

Program Review Responses

5. (2:05) Political Science MA, PhD, and Doctoral Minor 10-year GFEC review response (Parmesh Ramanathan)

Program Review

6. (2:15) English MA, PhD, Doctoral Minor and English Linguistics Doctoral Minor 10-year program review (Leslie Smith III)
7. (2:35) Biomedical Data Science MS 5-year program review (Gail Robertson)

Discussion

8. (2:55) Transfer Credit Policy (Parmesh Ramanathan)

Members Absent: Alex Dressler, Donna Neumann, Bret Shaw

Dean William Karpus called the meeting to order and thanked those members whose term was concluding for their service to graduate students and graduate education.

Automatic Consent

1. The following items were approved as a matter of automatic consent:
   a. Minutes from April 9, 2021
   b. Approval of the extension of active Graduate Faculty status for English Professor Emerita Theresa Kelley through May of 2022
   c. Approval of the extension of active Graduate Faculty status for Art History Professor Emeritus Henry Drewal through December of 2021
   d. Approval of the extension of active Graduate Faculty status for African Cultural Studies Professor Emerita Mary Layoun through August 2022

   Motion: Moved and seconded to approve the consent agenda. The motion passed unanimously.

Approvals

2. Dean Karpus introduced Associate Dean Susan Zaeske who presented a request to approve a new Doctoral Minor in Medieval Studies effective Fall 2021. This program builds on an undergraduate certificate program and is housed in the Department of History.

   Motion: Moved and seconded to approve the new Doctoral Minor in Medieval Studies effective Fall 2021. The motion passed unanimously.

3. Dean Karpus introduced Professors Enno Siemsen and Jack Nevin who presented a request to suspend effective Fall 2022 and discontinue effective Fall 2023 Named Option Marketing Analytics and Insights in the Master of Business Administration: Business: Marketing. Industry trends indicate more tech companies are hiring MBA grads. A major redirection of the Marketing program will adjust for that career path and create a more cohesive approach to marketing degree. Students will be admitted into the MBA in Marketing.

   Motion: Moved and seconded to approve the request to suspend effective Fall 2022 and discontinue effective Fall 2023 Named Option Marketing Analytics and Insights in the Master of Business Administration: Business: Marketing. The motion passed unanimously.
4. Dean Karpus introduced Professors Enno Siemsen and Jack Nevin who presented a request to suspend effective Fall 2022 and discontinue effective Fall 2023 Named Option Product Management in the Master of Business Administration: Business: Marketing.

**Motion:** Moved and seconded to approve the request to suspend effective Fall 2022 and discontinue effective Fall 2023 Named Option Product Management in the Master of Business Administration: Business: Marketing. The motion passed unanimously.

5. Dean Karpus introduced Professors Enno Siemsen and Jack Nevin who presented a request to approve substantial redirection in the curriculum of the Master of Business Administration: Business: Marketing effective Fall 2022. Objectives are to increase reach with employers and deliver curriculum more aligned with career paths.

**Motion:** Moved and seconded to approve substantial redirection in the curriculum of the Master of Business Administration: Business: Marketing effective Fall 2022. The motion passed unanimously.


**Motion:** Moved and seconded to approve new Named Option Technology Strategy & Product Management in the Master of Business Administration: Business: Operations & Technology Management effective Fall 2022. The motion passed unanimously.

7. Dean Karpus introduced Professors Enno Siemsen and David Brown who presented a request to approve new Named Option Applied Security Analysis in the Master of Science in Business: Business: Finance, Investment and Banking effective Fall 2021. The program trains students for careers in investment firms. The formalization of this program opens the door for recruitment of a more diverse student population.

**Motion:** Moved and seconded to approve new Named Option Applied Security Analysis in the Master of Science in Business: Business: Finance, Investment and Banking effective Fall 2021. The motion passed with one opposition and three abstentions.

**Program Review Responses:**

8. GFEC member Associate Dean Parmesh Ramanathan summarized the Program Review Response for the Master of Engineering in Engineering Named Option Sustainable Systems Engineering. Highlights of the response include the hiring of a new program director, discussions about a name change, and commitment to expanding their reach.

**No action sought**

9. GFEC member Associate Dean Lisa Martin summarized the Program Review Response for the Master of Science in Economics Named Option Graduate Foundations. Highlights of the response include tracking of alumni and creating diversification of faculty. GFEC members expressed the desire for a more concrete plan to increase student diversity for the program.
GFEC would like to invite the chair of Economics to further discuss diversity initiatives with GFEC at an upcoming fall meeting.

No action sought

Program Reviews

10. Former GFEC member Scott Straus presented the Institutional 5-year program review of the Master of Science in Curriculum and Instruction Named Options: Secondary English Education, Secondary Mathematics Education, Secondary Science Education, and Secondary Social Studies Education. Straus noted strengths of the program include its shift from an advanced undergraduate program to a master's program, student feedback on content, strong cohort models, excellent placement rates, strong mentoring and advising, and revenue generation.

The review committee recommendations include more ESL training, examining the role/title of faculty associates, and greater recruitment of URM students.


11. GFEC member Steffen Lempp presented the Institutional 5-year program review of the Power Conversion and Control Capstone Certificate. Lempp noted strengths of the program include high student satisfaction, recruitment of female students through the Society of Women Engineers, flexibility in course structure and success of online format.

The review committee recommendations include recruitment through Society of Black Engineers and expansion of program to include electric grid or alternative energy topics.

Motion: Moved and seconded to accept the 5-Year Program Review of the Power Conversion and Control Capstone Certificate. The motion passed unanimously with two abstentions.

12. GFEC member Steffen Lempp presented the Institutional 5-year program review of the Master of Science in Computer Sciences Named Option Professional Program. Lempp noted strengths of the program include a large application pool, student satisfaction with quality of coursework and interaction with faculty. Eighty percent of students finish within two years.

The review committee recommendations include improvement in academic advising and networking opportunities, better communication about program information and course offerings and more coursework geared toward working professionals.

Motion: Moved and seconded to accept the 5-Year Program Review of the Master of Science in Computer Sciences Named Option Professional Program. The motion passed unanimously with two abstentions.

Adjournment

Meeting adjourned by Dean William Karpus.
7 June 2021

Julia Eklund Koza, PhD
Professor Emerita
Department of Curriculum and Instruction
School of Education
University of Wisconsin-Madison
Sent Electronically

Dear Professor Koza,

University of Wisconsin-Madison Faculty Policies and Procedures (FP&P) 3.05D provides that members of the graduate faculty are automatically permitted to retain graduate faculty status for one year after their retirement or resignation. Moreover, annual extensions of graduate faculty status for a retired or resigned faculty may be granted by the Graduate School dean on the affirmative recommendation of a departmental executive committee and with the approval of the Graduate Faculty Executive Committee.

Having received the endorsement of the Department of Curriculum and Instruction, I grant a provisional extension of graduate faculty status, effective immediately, which shall run through June 30, 2022. This will be subject to formal approval of the Graduate Faculty Executive Committee at its next meeting on September 10, 2021.

Thank you for all your efforts to advance excellence in graduate education on our campus and for your unwavering support of graduate students.

Sincerely,

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine

Cc: Diana Hess, Dean, School of Education
    Erica Halverson, Professor and Chair, Department of Curriculum and Instruction
    Parmesh Ramanathan, Associate Dean, Graduate School
    Jenna Alsteen, Assistant Dean, Graduate School
    Heather Daniels, Secretary of the Faculty
Dear Amy-
I hope all is well with you! I am writing to see if I might request an additional extension of graduate faculty status for Julia Koza - her doctoral student who she is committed to graduating has had additional COVID-related setbacks and he needs one more year. Her extension is scheduled to end on 6/30/21; can we extend to 6/30/22?
Thanks for considering and please let me know next steps!
Thanks,
Erica
7 June 2021

Jane Collins, PhD
Professor Emerita
Department of Community and Environmental Sociology
College of Agricultural & Life Sciences
University of Wisconsin-Madison

Sent Electronically

Dear Professor Collins,

University of Wisconsin-Madison Faculty Policies and Procedures (FP&P) 3.05D provides that members of the graduate faculty are automatically permitted to retain graduate faculty status for one year after their retirement or resignation. Moreover, annual extensions of graduate faculty status for a retired or resigned faculty may be granted by the Graduate School dean on the affirmative recommendation of a departmental executive committee and with the approval of the Graduate Faculty Executive Committee.

Having received the endorsement of the Department of Community and Environmental Sociology, I grant a provisional extension of graduate faculty status, effective immediately, which shall run through August 31, 2022. This will be subject to formal approval of the Graduate Faculty Executive Committee at its next meeting on September 10, 2021.

Thank you for all your efforts to advance excellence in graduate education on our campus and for your unwavering support of graduate students.

Sincerely,

William J. Karpus
Dean of the Graduate School
Professor of Pathology and Laboratory Medicine

Cc: Kate VandenBosch, Dean, College of Agricultural & Life Sciences
    Michael Bell, Professor and Chair, Department of Community and Environmental Sociology
    Parmesh Ramanathan, Associate Dean, Graduate School
    Jenna Alsteen, Assistant Dean, Graduate School
    Kipp Cox, Director, Graduate School
    Heather Daniels, Secretary of the Faculty
June 9, 2021

To: Michael Bell and the Community & Environmental Executive Committee  
From: Jane Collins  
Subject: Request for extension of graduate faculty status

I am writing to request an extension of my graduate faculty status, which ended on May 17, 2021. While all of the students I was advising in the program completed their degrees within one year of my retirement, I still serve on more than a dozen PhD committees. It is important for these students that I continue to be counted as a representative of the joint Sociology/Community & Environmental Sociology’s graduate faculty. For this reason, I am requesting an extension. Thank you for your consideration.
Dear Jenna,

I am writing to request GFEC approval for an extension of Graduate Faculty Status (including the privilege of chairing doctoral committees) for Professor Julie Underwood. Professor Underwood retired from the Department of Educational Leadership and Policy Analysis in 2020. As permitted by FP&P 3.05.D, she maintained graduate faculty status for the year following her retirement. Given that Covid-19 has increased time to degree for many ELPA students, we are asking for an extension of Professor Underwood's graduate faculty status through AY 2021-22. Professor Underwood is active in advising students and chairing dissertation committees and allowing her to continue to do so would be quite helpful.

The ELPA Executive Committee vote to support this request is provided below:

Conrad moved to approve the annual extension of Underwood's graduate faculty status, seconded by Winkle-Wagner. The motion passed: 11 for, 0 against, 0 abstained. Burt, Conrad, Diamond, Eckes, Halverson, Hillman, Jackson, Kelley, Wang, Welton, and Winkle-Wagner were present; Miller was absent.

I fully support this request. If at all possible, please include this on the September 10th meeting agenda. Thank you very much for your consideration.

Sincerely,

Diana Hess, Dean

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Diana E. Hess, Ph.D.
Dean, School of Education
University of Wisconsin-Madison
Karen A. Falk Distinguished Chair of Education
Fast-Track Program Eligibility Proposal: MS in School Psychology
Department of Educational Psychology
School of Education, University of Wisconsin-Madison

While the Department of Educational Psychology has a history of preparing School Psychologists and academics who can train School Psychologists, changes in accreditation and state training requirements necessitate the development of distinct degree programs. Historically, the Educational Psychology MS: Educational Specialist in School Psychology has been awarded to practitioners who now pursue the EdS in School Psychology while the Educational Psychology MS: Research with an Informal Track in School Psychology has been awarded to those pursuing a PhD in Educational Psychology. Table 1 summarizes current program offerings and proposed new programs which will replace current offerings.

<table>
<thead>
<tr>
<th>Terminal Degree in Department of Educational Psychology</th>
<th>Master's Awarded En Route to Degree</th>
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<tbody>
<tr>
<td>Current Ed Psych PhD: Informal Track in School Psych (110 credits)</td>
<td>Ed Psych MS: Research, Informal Track in School Psych (55 credits)</td>
</tr>
<tr>
<td>Ed Specialist in School Psych (66 credits)</td>
<td>Ed Psych MS: Educational Specialist in School Psych (74 credits)</td>
</tr>
<tr>
<td>Future Proposed PhD in School Psychology (110 credits)</td>
<td>Proposed MS in School Psychology (31 credits)</td>
</tr>
<tr>
<td>Education Specialist in School Psychology (no change, 66 credits)</td>
<td>Proposed MS in School Psychology (31 credits)</td>
</tr>
</tbody>
</table>

Note: Future state will include closure of the Ed Psych PhD informal track, the Ed Psych MS: Research informal track in school psych, and the Ed Psych MS: Ed Specialist named option.

Specifically, this proposal aims to create a new MS in School Psychology, ultimately replacing the current Educational Psychology MS: Educational Specialist in School Psychology and the Educational Psychology MS: Research with an Informal Track in School Psychology. The proposed MS in School Psychology will be a non-admitting master's degree awarded upon completion of the first 31 credits of coursework in the proposed PhD in School Psychology (see separate proposal for the PhD), as well as the Educational Specialist in School Psychology.

The proposed MS in School Psychology 1) builds on long-standing coursework and faculty expertise, 2) makes the degrees for School Psychology more visible to students and other stakeholders, and 3) improves the employment opportunities for these students.

1. The demand for the proposed academic degree program is identified through clear and compelling evidence. Provide information about the demand for the proposed academic degree program related to national, regional, state, and local needs.

The proposed MS-School Psychology will serve as a companion degree to the proposed PhD-School Psychology and as such will allow students to earn the MS of the same name (and CIP code, 42.2806) on the way to the PhD-School Psychology or the EdS-School Psychology. The MS-School Psychology will be a non-admitting MS and will serve either as a degree awarded on the way to the PhD or for students who choose to leave the PhD program without completing the degree and have earned enough credits to fulfil the MS
requirements. The MS-School Psychology will replace the existing MS-Educational Psychology, School Psychology option.

The rationale for this non-admitting degree is due to the fact that the State of Wisconsin Department of Public Instruction (DPI) licensure requirements and school district salary schedules for a paid, supervised internship in a local public-school position requires an MS in School Psychology, which can be awarded after one year in the corresponding PhD program. As a way to support students and allow them to have employment, school psychology students will be awarded the MS-School Psychology (instead of the MS-Educational Psychology) as a milestone degree at the end of the first 31 credits of study. To become a licensed school psychologist, students would then complete the remaining requirements within the program in which they are enrolled - the EdS-School Psychology or PhD-School Psychology.

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States. A recent survey of superintendents and pupil service directors in Wisconsin found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies¹. There are now seven EdS-equivalent training programs operating at full capacity at UW System universities (i.e., UW–Eau Claire, UW–La Crosse, UW–Madison, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater). Yet 61 school districts in Wisconsin were still searching for school psychologists in August 2016 after all recent graduates were placed².

The U.S. Bureau of Labor Statistics estimated the demand for school psychologists will result in a growth rate of 20% (classified as much faster than average) through 2024, equating to 30,500 new jobs³. Castillo, Curtis, and Tan estimated the shortage of school psychologists to continue through 2025; and predicted a national shortage of approximately 15,000 school psychologists in 2020⁴. Despite the need for school psychologists, the growth in institutions nationwide offering school psychology training is expected to remain modest, with data indicating that only two institutions started offering new school psychology training programs from 2006 to 2013⁵. These data suggest a shortage of school psychologists in Wisconsin and across the U.S. that is expected to grow over the next decade with insufficient training options to meet this demand. Given that U.S.

News & World Report consistently identifies school psychology as a highly ranked social services job\(^6\), there clearly is a strong demand for school psychologists. The proposed MS in School Psychology is designed to meet these market needs for those who wish to become a school psychologist within the state of Wisconsin or pursue a career in academia to prepare future school psychologists.

2. **The proposed academic degree program has been approved through the university’s review and approval process following shared governance policies.**

The proposed MS in School Psychology fast-track proposal was approved by the Department of Educational Psychology on July 19, 2021. Dean Diana Hess subsequently provided a memo approving the fast-track proposal on behalf of the School of Education. The proposal is slated for additional discussion by the Graduate Faculty Executive Committee (GFEC) at its September 10, 2021, meeting. It is anticipated that the full authorization proposal will be reviewed by the School of Education Programs Committee and the school’s Academic Planning Council in September or October, and GFEC and the University Academic Planning Council (UAPC) in November 2021. As such, the full proposal for Board authorization will have approval by the School of Education, GFEC, and UAPC before submission for Board consideration, ideally at its February 2022 meeting.

3. **The proposed academic degree program will be offered within the university’s existing resource base, or the university must demonstrate capacity to fund the program on a self-supported basis.**

The School Psychology MS program will continue to run within the Department of Educational Psychology’s existing resource base. Since this program elevates an existing option within the MS-Educational Psychology program to the degree/major level, the resources for courses and faculty have already been committed by the School of Education. UW-Madison has a long history of educating school psychologists and this tradition will continue with this program.

4. **The proposed academic degree program will be consistent with UW System, state, and federal guidelines and policies.**

The School Psychology MS program will be consistent with all applicable UW System, state, and federal guidelines and policies.

5. **The proposed academic degree program is either a bachelor’s or master’s degree program.**

The MS-School Psychology will replace two current program tracks: the current MS Educational Psychology-Educational Specialist option and the MS Educational Psychology - Research named with an informal track in school psychology.

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6. **The proposed academic degree program will not require a major capital outlay project.**

The MS-School Psychology will not require a capital outlay project. Since this program elevates an existing program to the degree/major level, the resources for courses and faculty have already been committed by the School of Education.

7. **The proposed academic degree program is not subject to specialized or additional regional accreditation approvals.**

The MS-School Psychology is not subject to specialized or additional regional accreditation approvals *per se* since it is awarded en route to terminal degrees which are subject to specialized accreditation: the EdS and the PhD. The Wisconsin Department of Public Instruction requires interns to hold a master’s degree in order to be paid during their supervised internship, which is a requirement to become licensed as a school psychologist within the state.
Fast-Track Program Eligibility Proposal: PhD in School Psychology
Department of Educational Psychology
School of Education, University of Wisconsin-Madison

While the Department of Educational Psychology has a history of preparing School Psychologists and academics who can train School Psychologists, changes in institutional accreditation requirements necessitate the development of distinct degree programs. Table 1 summarizes current program offerings and proposed new programs which will replace current offerings.

Specifically, this proposal aims to create a new PhD in School Psychology (CIP 48.2805), which will replace the current PhD Educational Psychology informal track in School Psychology (CIP 42.2806). The current doctoral level program in School Psychology has been administered within the PhD Educational Psychology since 1960.

The separation of the current curricula into the MS-School Psychology (accompanying proposal) and the PhD-School Psychology will make these important curricular offerings more transparent to a range of stakeholders.

1. **The demand for the proposed academic degree program is identified through clear and compelling evidence. Provide information about the demand for the proposed academic degree program related to national, regional, state, and local needs.**

This proposal seeks to establish a PhD in School Psychology, separate and distinct from the PhD Educational Psychology, where the curriculum is currently offered. The regular Educational Psychology research curriculum and the School Psychology curriculum have diverged over the years with distinct credit levels (i.e., 52 for the Educational Psychology research curriculum and 101 for the School Psychology curriculum). As a result, the learning outcomes have also reached a point where it is reasonable to distinguish the programs as distinct programs. One additional motivator is the July 2020 implementation of [U.S. Department of Education 34 CFR Part 602.22](https://www.ed.gov/about/offices/list/ode/index.html) that requires reporting of credit load changes, and effectively requires that all curricula within a program have the same number of credits.
The School Psychology training program has a long history at UW-Madison going back to 1960, with a total of 58 graduates completing the program from 2010-2020\(^1\). All students who applied for an internship in school psychology obtained an internship during that period, for a 100% placement rate. Of the 58 program completers, the median number of years to complete the program was 5 years and the mean number of years to complete the program was 5.66.

There is a significant shortage and corresponding demand for school psychology practitioners in Wisconsin and across the United States, as well as a need to prepare academics who can train future school psychologists. A recent survey of superintendents and pupil service directors in Wisconsin found that approximately 23% of superintendents and 31% of pupil services directors reported school psychologist position vacancies\(^2\). There are now seven EdS-equivalent training programs operating at full capacity at UW System universities (i.e., UW–Eau Claire, UW–La Crosse, UW-Madison, UW–Milwaukee, UW–River Falls, UW–Stout, UW–Whitewater). Yet 61 school districts in Wisconsin were still searching for school psychologists in August 2016 after all recent graduates were placed\(^3\). Of the 52 graduates who completed a PhD in educational psychology with an emphasis in school psychology from 2010-2020, a total of 21 individuals became licensed psychologists\(^4\).

The U.S. Bureau of Labor Statistics estimated the demand for school psychologists will result in a growth rate of 20% (classified as much faster than average) through 2024, equating to 30,500 new jobs\(^5\). Castillo, Curtis, and Tan estimated the shortage of school psychologists to continue through 2025; and predicted a national shortage of approximately 15,000 school psychologists in 2020\(^6\). Despite the need for school psychologists, the growth in institutions nationwide offering school psychology training is expected to remain modest, with data indicating that only two institutions started offering new school psychology training programs from 2006 to 2013\(^7\). These data suggest a

shortage of school psychologists in Wisconsin and across the U.S. that is expected to grow over the next decade with insufficient training options to meet this demand. Given that *U.S. News & World Report* consistently identifies school psychology as a highly ranked social services job\(^8\), there clearly is a strong demand for school psychologists. The proposed PhD in School Psychology is designed to meet these market needs for those who wish to become a school psychologist or pursue a career in academia to prepare future school psychologists.

2. **The proposed academic degree program has been approved through the university’s review and approval process following shared governance policies.**

The proposed PhD in School Psychology fast-track proposal was approved by the Department of Educational Psychology on July 19, 2021. Dean Diana Hess subsequently provided a memo approving the fast-track proposal on behalf of the School of Education. The proposal is slated for additional discussion by the Graduate Faculty Executive Committee (GFEC) at its September 10, 2021, meeting. It is anticipated that the full authorization proposal will be reviewed by the School of Education Programs Committee and the school’s Academic Planning Council in September or October, and GFEC and the University Academic Planning Council (UAPC) in November 2021. As such, the full proposal for Board authorization will have approval by the School of Education, GFEC, and UAPC before submission for Board consideration, ideally at its February 2022 meeting.

3. **The proposed academic degree program will be offered within the university’s existing resource base, or the university must demonstrate capacity to fund the program on a self-supported basis.**

The School Psychology PhD program will continue to run within the Department of Educational Psychology’s existing resource base. Since this curriculum is already taught with appropriate faculty expertise within the PhD Educational Psychology, the resources for courses and faculty have already been committed by the School of Education.

4. **The proposed academic degree program will be consistent with UW System, state, and federal guidelines and policies.**

The School Psychology PhD program will be consistent with all applicable UW System, state, and federal guidelines and policies.

5. **The proposed academic degree program is either a bachelor’s or master’s degree program.**

The PhD School Psychology will replace the current school psychology informal track within the PhD Educational Psychology program.

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Revised 08.24.21
6. **The proposed academic degree program will not require a major capital outlay project.**
The PhD School Psychology will not require a capital outlay project. Since this program elevates an existing program to the degree/major level, the resources for courses and faculty have already been committed by the School of Education.

7. **The proposed academic degree program is not subject to specialized or additional regional accreditation approvals.**
The PhD Educational Psychology track in School Psychology is already accredited by the American Psychological Association (APA) and approved by the National Association of School Psychologists (NASP). The EdS in School Psychology is seeking accreditation by NASP. The new PhD in School Psychology is expected to retain the current accreditation status through APA and NASP as held by the PhD Educational Psychology in School Psychology.
## New Program Proposal

**Date Submitted:** 04/22/21 9:47 am

**Viewing:** : Certificate in Bilingual Psychological Services: Esperanza

**Last edit:** 08/31/21 10:52 am

Changes proposed by: smquinta

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

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Maddie Sychta - EDU</td>
</tr>
</tbody>
</table>

**In Workflow**

1. **COUN PSY Dept. Approver**
2. **EDU School Admin Reviewer**
3. **EDU School Approver**
4. **APIR Admin**
5. **GFEC Approver**
6. **UAPC Approver**
7. **Registrar**

**Approval Path**

1. 04/22/21 2:58 pm
   Steve Quintana (smquinta):
   Approved for COUN PSY Dept. Approver

2. 05/07/21 3:38 pm
   Maddie Sychta (sychta):
   Approved for EDU School Admin Reviewer

3. 06/07/21 2:57 pm
   Maddie Sychta (sychta):
   Approved for EDU School Approver

4. 08/17/21 9:23 am
   Karen Mittelstadt (mittelstadt):
   Rollback to EDU School Approver for APIR Admin

5. 08/18/21 11:11 am
   Maddie Sychta (sychta):
   Approved
Proposal Abstract/Summary:

This 9 credit certificate develops foundational knowledge as well as practical skills for graduate students to be able to provide psychological services to Spanish-speaking and bilingual (SsB) clients and community members. It involves coursework focused on Latinx mental health and wellbeing, microskills training to communicate bilingually, and support for case management as well as adapting extant services for SsB communities. The certificate curriculum and training are grounded in the Healing Ethno and Racial Trauma (HEART) model applied to Latinx communities (Chavez-Duenas et al., 2019). The certificate training and the HEART model include principles of Radical Healing in which mental health services are provided in the context of social injustice and healing needs to occur concomitantly with promoting social justice on individual and systems level. The healing is considered ‘radical’ because it involves 'Esperanza,' an idiomatic, culturally-responsive reference roughly translated as hope for change in the context of withering forms of bias and profound incidents of ethnic-racial trauma. Additionally, the certificate training is grounded in antiracist, decolonization, and Latinx-centric principles. A capstone requirement involves students presenting a case study from their field work that applies certificate principles. The goal is to expand the workforce capacity to provide linguistically and culturally responsive services to SsB communities.
Program State: Active

Type of Program: Certificate

Who is the audience? Graduate or professional

Home Department: Counseling Psychology (COUN PSY)

School/College: School of Education

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

No

Is this in the Graduate School? Yes

SIS Code:

SIS Description:

Transcript Title: Certificate in Bilingual Psychological Services: Esperanza

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

<table>
<thead>
<tr>
<th>Role Type</th>
<th>Name (Last, First)</th>
<th>Email</th>
<th>Phone</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair</td>
<td>Quintana, Steve</td>
<td><a href="mailto:smquinta@wisc.edu">smquinta@wisc.edu</a></td>
<td>608/262-6987</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Quintana, Steve</td>
<td><a href="mailto:smquinta@wisc.edu">smquinta@wisc.edu</a></td>
<td>608/262-6987</td>
<td>Professor</td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Ramirez Stege, Alyssa</td>
<td><a href="mailto:ramirezstege@wisc.edu">ramirezstege@wisc.edu</a></td>
<td></td>
<td>Clinical Asst Prof.</td>
</tr>
<tr>
<td>Primary Dean's Office</td>
<td>Sychta, Maddie</td>
<td><a href="mailto:sychta@wisc.edu">sychta@wisc.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contact</td>
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List the departments that have a vested interest in this proposal.

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<th>Departments</th>
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<tr>
<td>Spanish and Portuguese (SPAN PORT)</td>
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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 three year check-in to GFEC (3 years after first student enrollment): 2026

Year of first program review (5 years after first student enrollment): 2028

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

Graduate students in the psychology programs in the School of Education (Counseling Psychology, School Psychology, Rehabilitation Psychology) will be recruited to participate in the certificate program. Program faculty and staff will reach out to other UW graduate programs focused on mental health services (Clinical Psychology, Social Work, Psychiatric Nursing). The program anticipates that this certificate will increase bilingual student enrollment in these psychology programs. The program is working on field placements with access to SsB clientele through a Wisconsin Partnership Program 5-year grant. The certificate coursework will be available to non-certificate students who wish to develop some of the specific knowledge or skills offered by these courses. The program anticipates cohorts of 6 - 8 students participating in the certificate. Participation in certificate coursework would be slightly different for each of the psychology/mental health programs due to field work placements with SsB clients.

**Rationale and Justifications**
At present, culturally and linguistically responsive mental health services are in short supply for Spanish-speaking and bilingual clients in Madison, Wisconsin, the upper-Midwest region of the U.S. and other 'new growth' communities experiencing recent growth of Latinx populations. Analogous to 'food deserts,' Spanish-speaking Bilingual (SsB) populations in new growth communities experience 'psychotherapy deserts.' The vast majority of psychology training programs provide English-only training with an implicit assumption that SsB students can provide competent SsB services. However, it is critical to train SsB students in Spanish as mental health services are grounded in language, with significant attention devoted to communication microskills and nuance. Fortunately, bilingual psychology programs developed in U.S. regions with large and established SsB communities have proven to be successful. Recent public policy, hate crimes, hate incidents, and anti-immigrant attitudes have created ethno-racial trauma targeting SsB members of Latinx communities, resulting in vast unmet need among a most vulnerable population. Because psychology programs in the School of Education have a long history of providing culturally responsive training, linguistically responsive training is a natural development of this commitment. As evidence of the need for such training, SMPH's Wisconsin Partnership Program awarded a grant to fund a partnership between SoE psychology programs and the Centro Hispano to develop bilingual mental health services that are responsive to the SsB communities in Dane County and other 'new growth' communities. The training philosophy is grounded in Radical Hope theory, or Esperanza (hope).

"Esperanza" is included in the title of the program as similar bilingual certificates in the field include a Spanish-language "branding" element, representative of the training's values. For example, Pacific University has "Sabiduría" (wisdom), California State University has "Ánimo" (encouragement), Mount St. Mary's has "Enlaces" (links), and Pepperdine has "Aliento" (encouragement). "Esperanza" also signals that "bilingual" refers to Spanish and English speakers, as there are many potential companion languages to English. The title reflects a critical component of the certificate's training philosophy that is important to be present on a transcript or a CV, signaling the nature of the credential to future employers.

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

This certificate was designed to complement the training in psychology programs in the School of Education. The certificate supplements the extant psychology training programs with an in-depth examination of the mental health of members of Latinx communities. The certificate training also provides a bilingual complement to the communication and interviewing skills provided in existing SoE programs. Finally, the certificate training provides supplemental oversight to field work placements serving SsB clients.
Do current students need or want the program? Provide evidence.

Interviews with graduates who were bilingual from the UW’s SoE programs reveal significant interest in receiving this training in the context of graduate school, versus the ‘on the job’ incidental training that these bilingual graduates received after graduation. Surveys indicated that their bilingual skills increase their market value but they had challenges meeting professional obligations for competence to serve a population that they had not received training to serve. An important component of the training involves the development of cohorts of bilingual students that allow peer mentoring, vicarious learning, and ability to discuss challenges specific to being bilingual and working with SsB community groups. Current students recognize the significance of the training before entering the workforce.
What is the market, workforce, and industry need for this program? Provide evidence.

There is a significant shortage of SsB mental health services (‘psychotherapy deserts’) and providers in 'new growth' Latinx communities. SMPH Wisconsin Partnership Program provided a 5-year grant to develop the workforce to meet the vast unmet needs.

In 2018, the American Psychological Association’s Monitor on Psychology feature story was “Spanish-speaking psychologists in demand” (Smith, 2018). Similar calls for Spanish-speaking psychologists have been made in the last decade that focus on the need for training experiences that will help meet the needs of a rapidly growing Spanish-speaking Latinx population in the U.S. (Guilman, 2015; Smith, 2018; Stringer, 2015). Not surprisingly, Latinx psychologists themselves only make up approximately 5% of all psychologists, in contrast to the approximately 18% of total Latinxs in the U.S. population (Smith, 2018). Similarly, only 5.5% of all psychologists (Latinx or not) reported being able to provide services in Spanish (Smith, 2018).

There have been a wide-range of interventions to increase Spanish proficiency in clinical training for U.S.-based clinicians. These include home-study online training, 4 to 8-week cultural immersion programs, and specialized bilingual certificate programs. In a current review of applied psychology programs, we found only 19 master’s and doctoral-level Spanish-speaking and/or Latinx-based tracks, programs, concentrations or certificates. However, it is unclear the extent to which these programs provide targeted Spanish-speaking clinical training. Of note, the programs are located mostly in the West and Southwest area of the United States, with most in California (n = 6), Texas (n = 4), two in Oregon, one in Colorado and another in New Mexico. There are four programs on the East coast in Florida, Massachusetts, New Mexico, and New York. There were only two programs in the Midwest, both located in Chicago.

Locally, the Latinx community in Madison and Dane County is coping with longstanding challenges associated with racial, cultural, and linguistic marginalization intensified by increasingly aggressive application of dehumanizing public policies, instilling fear and, in some cases, causing trauma. The cruelty of these circumstances is exacerbated by an acute shortage of mental health professionals in our community who can provide linguistically and culturally competent services. This shortage is particularly problematic, given the central role of language and culture in social and mental health services. Not having access to services in Spanish further oppresses a community already impacted by racism. The Esperanza certificate will build a needed pipeline of trained culturally and linguistically-competent mental health providers to support the direct mental health needs of the community.
What gap in the program array is it intended to fill?

Extant training programs in psychology in SoE and across UW provide no formal training in providing linguistically responsive services targeting Spanish speakers.

**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 Esperanza certificate is an example of inclusive excellence. The Counseling Psychology department has a long history of being committed to ethnic, racial, cultural diversity and the certificate allows the department to expand to be committed to linguistic diversity. The program plans to recruit bilingual graduate students and provide them with training that allows them to operate outside of an English-only context. Through the 5-year Wisconsin Partnership Program grant, SoE psychology programs will work with the Latinx community to better serve the acute need for linguistically responsive services. This partnership will also connect graduate students to SsB clients and communities. The training model is focused on Radical Hope and HEART (Healing Ethno And Racial Trauma), representing healing practices that are ideologically grounded in ethnic and racial minority communities and their cultures. Within the Dane County SsB communities with whom the certificate students will work, there are many different nations of origin, cultures, and races represented.
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.

This program is focused specifically on the training needs of SsB students to be able to provide SsB services. Evidence that the program is meritorious: An American Psychological Association awarded a CEMMRAT grant to assist in getting the word out about the certificate training. The certificate provides supplemental support to students in developing their bilingual and bicultural skills. More generally, bilingual certificate training reflects Counseling Psychology’s commitment to developing leaders for an integrated, multicultural, and multilingual society. Certificate courses include learning resources and learning outcomes that address matters of diversity and social justice. The certificate courses rely on the expertise of authors and contributors from diverse backgrounds, integrating discussions of diversity and social justice issues throughout the curriculum. The certificate will also leverage the experiences of bilingual, bicultural, and binational psychologist and be supervised by bilingual, bicultural professionals in field sites. All certificate students will be presented with semesterly opportunities to engage in the Latinx communities in Dane County to develop leadership skills for a multicultural society, including the opportunity to put ideas learned in course work into practice when enrolled in the required field experiences.
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 certificate draws on the experiences and expertise of diverse faculty, which will make it attractive to those who wish to integrate multicultural and multilingual skills. A challenge for recruiting a diverse workforce of professionals to UW is the relative lack of community to support the lifestyles, cultures, and languages of minoritized populations. The certificate is different because it is partnering with the local communities and will provide access for students, faculty, and staff to be engaged with others who share their diverse interests, experiences, and cultures. The Department of Counseling Psychology plans to reach out to the few psychology programs who provide bilingual training and will be recruiting at APA (American Psychological Association) divisions focused on ethnic and racial diversity as well as at professional organizations dedicated to ethnic minority psychology (e.g., National Latinx Psychological Association). The department has close relationships with UW’s Division of Diversity, Equity, and Educational Achievement (DDEEA) programs and the Chicana, Latina Studies (CLS) program and will be able recruit UW students within those organizations. One of the courses cross-listed with CLS, CP/CLS 525: Latinx Mental Health, offers the opportunity for undergraduate students interested in Latinx mental health to learn with and be mentored by graduate students in the certificate. The required courses assist those who come from diverse communities in ‘giving back’ by explicitly training for the skills that are required to serve SsB communities. Importantly, the program draws off of the cultural diversity and focuses on how that diversity can be applied to their work. These features make the certificate very attractive to students and will facilitate the hiring and recruitment of diverse students, staff, and faculty.
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 certificate program is designed in consultation with bilingual training programs in communities with large and established SsB populations (Texas, California, Florida). It provides training for a higher standard of care than is currently required by APA ethical principles. At present, the APA ethical guidelines provide minimal requirements to serve linguistically diverse communities. The Esperanza Certificate program will expand and investigate the skills and services needed to address the mental health needs of diverse communities. Research into process and outcome of bilingual therapy services will be conducted and will allow the certificate program to implement lessons learned from the process and outcome research. Additionally, the research that will accompany the certificate will conduct much needed investigation into the skills and services needed to meet the mental health needs of linguistically diverse communities. The certificate faculty and staff have developed the training program in consultation with local communities and with the local bilingual providers and others who serve diverse communities within Dane County—ensuring that the certificate training is community-based. As part of the certificate, there are biweekly meeting of a Community of Practice: Esperanza which is connecting and organizing the local community of bilingual providers, in part to inform the certificate faculty and staff about local mental health needs, and to build the capacity of local providers by sharing resources and expertise. These principles are congruent with the R.E.E.L. Change Implementation Plan described the Division of Diversity, Equity and Educational Achievement, specifically, the ‘criterion referenced approach’ that is focused on cultural, ethnic, and linguistic diversity. Additionally, the certificate faculty and staff are coordinating with local communities representing diversity and with local bilingual providers and others who serve these communities within Dane County.

### 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.

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
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<tbody>
<tr>
<td>Quintana, Steve</td>
<td>Counseling Psychology (COUN PSY)</td>
<td>Chair and Professor</td>
</tr>
<tr>
<td>Ramirez Stege, Alyssa</td>
<td>Counseling Psychology (COUN PSY)</td>
<td>Clinical Assistant Professor</td>
</tr>
</tbody>
</table>
What resources are available to support faculty, staff, labs, equipment, etc.?

WPP grant funds provided support for hiring a director of certificate training, Dr. Alyssa Ramírez Stege.

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Department</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quintana, Steve</td>
<td>Counseling Psychology (COUN PSY)</td>
<td>Chair and Professor</td>
</tr>
</tbody>
</table>

Describe how student services and advising will be supported.

Drs. Alyssa Ramírez Stege and Steve Quintana will work with graduate students who are interested in SoE and other UW colleges and schools that provide training in psychology.

Dr. Quintana will supervise the Spring offering of CP/CLS 525 but Dr. Ramírez Stege will serve as the primary instructor for the other courses. The Department of Counseling Psychology could pursue hiring local psychologists/counselors as adjunct instructors if necessary. The Department is hiring for two new positions in 2021-22 and is interested in hiring someone who is fluent in Spanish, in part to build the capacity of the certificate. The certificate training could help the department or other SoE psychology programs recruit other qualified faculty who are bilingual. The certificate courses can also be taught by instructors in the Departments of Educational Psychology and Rehabilitation Psychology and Special Education.

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.

WPP funds provides support for 5 years and additional funding will be solicited to support resources needed.

Are new Library resources needed to support this program?

No
Describe plans for funding students including but not limited to funding sources and how funding decisions are made.

Students will be funded by their major program.

Curriculum and Requirements

Guide Admissions/How to Get In tab

admission

Applications to the Certificate in Bilingual Psychological Services: Esperanza must be submitted by the first Monday in October.

The certificate director reviews applications and notifies students of acceptance in early November.

application process

For admission into the Esperanza certificate, students must:
Be enrolled in a graduate program in Counseling, School, or Rehabilitation Psychology.
Demonstrate advanced Spanish proficiency on the ACTFL Proficiency Placement Test.

Complete and submit the application form to the Director of the Esperanza certificate with the following information:

- Name and graduate program
- Documented Spanish-language proficiency
- Letter of support from the student’s academic advisor
- Course workload and timeline of how Esperanza certificate fits student’s schedule
- 500-word application essay written in Spanish addressing the reasons why the student wants to complete the Esperanza certificate; professional and personal goals; and professional and/or personal experience in the Spanish language

Access the application form on the certificate's webpage here.
Describe plans for recruiting students to this program.

1) Prospective students applying to one of the psychology programs in School of Education (SoE) who may be eligible for the training will be informed of the certificate training during the admission process. The certificate director will work closely with the MS and PhD programs in SoE. It is expected that the presence of this training program will increase recruitment for the psychology programs in SoE.

2) Students who are enrolled in one of the psychology programs in School of Education will be recruited to enroll in this certificate training. If additional space is available, students from across campus enrolled in professional training programs for mental health services (e.g., Clinical Psychology, Social Work, and Psychiatric Nursing) will be recruited.

What is the recruiting and admissions strategy for underrepresented students?

Most of the students who will be recruited for this certificate training will be under-represented students. Many Latinx students are heritage language speakers and have the cultural and linguistic backgrounds needed for the certificate training.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
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<tbody>
<tr>
<td>Year 1</td>
<td>6</td>
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<tr>
<td>Year 2</td>
<td>8</td>
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<tr>
<td>Year 3</td>
<td>10</td>
</tr>
</tbody>
</table>

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

Current and historical trends for recruitment in the psychology programs would be sufficient to sustain a meaningful training. If recruiting additional students was desirable, the certificate could work other programs (Social Work, Clinical Psychology, Psychiatric Nursing, Occupational Therapy). The program may need to cap enrollment so field sites can sustain access to SsB communities for certificate, but because the various MS/PhD programs have different field sites (e.g., mental health counseling, vocational-rehabilitation counseling, school districts, etc.) and due to the current workforce shortage, there will be sufficient field sites and capacity to support 8 - 10 certificate students per year.

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.
Certificate requirements

Students must maintain an average GPA of 3.0. Students interested in improving their Spanish language skills may take SPANISH 319 Topics in Spanish Language Practice while enrolled in the Esperanza Certificate.

foundational Courses

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Spring I</td>
<td>COUN PSY 500</td>
<td>Radical Healing and Ethics of Bilingual Latinx Training</td>
<td>1</td>
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<tr>
<td>Summer I</td>
<td>COUN PSY/CHICLA 525</td>
<td>Dimensions of Latin@ Mental Health Services</td>
<td>3</td>
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<tr>
<td></td>
<td>COUN PSY 550</td>
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</tr>
<tr>
<td>Fall I</td>
<td>COUN PSY 575</td>
<td>Latinx Foundational Practicum: Case Conceptualization</td>
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<tr>
<td>Spring II</td>
<td>COUN PSY 580</td>
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</table>

Total Credits: 9

Total credits required: 9

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

<table>
<thead>
<tr>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Develop awareness of the social, cultural, spiritual, linguistic, political and historical features that influence mental health work with Latinxs</td>
</tr>
<tr>
<td>2 Become knowledgeable about the theoretical and philosophical foundations of Latinx psychology</td>
</tr>
</tbody>
</table>
Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.

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<table>
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<tr>
<td>3</td>
<td>Understand the structural, environmental and social determinants of health that influence the</td>
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<td>development and maintenance of health disparities among Latinxs</td>
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<tr>
<td>4</td>
<td>Develop cultural and linguistic competency in providing psychotherapeutic interventions to</td>
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<td></td>
<td>Latinxs across the lifespan</td>
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<tr>
<td>5</td>
<td>Demonstrate the ability to conceptualize and implement culturally grounded approaches to</td>
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<td></td>
<td>mental health care with Latinxs</td>
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</tbody>
</table>

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

Summarize the assessment plan.

The assessment of the curriculum will draw on student progress through the certificate courses, assess skills that are demonstrated on course assignments, as well as supervisor ratings of students' demonstrating competence while conducting field work with SSB community. An assessment team from the three SoE departments has been formed to assess, review, and make recommendations for the certificate training and the courses.

Department Approved
Assessment Plan:

- Bilingual Training Certificate Assessment Plan
- Revised.docx

### Related Programs

### Commitments

All required courses are approved through the school/college level.

Yes

Courses are offered on a regular basis to allow timely completion.

Yes

Courses have enrollment capacity.

Yes

Courses in the curriculum are numbered 300 or higher.

Yes
Courses in which a student elects the pass/fail option will not count toward completion of requirements.

Yes

Special topics courses are only used if all topics count for the certificate.

Yes

All requirements must be met; exceptions that amount to waiving requirements are not permitted.

Yes

Course substitutions to the curriculum should be kept to a minimum; if substitutions are being made on a regular basis, the curriculum should be re-examined. When course substitutions are made, the substituted course should be formally added to the curriculum through governance for inclusion in the curriculum the following academic year.

Yes

Substitutions are not permitted for any course unless the substitution would be provided for every student with the same substitution request.

Yes

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 3.000 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 website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.

Yes

Credential will not be awarded retroactively to students who completed all of the requirements before the credential was approved.

Yes
Supporting Information

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

<table>
<thead>
<tr>
<th>Name (Last, First)</th>
<th>Date of contact/support letter received</th>
<th>School, College, or Department</th>
<th>Comment by contact person</th>
<th>On behalf of</th>
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</thead>
<tbody>
<tr>
<td>Rao, Rajiv</td>
<td>05/26/2019</td>
<td>Spanish and Portuguese (SPAN PORT)</td>
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<td>Educational Psychology (ED PSYCH)</td>
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<td>Leko, Melinda</td>
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<td>Rehab Psych and Special Educ (RP &amp; SE)</td>
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<td>Chicana/o and Latina/o Studies (CHICLA ST)</td>
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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.

- UW Spanish Portuguese Dept LOC Rao.pdf
- UW School Psychology Director LOC Albers Asmus.pdf
- UW Chican@ Latin@ Studies LOC 2019 05 27 Ibarra.pdf
- RPSE Quintana - Latino MH grant.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 Counseling Psychology approved this new program on 12/4/2020.

Entered by: Maddie Sychta  
Date entered: 04/22/2021

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:

This certificate was approved by the SoE Programs Committee on 5/7/2021. The SoE Academic Planning Council approved this certificate on 5/19/2021.

Entered by and date:  
Maddie Sychta  
Date entered: 05/19/2021

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:

https://next-guide.wisc.edu/programadmin/?key=1226
<table>
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<td>CDR certificate category:</td>
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<td>Scan this proposal:</td>
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</table>
Upload documents that should be scanned:

Reviewer

Comments

Regina Lowery (lowery3) (05/11/21 9:59 am): Assessment reporting: Counseling Psychology PhD and Counseling MS - up to date.
Karen Mielstadt (mittelstadt) (08/17/21 9:23 am): Rollback: Per Mielstadt/APIR exchange with Sychta/Education, the proposal is being rolled back so that the rationale for including "Esperanza" in the title can be added. Please provide additional context for the significance/relevance of "Esperanza" in the title. Thank you.
Maddie Sychta (sychta) (08/18/21 11:11 am): The rationale section has been updated to include the justification for using "Esperanza" in the certificate title.
Jenna Alsteen (jennabecker) (08/31/21 10:31 am): Rolling back to address questions about vested interest, application deadline and process, GPA, and course requirements.
Jenna Alsteen (jennabecker) (08/31/21 10:32 am): Rollback: Rolling back to address questions in email exchange b/w Alsteen & Sychta.

Key: 1226
Response to GFEC requests regarding program after 10 year review:

We appreciate the GFEC’s recognition of the strength of our graduate program, including selectiveness of admissions, quality advising, connection between program requirements and learning outcomes, professional development programming, attraction of endowment funding, and high retention rates.

The GEFC had four recommendations for the program:
1. Develop a plan to improve climate in the program including soliciting regular feedback from graduate students.
2. Explore strengthening the Methods sequence in the program.
3. Explore use of peer mentoring to help graduate students.
4. Encourage use of Individual Development Plans for career and professional development preparation among graduate students.

This memo addresses how the department is approaching implementing the GFEC’s recommendations on each of these fronts.

1. **Develop a plan to improve climate in the program including soliciting regular feedback from graduate students.**

We have already undertaken a number of initiatives intended to improve climate in the program, including soliciting regular feedback from graduate students. These include:

- Led by the department’s DE&I committee, we implemented a graduate student climate conversation kit and feedback form which encouraged graduate students to continue their conversations about climate among themselves and inform us of their concerns. Graduate students are now able to voice their concerns through this form (accessible at the bottom of the D&E page on the grad student tab on polisci.wisc.edu). We will be reminding students of this opportunity each semester.

- The Director of Graduate Studies has initiated a schedule (begun before the review) of once-a-semester open town halls. These provide an opportunity for graduate students to provide feedback to the department on a regular basis on all issues that touch the graduate program and graduate student life, including climate. In addition to the face-to-face meetings, these town halls include a document in which students can anonymously post any issues in advance of the meeting.

- The Graduate program continues to support the “Women in Political Science group” in order to provide support and networking opportunities to anyone who identifies as female in our department. As we reach a critical mass of under-represented students and faculty we hope to create a similar group as well. In the meantime, we are connecting these students with networks outside the department (in the university and in the wider discipline) that can provide similar support and networking opportunities.

- The graduate program will continue to work actively in its targeted outreach to recruit under-represented minorities. These efforts include personal conversations and communications with students in various pipe-line programs and name exchanges, covering
of application fees for those students, and fully funding their visits to campus as part of the recruitment effort.

- The political science department has also implemented a number of efforts to diversify the various speaker series in our department. These speaker series are a key part of graduate student intellectual life in the department and, we hope, taking intentional steps to diversify the presenters in those venues will improve the climate in the department by demonstrating our support for minority scholars and their research.
- The biggest impact we can have on climate in the program is to diversify the faculty through hiring. Our hope is that campus will allow us to do so. In the meantime, the department has funded a Pre-Doctoral Fellow position in Race, Ethnicity, and Politics and is actively building relationships with TOP-eligible candidates

2. **Explore strengthening the Methods sequence in the program.**

We appreciate the recommendation to add additional methods requirements beyond the two we already require (812 and 817). However, we feel this is unnecessary for two reasons. First, our students are already getting the methods training they need to succeed in meeting our learning goals. Among the 46 current Ph.D. candidates (who have already completed taking classes), the median number of methods classes taken beyond the two required courses is 4 (the mean was 3.7, and the mode was 5). Even this understates the actual methods training that our students possess because many of those who took relatively few of our methods courses did so because they already had extensive methods training in other contexts (i.e., in Ag Econ, Math, etc.). In other words, most of our students already take between 18 and 21 credits of methods classes out of the 51 credits required for the Ph.D. Adding additional required classes would come at the expense of substantive and other training (e.g., language) requirements and likely increase our time to degree.

Second, political science remains a very diverse field. Perhaps most importantly in this context, the political theory subfield contains very little or no empirical, much less statistical, component. Adding a methods requirement for these students would add a significant burden with relatively little payoff in terms of their research or of their ability to achieve our learning goals.

At the same time, we will continue to explore ways of strengthening our methods training, including by updating the courses we offer to match methodological developments in the field.

3. **Explore use of peer mentoring to help graduate students.**

We have re-established the peer-mentorship in the program. Every summer, the DGS and Graduate Program Coordinator will issue a call to current students interested in being peer-mentors. All incoming students will be assigned one of these mentors who serves as a resources for them as they progress through the program. We have already implemented this process for the last two incoming classes.
4. **Encourage use of Individual Development Plans for career and professional development preparation among graduate students.**

The graduate program already encourages students to craft IDPs and provides a link for them to start the process on the Graduate program part of the department’s website.

As additional context, we attempted to require IDPs for our graduate students about 5 years ago. However, at the time the use of IDPs was not popular among our students. Many of them found the template too restrictive and natural-science oriented. Instead, we opted for a required advisor-advisee meeting once a semester, with a recommended template of topics for discussion that covers many of the kinds of things covered in an IDP (attached).

The Graduate Program Committee will reconsider the addition of a requirement for graduate students to create an individual development plan and use that as a resource in conversations with their advisor and committees.
Advisor-Advisee Meeting Guidelines

Each semester, each student in the program must meet in person or virtually with that student’s advisor. Prior to the meeting, the student should send the advisor a document that addresses the questions below. After the meeting, the advisor should send an email to the Graduate Program Coordinator indicating that the meeting has taken place. Ideally, the meetings will take place at the start of each semester. The questions to address are:

A. What are your main accomplishments from the past semester?

B. What are your main plans for the next semester?

C. What courses do you plan to take next semester (if appropriate)?

D. What plans do you have to complete course-related requirements (e.g. incompletes, minors, or courses needed to qualify in two fields) (if appropriate)?

E. What progress have you made towards developing your dissertation?

F. What professional development did you do last semester (e.g. attending workshops, meeting with visiting speakers, etc.)?

G. What are your plans for publishing papers or presenting at conferences (if appropriate)?

H. What are your plans for the summer?

I. Is there anything else you would like to discuss?
April 23, 2021

TO: Anja Wanner, Professor and Chair, Department of English
FROM: Eric M. Wilcots, Dean, College of Letters & Science

RE: Completion of L&S Portion of the Review of English Academic Programs, including:

- BA/BS Major, including the approved option in Creative Writing
- Doctoral Minor, English Linguistics
- Doctoral Minor, English
- MA-English
- Doctor of Philosophy, English

NOTE: L&S completed the review of the MFA-Creative Writing in Spring 2019. A separate review of the programs in Interdisciplinary Theatre Studies will be completed by Spring 2022.

ATTACHED: Review Committee Report

CC: Elaine M. Klein, Associate Dean for Academic Planning, L&S
    Lisa Martin, Associate Dean, Graduate School
    Shirin Malekpour, Associate Dean for Teaching & Learning Administration, L&S
    Jocelyn Milner, Vice Provost and Director, Academic Planning and Institutional Research
    Parmesh Ramanathan, Associate Dean, Graduate School
    Emily Reynolds, Academic Planning Specialist, Graduate School
    Susan Zaeske, Associate Dean for the Arts and Humanities, L&S
    David Zimmerman, Professor and Associate Chair, English

On March 9, 2021, the L&S Academic Planning Council discussed the materials submitted for the review of academic programs in English, as enumerated above. Associate Dean Susan Zaeske led the council’s discussion, and as expected, we learned that like many L&S programs, the programs in English appear to be performing well and students are satisfied. In particular, the council would like to commend English for its efforts to increase the diversity of its faculty through innovative recruiting and hiring strategies. The review committee lauded steps taken to “de-territorialize” the curriculum at both the undergraduate and graduate levels, which have supported diversity hiring efforts and the department’s ability to better serve an increasingly diverse student body. We can only urge you and your colleagues to continue these efforts, which are instructive to all of us in the college and university as we look to models for this
important work. So, too, do we urge the department to continue in its efforts to understand concerns related to climate, and to intervene wherever possible to improve that climate. Attention to diversity and to climate are, of course, different demands and each should support and sustain success in the other.

The department is actively engaged in assessing student learning at both the undergraduate and graduate levels. Although not all elements of planned assessment strategies have been implemented, the review committee expressed no concern about the degree to which the department is engaged in this work in an active, ongoing, and useful way. At the undergraduate level, this work relies on evaluation of majors’ proficiency on designated assignments (direct assessment) as well as on instructors’ observations of student behavior in the classroom. In general, the department provided ample evidence of making curricular changes that are informed by data used to monitor the program, working to address retention in the major and to address pressure points and bottlenecks in the program. In addition, despite the declining number of majors, the department has worked to create courses that meet general requirements and increase enrollments overall. This appears to be an effective strategy, though, as the department’s responsibilities for offering general service courses increase, this assessment strategy may also need to be revised to include components that evaluate effectiveness in this part of the curriculum.

At the graduate level, an assessment plan has been approved and is in early states of implementation. As a result, no changes have been made based on assessment results, though a number of program revisions to align and clarify requirements have been drafted in “Lumen Programs” for discussion.

The APC discussed the review committee’s concerns about time to degree at the graduate level. Data comparing completion time and rate to AAU peers (available here) does reveal that while the most recent graduating cohort was aligned with peers, prior cohorts have taken longer to complete the program than graduate students at peer institutions. This suggests that efforts to decrease time to degree and to improve the student experience may be beginning to yield results. It is worth noting that other data reveal that a larger proportion of UW-Madison students take longer within a ten year period to complete their degrees, but that, overall, a significantly higher proportion of UW-Madison students complete the degree within ten years. We suspect that the issue of pace and proportion of degree completion will continue to require attention. Some committee recommendations (e.g., completion of the Graduate Student Handbook, establishing clear milestones during dissertation) should help reduce the time needed to complete the program.

The review committee offered a number of other suggestions, some of which have since been rendered obsolete by reorganization of units within the department such as the ESL program and the Writing Center. Other recommendations should be considered in consultation with colleagues in L&S Administration and the Graduate School, who can offer guidance on program revisions.
In sum, the council agreed, on the whole, with the review committee’s conclusion that the programs are functioning well and that the department is managing them appropriately. I am happy to report that the L&S APC unanimously approved a motion to consider the L&S portion of this review complete. The next phase of review will involve discussion by the Graduate Faculty Executive Committee, which may offer advice from its perspective.

We wish you, your colleagues, and students continued success, and have confidence that you will continue to be ranked among the best English departments in the nation.
This report deals with the following programs offered by the English Department:

1. English Major (BA, BS) with a general track, an Emphasis on Creative Writing Named Option (CW), and an "Emphasis on English Language and Linguistics Named Option" track in Language and Linguistics (LL) (which has since been approved as a “Named Option”)
2. PhD Program in English with tracks in Literary Studies (LS), Composition & Rhetoric (CR), and English Language & Linguistics (ELL)
3. MA Program in English with a non-admitting track in Literary Studies (LS) and an admitting track (terminal degree) in Applied English Linguistics (AEL)
4. PhD Minor in English (with a general track and a track in Composition and Rhetoric), Ph.D. Minor in Creative Writing, and PhD Minor in English Linguistics
5. Program in English as a Second Language (ESL)
6. Programs of the Writing Center

I. A summary of the activities of the review committee and materials reviewed

The Committee read the English Department’s Self-Study, the previous report from Spring 2010, and conducted interviews with faculty, academic staff, and students. We interviewed
- Anja Wanner (Chair) and David Zimmerman (Associate Chair) on September 23, 2020;
- Sandra Arfa and Joe Nosek of the English as a Second Language Program on October 23, 2020;
- Christa Olson (a faculty member in Composition and Rhetoric) on October 29, 2020;
- Monique Allewaert (Director of Graduate Studies; advisor for PhD track in Literary Studies), Eric Raimy (advisor for PhD track in Language and Linguistics), and Morris Young (PhD track in Composition and Rhetoric) on October 30, 2020;
- Nancy Linh Karls and Emily Hall of the Writing Center on November 5, 2020;
- graduate students on November 6, 2020;
- Undergraduate students on November 12, 2020;
- David Zimmerman (Director of Undergraduate Studies), Karen Redfield (Interim Undergraduate Advisor) and Ron Harris (Instructional Coordinator) on November 12, 2020;
- graduate students from the Diversity and Inclusion Student Committee (D+ISC) on November 20, 2020.

II. An evaluation of the strengths and weaknesses of the program.
A. Broadening of the scope of English
Our initial discussion with the chair, Professor Anja Wanner, and the associate chair, Professor David Zimmerman, focused on the changes implemented in the curriculum over the past ten years and the current trends in the development of various academic tracks. One of the major ongoing trends is the broadening of the field of English as an academic discipline, which partially reflects a general trend in literary studies. While the literary canon (English and American) continues to occupy a proper place in the curriculum, the department’s “identity” rests as much on newly developed thematic courses (encompassing topics from sci-fi to ecology to digital media) as well as courses on a variety of regional and cultural subsystems of literary production in the English language. The general education segment of the curriculum promotes a “deterritorial” view of the department’s mission. The curriculum at all levels now includes courses that emphasize literature from minority groups, including Afro-American and Asian American literature. English is thought of as a transnational field, committed to the study of human experience in its diversity. The above strategy of remapping English as a discipline has been successful both in terms of enrollments and the quality of education. This is one way, in which the department responded to the call for diversity and inclusion. The review committee believes that this is a major achievement that affects all academic programs the department offers. The Diversity and Inclusion Student Committee (D+ISC) that the English Department supports through small stipends to its graduate student leaders is an excellent model for including students in this area of discussions.

The subsequent sections of this report will further highlight the department’s achievements as well as areas for improvement and those that currently undergo transition.

B. Undergraduate Studies
The English Department has a thriving undergraduate program. We spoke to three undergraduate students, one from each "track" (Literature, English Language and Linguistics, and Creative Writing) and they unanimously praised the program. They mentioned the richness of the curriculum, flexibility of the major requirements, and excellent quality of teaching. After some of the curricular changes in 2014, students have greater flexibility to choose courses in accordance with their interests and career goals. For example, we spoke to one student who was interested in modernism, and he is pursuing a course plan that looks at modernism around the world. He is able to do this because courses in the English Department include a rich comparative component. Students become English majors for different reasons, and the English Department now acknowledges this and helps students pursue their individual goals. All students acquire certain skills and abilities, including critical thinking and openness to diversity, which will be helpful to them regardless of what career they end up pursuing.

Students praised the quality of academic advising in the department, and they noted that there is a strong sense of undergraduate community in the department supported by faculty and academic staff.

In the realm of general education, as noted in section A, the department has significantly diversified its 100-level course offerings, which resulted in increased enrollments. This helps the department to sustain its overall enrollments at the time when the number of English majors is in decline, which has been a national trend. Professor Zimmerman, director of undergraduate
studies, pointed out that increasing the number of majors as well as rebuilding “honors in the major” track is among the priorities for the department leadership. The Department sees the diversity of the student body as an important goal. The department has made diversity training a priority for instructional staff, but they believe that they could improve in this area.

Professor Christa Olson, whose primary area of teaching is Composition and Rhetoric, indicated that one direction for undergraduate curriculum development in that area could be the development of courses in technical and professional writing, potentially leading up to the creation of an undergraduate certificate in this area. This will increase the participation of the faculty in Composition and Rhetoric in undergraduate instruction.

C. Graduate Studies
The Department of English has a vibrant graduate program. It is important to English that their three PhD tracks exist semi-autonomously. However, English Language and Linguistics (ELL), Composition and Rhetoric, and Literary Studies are collectively committed to offering the necessary advising and mentoring significant to the needs of students enrolled in their programs. Through our discussion with Eric Raimy, Monique Allewaert, Morris Young, and Christa Olson we learned that the Department is actively promoting diversity through the Afro-American Bridge Program, which is an academic partnership between the MA in Afro-American Studies and a PhD in English. This strategy also affirms the trend to “deterritorialize” English as a field noted in section A. The Department has been actively recruiting minority students at Historically Black Colleges and Universities around the country in addition to Lantinx institutions in Puerto Rico. Literary Studies has had the most success with these recruitment efforts because they are able to recruit students immediately after their BA.

PhD tracks in English Language and Linguistics and Composition and Rhetoric have greater difficulty ensuring diversity of their application pools because they require Masters degrees for admission. For this reason, as well as in order to generally increase the pool of applicants, the department considers rethinking these tracks to allow admission of BA degree holders.

MA in Applied English Linguistics primarily attracts applicants from abroad who pursue careers in teaching English to speakers of other languages. This is the only graduate track in which students are not funded and have to pay for their education.

Graduate students in the three PhD tracks are funded through fellowships and teaching assistantships, and funding equivalency between the three tracks is observed. Admissions packages offered by the program include significant top-offs that come from departmental resources and bring cumulative stipends to $25,000 for the first two years. In subsequent years, students typically can combine 38 to 40% “main” TAships with supplemental 20% TAships at the Writing Center. Graduate students pointed out that they do not receive 50% TA appointments (which would be a minimum acceptable income) and, consequently, need to look elsewhere for additional income, if they do not have supplemental TAships at the Writing Center.

Some students, especially those in Composition and Rhetoric, also hold TAships with significant administrative responsibilities at the Writing Center, which gives them an excellent opportunity to develop skills in program administration.

From our conversation with graduate students, we understood that they feel secure about the continuation of their funding beyond the guaranteed five years of support. This sense of security may contribute to the slowness of dissertation completion, although we cannot claim
that this reason plays an overwhelming role. What came across pretty clearly in our conversation with graduate students is that they do not feel pressured to finish their dissertations within a set timeframe. According to faculty, students in the Composition and Rhetoric track have a shorter time to degree than the average for English, thanks to a better job market situation in that subfield.

One area of funding about which graduate students expressed some concern and frustration is conference travel funding. They pointed out that, at the campus level, application processes for conference travel support (which, depending on the field of study, may be administered by more than one entity) aren’t easy to navigate, and they receive little guidance about those processes. At the departmental level, these processes seem sometimes opaque, too. At the same time, they acknowledged that the DGS took steps recently to make the awards more equitable. Perhaps, this is one area in which clear written guidelines and policies (preferably in the Graduate Student Handbook) will help remedy these concerns.

Students in Literary Studies also pointed out that they would welcome additional (or more systematic) opportunities for professional development, in particular preparation for the job market (interviews, job talks). The committee’s recommendation would be to develop a plan in this area, including publishing workshops, mock job-talks and other such activities.

Finally, all of the students hoped that the Department could provide more information on non-academic professional trajectories. The department has indicated that they are also interested in pursuing this path, though admittedly, the purpose of a PhD program in English is to train people for academic careers, so it is not clear to what extent this is the job of the department.

D. English as a Second Language (ESL)
Sandra Arfa, who is the current director of ESL, will step down at the end of this year. We talked to her and Joe Nosek, who teaches ESL in the department. An open search will be conducted to replace the director of ESL. Through our conversation with the two of them, we learned about the contribution of the ESL program to our campus along with some of the challenges they face. The ESL program is essential for our campus, since without a strong command of the English language, students at UW would not be able to successfully pursue studies in any subject. Moreover, the ESL program contributes to the English Department’s “deterritorial” or trans-territorial mission: this program brings the department in contact with students from various parts of the world and from different cultural backgrounds. ESL courses provide a gateway to all other learning goals for international students who do not have adequate command of English at the time they arrive on campus. The program has changed over the years. When the program was first founded in the late 1950s, it was primarily geared towards training graduate students. However, in the past twenty years there has been a significant increase in international undergraduate students, and this led to a restructuring of the ESL curriculum. The program administers English language proficiency tests for international undergraduate and select graduate students as well as the SPEAK test (an oral proficiency exam) for international graduate students. They also train their own TAs, who may be graduate students from the English Department but may also come from other programs on campus, such as Second Language Acquisition and Curriculum and Instruction. Their fundamental courses are the ENG 114, 115, 116, 117 and 118 (though the first two of these have almost vanished). Most students begin with
either 116 or 117, prior to taking 118, which fulfills the Comm A requirement. Often students put off taking 118 till the last semester of study, which is a concern for the program leadership. This course is intended to ensure that students can write adequately in English, and it is too late to take such a course in one’s last semester of study. In addition, the ESL program offers courses at the 300 level that cater to the needs of graduate students focusing on academic writing and on oral skills, the latter specifically meeting the needs of new international TAs, who do not pass the SPEAK test at their first attempt.

The ESL program also offers an undergraduate and graduate certificate in Teaching English to Speakers of Other Languages (TESOL), which prepares students to teach English as a Second Language. This certificate qualifies college graduates to teach English in a non-English speaking part of the world.

Finally, ESL runs an Intensive English program for foreign students who, primarily, wish to prepare for the study at a US university. Enrollments in this program have declined due to external factors that affect language programs across the US and Canada. (The program has been cancelled for the current year due to the Covid-19 pandemic.)

The ESL program members have been involved in international projects and outreach. They have been an integral part of the UW collaboration with Nazarbayev University in Kazakhstan, providing consultations on setting up an ESL program there. They have also collaborated with the Japanese and Korean governments to train teachers of English. Inside the university, the program provides “on-demand” instruction in ESL to international participants in collaborative projects; Influenza Research Institute, the Biotech professional degree program, and the Nelson Institute for Environmental Studies were among the campus entities who have recently requested such instruction for international members of their research teams. With respect to community outreach, members of the ESL program partner with community organizations like the Literacy Network and the Catholic Multicultural Center, where TESOL certificate students volunteer to tutor and teach refugees and immigrants. They would like to increase their outreach and continue to contribute to the Wisconsin idea.

One entity on campus, itself part of the English Department, with which the ESL program wishes to develop a more structured and systematic collaboration, is the Writing Center (discussed in section E). Including a TA or instructor with ESL expertise in the team of the Writing Center seems sensible, because, in the process of developing writing competencies, the needs of students who are not native English speakers differ from the needs of native speakers. It seems that the Writing Center leadership is in agreement with this and would welcome a closer collaboration.

Finally, the ESL program is looking for an ESL Office Manager and we suggest that the possibility of reclassifying this position as an upper level administrative position be discussed. The person who occupies this post becomes the public face of the ESL program and takes care of numerous administrative functions, from greeting international students and communicating with them to proctoring exams to dealing with the finances of the program. Upgrading this position would allow hiring someone with skills and talent to do this very important work.

Overall, the committee was impressed with the direction in which the ESL program is developing; we have a sense that the change in leadership will go smoothly.
E. The Writing Center

The Writing Center is an important institution at the University of Wisconsin-Madison, since it serves not only the English Department, but the whole University and even the broader community. Students in all subjects at our University must effectively communicate in English and they go to the Writing Center to master and improve their writing skills. Besides offering individual tutoring and group workshops, the Writing Center coordinates the Writing Across the Curriculum Program by training faculty and TAs who teach Comm B courses and sections. For PhD students in English, the Writing Center provides crucial funding and teaching opportunities. It also trains undergraduate students to become Writing Fellows, tutors in academic writing for their peers. Every semester the Writing Center employs 45-50 graduate students in TA positions that range from 10 to 60%, and the same number of undergraduate Writing Fellows.

The previous director of the Writing Center was Brad Hughes and, in Professor Anja Wanner’s words, “Brad Hughes was the Writing Center.” Now that he has retired, the Writing Center’s leadership structure is being discussed, and this discussion is beyond the timeframe of the current review or scope of our report. We talked to the two interim co-directors of the Center, Nancy Linh Karls and Emily Hall. They are building on Brad Hughes’s monumental legacy, adding to the Center’s educational mission in important ways. Perhaps the most important area of change concerns the awareness of the diversity of student backgrounds, social, racial, and cultural, in teaching writing. Karls and Hall advocate for teaching that promotes “social justice” and diversity, including the creation of a 50% TAship for a Coordinator for Multicultural and Social Justice Initiatives as well as revising the Madison Teaching and Learning Excellence writing module to reflect commitment to inclusivity in teaching and writing. Bringing social justice into teaching writing needs some explanation. Karls and Hall explained that it refers to recognizing the diversity of backgrounds as affecting students’ writing practices. Specifically, teachers of writing have certain standards, including proper use of grammar, syntax, and writing style, which could be unfamiliar to the student seeking help. All staff at the Writing Center are trained to assist students with questions of grammar and style. At the same time, the “social justice” approach advocates for respecting the ways in which students from different social and cultural backgrounds might express their ideas. The staff at the Center continues to use a student-centered approach, where they first ask about the student’s goals. For example, if acquiring strong writing skills in English is not critical for a student, the focus of the staff and tutors may be not on perfecting their style and grammar, but on making sure their message or idea gets across, even if not in a grammatically flawless shape.

Broadly speaking, the current Writing Center initiatives can be best understood as promoting an inclusive pedagogy. They mentioned micro-aggressions that can be embedded in evaluative statements about someone’s language skills, whether in reproach or in praise (such as asking an Asian American why their English is so good), but that often appears in student writing as well in the form of broad generalizations on any subject. Hall and Karls summarized their position best when they said that the Writing Center is working on developing an more inclusive dimension to their pedagogy. It is evident that the Writing Center is motivated to do their part in changing the often exclusive culture here on campus. This is important for the English Department overall, as they strive to make curricular and programmatic changes to attract a more diverse range of students.
In addition to their work on campus, the Writing Center does a considerable amount of outreach. For example, they teach writing to Madison residents from all walks of life, helping them to write resumes, cover letters, and assisting in more mundane forms of communication. In this way, they clearly realize the Wisconsin idea.

Just like the ESL program, the current leadership of the Writing Center believes that creating permanent ties with ESL, as discussed in section D above, would be beneficial for them.

III. Advice to the program, dean, and/or provost for improving the program

The committee has already noted some of its recommendations in the narrative in section II; a number of these recommendations coincide with the ongoing discussion and planning in the Department. We reiterate the main points here, taking the Self-Study into consideration:

General

● For the Department’s instructional mission, having control over more properly equipped classrooms is imperative, as is the availability of additional space for TAs and STS instructors (p. 21 of the Self-Study);
● granting academic staff voting rights and incorporating them into departmental governance is strongly recommended;
● efforts to increase diversity among undergraduate majors and graduate students must continue; to that end, the possibility must be further investigated to remove the MA requirement for students who apply to graduate tracks in Composition and Rhetoric and English Language and Linguistics.

Undergraduate Program

● Increasing the number of English majors and rebuilding the honors track in the major remain the areas in which continuous efforts are needed;
● a possibility of introducing new undergraduate courses in technical and professional writing, and an undergraduate certificate of the same profile can be further explored by the Department’s leadership.

Graduate Program

● Completing the Graduate Student Handbook must be a priority;
● time to PhD degree in English must be revisited; expected timeline for completing dissertations (after reaching ABD status) must be clearly communicated to students; we suggest limiting the number of years ABDs can continue to receive funding;
● we recommend including information on how to apply for conference travel grants in the Graduate Student Handbook and in individual advising and maintaining transparency of the conference travel award process at the departmental level;
opportunities for job market preparation (mock interviews, job talk) must be regularly offered to students in all PhD tracks; we recommend having a routine plan in that area, adjustable at the start of every academic year for the needs of a concrete group of students;
organizing events and making information on non-academic careers available to students is recommended.

ESL and Writing Center Programs

For successful operation of the ESL program, we recommend that the possibility of reclassifying the position of their Office Manager as an upper level administrative position be further discussed (section II-D above);
for enhancing student experience with various programs of the Writing Center, it is essential to establish a permanent collaboration between the ESL program and the Writing Center (section II-D above); it may take a form of the inclusion of a dedicated staff member with ESL competencies in the Writing Center team, or other mutually acceptable form;
Questions arose about the TESOL certificate program. The Dean might consider initiating an independent review of the program.

IV. Recommendations for future directions

V. Specifications for any necessary follow-up action
April 21, 2021

John Karl Scholz, Ph.D.
Provost and Vice Chancellor for Academic Affairs

William Karpus, Ph.D.
Dean of the Graduate School

--Sent electronically--

Re: Five-Year Review of M.S. in Biomedical Data Science

Dear Provost Scholz and Dean Karpus:

On behalf of the School of Medicine and Public Health, I endorse the five-year review of the M.S. in Biomedical Data Science. After discussion at the April 21, 2021 meeting of the SMPH Academic Planning Council, APC members unanimously approved the report of the review committee and the response of program leadership to the review committee’s report. Those reports are attached.

The program has many strengths, including three of particular note:

1. Early on, the program took a wise course of action by adjusting its curriculum and consolidating two degree tracks into one.
2. The program has met its target enrollment goals.
3. Graduates have had outstanding success finding employment or continuing into PhD studies.

The review committee identified areas for improvement. The APC notes that the program has been responsive.

1. It has been difficult for students to enroll in high-demand Statistics and Computer Sciences courses. Program faculty and staff are working to facilitate timely enrollment in such courses.
2. Recruitment and enrollment of URM students is low. The program is making efforts to increase recruiting and retention, such as participating in national events and following up with prospective students.
3. It has been difficult to build community among students, primarily because students attend a variety of courses rather than a lock-step curriculum. The program is considering review committee recommendations to increase the sense of community.
4. While many students obtain assistantships, it has been difficult for some students to find financial support. The program is making efforts to provide more systematic support for students who seek assistantships.

Both the SMPH Academic Planning Council and I concur with the review committee’s recommendation to continue the program. We recommend that the next review occur in ten years.
Thank you for your consideration. If you require additional information, please do not hesitate to contact my office.

Sincerely,

Robert N. Golden, M.D.
Robert Turell Professor in Medical Leadership
Dean, School of Medicine and Public Health
Vice Chancellor for Medical Affairs

Copy:
Michael Newton, Biostatistics and Medical Informatics
Mark Craven, Biostatistics and Medical Informatics
Beth Bierman, Biostatistics and Medical Informatics
Shelley Maxted, Biostatistics and Medical Informatics
James Keck, School of Medicine and Public Health
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Jocelyn Milner, Academic Planning and Institutional Research
Karen Mittelstadt, Academic Planning and Institutional Research
Parmesh Ramanathan, Graduate School
Jenna Alsteen, Graduate School

Attachments:
1) Program response
2) Review committee report
February 9, 2021

James Keck, Ph.D.
Associate Dean for Basic Research Training
School of Medicine and Public Health
University of Wisconsin-Madison

Dear Dr. Keck,

On behalf of the Steering Committee of the MS program in Biomedical Data Science, I am writing to acknowledge the Five-Year Program Review: MS in Biomedical Data Science report and to thank the review committee members for their thoughtful and thorough review.

We concur with the program strengths, challenges, and opportunities for improvement that the committee has identified and discussed. I would like to provide an update on some recent efforts we have undertaken to address several of the specific recommendations made by the committee. First, several program representatives attended the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) virtual conference in October. Student service coordinators Beth Bierman and Shelley Maxted, several graduate students and I staffed a virtual booth at the conference and reached out to conference attendees. Second, we redoubled our efforts to get feedback from current students and alumni by asking them to respond to a short, anonymous, on-line survey. We received responses from 50% of our current students and 52% of our alumni. The attachment summarizes the responses.

Again, we appreciate the effort that you and the review committee have put into providing a helpful assessment of our program.

Sincerely,

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Responses from current students

Please reflect on your experience to date in the MS program and answer the following questions on the scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5)

I am gaining an understanding of the theories, methods and tools in biomedical data science.

I have applied, adapted and/or validated data science methods for a specific biomedical problem.

I have given an oral or written presentation and received helpful feedback on it.

I have learned about professional, ethical and legal standards of conduct in biomedical data science.
Responses from program alumni

Please reflect on your experience while you were in the MS program and answer the following questions on the scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5)

I gained an understanding of the theories, methods and tools in biomedical data science.
11 responses

I was able to apply, adapt and/or validate data science methods for a specific biomedical problem.
11 responses

I gave an oral or written presentation and received helpful feedback on it.
11 responses

I learned about professional, ethical and legal standards of conduct in biomedical data science.
11 responses
Summary of activities and materials reviewed:
The review committee was charged by SMPH Associate Dean Jim Keck on October 5, 2020 and provided with the following documents:

- Original proposal to the Board of Regents, dated August 22, 2014
- Program Approval Memo from UW Associate Vice President, dated September 18, 2014
- Program name change Approval Memo UW Associate Vice President, dated July 16, 2016
- Program’s self-study, dated February 21, 2020
- Letter from Program Representative and additional documents in response to query from the committee, dated November 16, 2020

The committee met on November 19, 2020 to review the documents. Consultant-Program Representative Mark Craven was present.

The overall conclusion from our review is:

After readjusting the curriculum and paring down to a single (research) track, this MS program in Biomedical Data Science has settled into a better-defined and sustainable program that fills a niche. During the initial 5-year existence of the program, the faculty and staff of the Department of Biostatistics and Medical Informatics have recruited between 2 and 12 students annually. While most graduates found appropriate employment, a few stayed on to earn a PhD degree. Through its self-evaluation in preparation of this five-year review, the program faculty and staff identified several areas of success as well as areas for potential improvement. The Review Committee commends the faculty and staff for identifying areas of improvement and strategies to address those issues. The Review Committee believes that this MS degree program in Biomedical Data Science is on a solid foundation and is making significant contributions to the field and the University of Wisconsin-Madison. The implementation of some of the strategies identified in their self-study and this review will build on this foundation. The committee recommends continuation of the program.

Summary of the program’s key features:

Biomedical data science is the interdisciplinary field that encompasses the study and pursuit of the effective uses of biomedical data for scientific inquiry, problem-solving, and decision-making, driven by efforts to improve human health. Biomedical data science investigates and supports reasoning, modeling, simulation, experimentation, and translation across the biomedicine spectrum, from molecules to individuals to populations.

Based on the need suggested by the students and market demand in this field, the program Master of Science-Biomedical Informatics started in 2015 to serve baccalaureate-prepared students in data sciences, as well as health professionals and clinicians. The 31-credit program is designed to teach core concepts in biomedical informatics, as well as allow for concentrated coursework in both methodology and application. The proposed program relates to, and contrasts with, four existing programs on campus: those in Biostatistics, in Industrial and
Systems Engineering, in Clinical Investigation, and in Computer Sciences. Enrollment of five new students per year was anticipated for a total of 20-25 in the first five years of the program. The program is distinguished from the related programs by its unique focus on both the broad spectrum of data science (spanning methodologies from statistics and computer science) and the specific applications of these methods in biology and medicine.

In 2016, it was realized that MS students would be better served by the program offering a broader range of courses that encompass the entire field of Biomedical Data Science as applied to biology and biomedical investigation. To more accurately reflect this curriculum change and maintain the consistency in both MS and PhD Degree Programs, the name of the program was changed from the “MS Degree Program in Biomedical Informatics” to the “MS Degree Program in Biomedical Data Science.”

The creation of this interdisciplinary MS Biomedical Data Science program is consistent with the broader goals of UW School of Medicine and Public Health to foster campus-wide big data initiatives. This MS degree program will enhance the School’s position in this field, especially in recruiting outstanding students.

**Program strengths:**

There is a strong commitment to the program as evidenced by the involvement of a steering committee consisting of seven members (all are program faculty and at least five are tenured BMI department faculty). The diligence of this committee in monitoring the students’ interest in the two tracks (Professional and Research) has resulted in streamlining the program from two tracks to one (Research only).

With a total enrollment of 33 students from a pool of 233 applicants (46 per year on average), the Program has met its target enrollment. The acceptance rate by the applicants offered has steadily increased. This program appears to attract more foreign applicants (approx. 3/4th of all applications) than domestic students. Women are well represented in the applicant pool (nearly 50% of total) but make up only 36% of enrolled students. More than 60% of students have completed the degree within the expected 2-year time. All graduating students have been successful at obtaining jobs or positions in PhD programs that are commensurate with their specific MS training and level of education. The program has a very strong record of its graduates going on to PhD programs in various areas of quantitative biomedical science. Overall, the program has filled the niche described as proposed.

**Program challenges:**

As with any new graduate program, the originally proposed MS program faced a few challenges. Right at the outset, there was some discordance between the proposed MS and the PhD programs. To maintain the consistency in both MS and PhD Degree Programs, the name of the program was changed to the MS Degree Program in Biomedical Data Science.

There are some ongoing challenges. These include 1) ensuring that students find spots to enroll in some high demand but required courses in Statistics and Computer Sciences, 2) attracting and recruiting applications from URMs, 3) difficulty for students to form a community because the students are not in the same physical space and because they aren’t taking the same courses and 4) finding opportunities for financial support.
The program faculty/staff are making efforts to facilitate timely enrollment in the high demand courses. The Committee made specific suggestions to overcome challenges 2 through 4 as described in the summary below.

**Summary of opportunities for improvement:**

The review committee commends the faculty/staff for undertaking a critical self-evaluation in preparation for this five-year review.

- The program was expected to get more clinically focused students. It is not clear why this goal has not been met. One possibility is that the course schedule is not friendly to students who work traditional weekday hours. The Department is encouraged to discuss alternate course schedule offerings to accommodate such students.
- Several strategies were suggested to improve community building among the students, including organizing weekly faculty-moderated journal club and talks by alumni and industry leaders.
- To attract URM students, consider inviting summer students to attend these above described events and sponsoring faculty visits to URM recruitment conferences.
- To improve opportunities for financial assistance, cast a campus-wide net to find faculty who may have specific, well-defined and funded projects that the students can participate in.

**Considerations for the five-year review**

The committee addressed the following points specific to a five-year review:

1. *Determine whether the goals and objectives as stated in the original program proposal were met and evaluate if the program is meeting standards of quality that are expected based on the original proposal.*

   This MS Degree Program in Biomedical Data Science, redefined from its original focus to better align with the PhD program by the same name, has met its standards of quality as evident by the number of students recruited, graduated and found appropriate employment.

2. *Confirm that the program is important to be delivered at UW-Madison and understand the program’s relationship to other programs at UW-Madison. Are other programs positively or negatively impacted? Are connections with other programs as planned in the original proposal developing as envisioned?*

   This program fills a unique niche in the interdisciplinary field of biomedical data science. With its research track, the program prepares individuals who can contribute in a broad range of biomedical settings. This program complements and positively impacts the more recently instituted MS in Clinical & Health Informatics that fits a different niche.

3. *Determine if the resource implications of continuing the program are appropriate.*
This is largely a self-funded graduate program. Students get support through various mechanisms such as Teaching or Research Assistantships in the department or elsewhere on campus. Additional mechanisms may also be available.

**Specific Recommendations**

- **Find opportunities to increase applications and recruitment of URM students.** Specifically, reach out and attend conferences of the Society for Advancement of Chicanos and Native Americans in Science (SACNAS) and the Annual Biomedical Research Conference for Minority Students (ABRCMS). There is also a UW-Madison SACNAS chapter that program leadership could contact to determine if there are local students who may want to join the MS program. Additionally, consider reaching out to others on campus for example of how they’re addressing these issues.

- **To address the issue of financial support to students,** the program needs to do a better job of helping students find projects, perhaps by sending e-mails to biomedical faculty to inquire if they would like to hire students for a defined project.

- **Implement a directed and systematic effort to gather feedback from students throughout their study and when they graduate.** Also, collect feedback from current PhD students who are graduates of the program, and if possible, graduates who aren’t at UW.

- **In addition to the campus-wide opportunities for career guidance,** there is a need to offer more directed niche-specific career guidance

- **Students in the program need a sense of belonging to community.** Regular participation in seminars, perhaps as a required credit, could help build community. In addition to the current mode of Zoom meetings, help students to find other communities that are aligned to their research and career interests.

**Summary**

In summary, our committee recommends that the program continues and that the next program review occurs in ten years.
Proposal to Amend Current Policy UW-1216 on Prior Coursework

Motion: Amend policy UW-1216 to allow transfer of credits for prior coursework from other graduate institutions, an undergraduate career at UW-Madison, and undergraduate careers at other institutions in accordance with current policies. The transferred credits will appear on the UW-Madison transcript in the graduate career and count towards the fulfillment of minimum degree, minimum graduate coursework, Graduate/Professional certificate, and minor credit requirements as current policies allow. Grades associated with these credits will not count toward the graduate career GPA.

Motion: Amend policy UW-1216 to allow transfer of credits for prior coursework from UW-Madison’s University Special student career in accordance with current policies. Amend policy UW-1216 such that the coursework of the transferred credits will not be moved to the graduate career on the transcript. Rather, the coursework will remain on the transcript in the University Special student career and display as transfer credit in the graduate career. Credits will count towards the fulfillment of minimum degree, minimum graduate coursework, Graduate/Professional certificate, and minor credit requirements as current policies allow. Grades associated with these credits will not count toward the Graduate career GPA.

Rationale for the motions
The current Graduate School policy on Prior Coursework states that we do not accept transfer credits. Instead, our current policy allows for programs to accept prior coursework done as an undergraduate or University Special student at UW-Madison, or prior coursework done at another institution, in place of completing requirements in the program as a graduate student at UW-Madison. Programs are accustomed to reviewing students’ prior coursework and then accepting it as meeting degree requirements and/or credit requirements, but this information is not indicated on students’ transcripts.

This policy has created confusion across campus including cause for concern with meeting the requirements of our institutional accreditor, the Higher Learning Commission. The HLC “Assumed Practices: Number CRRT.B.10.020” (https://www.hlcommission.org/Policies/assumed-practices.html?highlight=WyJjcXVkaXRzIl0=) states that the commonly accepted minimum program length for master’s degrees is 30 credits and that any variation from these minima must be explained and justified. When UW-Madison programs accept prior coursework to meet degree requirements but credits for that coursework are not transferred and transcripted, students’ transcripts do not display that the required minimum credits for the degrees have in fact been completed. For example, a student in a 30-credit master’s degree program with 14 credits of prior coursework will only have 16 credits (the credits taken while in residence) on the transcript. The other 14 credits of prior coursework do not transfer in and are not displayed on the transcript. All other Big Ten peer institutions have a transfer credit policy (Appendix A).
There is also evidence that programs themselves are confused about how prior coursework is accounted for with transfer credits not technically accepted by the Graduate School. Review committee reports for program review, program handbooks, and program webpages have been found to refer to “transfer credits”. Even the current prior coursework policy states that “credits” of prior coursework can be accepted for specific student populations.

Moreover, unlike for the UW-Madison undergraduate career prior coursework, prior coursework from the UW-Madison University Special student career is currently moved to the graduate career on the transcript. When the credits are moved to the graduate career, the student must pay the difference in the tuition between the University Special student tuition and the tuition for the relevant graduate program. Program staff are often not familiar with this aspect of the policy and, as a result, students often find out that they owe additional tuition when they file their warrants to graduate. Furthermore, although the current policy states that these credits should not count towards a student’s Grade Point Average (GPA), they have been counting toward a student’s GPA as the credits are moved to the graduate career, or considered to be converted into graduate credits. If the proposed motion is approved, a student’s transcript will correctly reflect the career in which the credits were completed, and the grades will remain in the career in which they were obtained.
## Appendix A

### Big Ten Peer Institution Transfer Credit Policies

<table>
<thead>
<tr>
<th>University</th>
<th>Policy Details</th>
</tr>
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<tbody>
<tr>
<td>University of Michigan Rackham Graduate School</td>
<td>Policy is only for transfer into master’s programs, up to 6 credits.</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>Policy is for all Graduate students, up to 12 credits can transfer.</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>Doctoral students can transfer in one master’s degree, 24 credits is residency min. for PhD, master’s student residency is 80% of degree requirements over at least 2 semesters</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td># of transfer credits is to the discretion of the program (in accordance with institutional policies)</td>
</tr>
<tr>
<td>University of Nebraska</td>
<td>50% residency policy</td>
</tr>
<tr>
<td>University of Iowa</td>
<td># of transfer credits is to the discretion of the program (in accordance with institutional policies), but with 24 credit residency for master’s</td>
</tr>
<tr>
<td>Penn State University</td>
<td>Up to 10 credits for master’s, credits from master’s degree can transfer for some doctoral degrees</td>
</tr>
<tr>
<td>Rutgers University</td>
<td>Up to 24 of credits required for a doctoral degree, and up to 40% of the required credits for the master’s degree may be transferred from another institution</td>
</tr>
<tr>
<td>Michigan State University</td>
<td>Up to 9 credits for 30 credit master’s program, not more than 30% of total number of credits can transfer</td>
</tr>
<tr>
<td>Purdue University</td>
<td># of transfer credits is to the discretion of the program (in accordance with institutional policies)</td>
</tr>
<tr>
<td>University of Maryland</td>
<td>Up to 6 credits</td>
</tr>
<tr>
<td>Northwestern University</td>
<td># of transfer credits is to the discretion of the program (in accordance with institutional policies)</td>
</tr>
<tr>
<td>Indiana University</td>
<td>Up to 8, 12, 20, or 30 credits based on degree (MS/MAT/MFA/Phd)</td>
</tr>
</tbody>
</table>
Proposed Transfer Credit Policy

POLICY NUMBER: UW-1216
RESPONSIBLE OFFICE: Graduate School

UNIVERSITY POLICY
RATIONALE/PURPOSE:
The Graduate School allows programs to transfer credits for previous coursework under the conditions detailed below. Any prior coursework accepted under these parameters must have been rigorous and meet the expectations of graduate work for the degree.

SCOPE: Graduate Students.

POLICY:
A student’s program may decide to accept transfer credits toward fulfillment of minimum degree, minimum graduate coursework, Graduate/Professional certificate, and minor credit requirements. Grades from transfer credits will not count towards the graduate career GPA. The Graduate School’s minimum graduate residence credit requirement can be satisfied only with courses taken as a graduate student at UW–Madison. Students should be aware that some programs may require more rigorous credit requirements than the Graduate School’s minimum requirements. Students should contact their graduate program coordinator for further information.

Although transfer credits can be used toward Graduate/Professional certificates, at least half (50%) of the certificate credits must be earned while enrolled at UW-Madison as a degree-seeking graduate/professional student.

The credits used toward a master’s degree may also be applied to a related doctoral degree. However, if the credit maximums for a particular category were already reached for the master’s degree, then no more transfer credits are permissible under that category for the doctoral degree. Credits earned five or more years prior to admission to a master’s degree or credits earned ten or more years prior to admission to a doctoral degree are not allowed to satisfy requirements.

Further transfer credit policy depends on whether the credits were earned: (i) at other graduate institutions, (ii) during an undergraduate career at UW-Madison, (iii) during an undergraduate career outside UW-Madison, or (iv) during a University Special student career at UW-Madison. In the following, we describe the conditions that apply to transferring credits for each of the above cases.
Transfer Credits from Other Graduate Institutions. A student’s program may decide to transfer graduate credits completed at another institution (earned post-baccalaureate). There are no limits on the number of credits that can be transferred except that the program’s minimum graduate residence credit requirement can be satisfied only with courses taken as a graduate student at UW–Madison. Further, the graduate-level credits taken as a Big Ten Academic Alliance Traveling Scholar may count as credits taken in residence at UW-Madison. The credits from this work will appear on a UW–Madison transcript as transfer credits into the graduate career.

Transfer Credits from an undergraduate career at UW-Madison. A student’s program may decide to transfer up to seven credits numbered 300 or above from the undergraduate career completed at UW–Madison. However, these credits would not be allowed to count toward the 50% graduate coursework minimum unless taken at the 700 level or above. The credits will be noted on the transcript in the graduate career as transfer credits, but the courses will remain in the undergraduate career.

Transfer Credits from an undergraduate career outside UW-Madison. Transfer of credits from an undergraduate career outside of UW-Madison is not allowed unless the corresponding undergraduate program at UW-Madison has specialized accreditation. On a program-by-program basis, accredited UW-Madison programs may request permission to allow up to seven credits of undergraduate coursework from other institutions to count toward a graduate degree based on specialized accreditation. In this case, the other institution must meet the following two conditions: 1) students have received their undergraduate degree in the same discipline as they are pursuing graduate work, and 2) the undergraduate degree has been granted from a program which is accredited by the same specialized accrediting body as the UW-Madison program.

Should a program decide to request this permission, it must provide the Graduate School with information requested on the undergraduate credit exception form to be eligible for consideration. Please note submission of a permission request does not provide assurance of its approval. If a program believes a student situation meets these criteria, it must request this permission by completing the steps as outlined in the outside institution undergraduate credit permission form. A request may be made at any time, but please note that the earliest date for implementation is the term AFTER Graduate School approval. The credits from this work will appear on a UW–Madison transcript as transfer credits into the graduate career.

Transfer Credits from University Special Student Career at UW-Madison. A student’s program may decide to transfer up to fifteen University Special student credits numbered 300 or above. However, these credits would not be allowed to count toward the 50% graduate coursework minimum unless taken at the 700 level or above or is taken to meet the requirements of a Capstone Certificate. The credits will be noted on the transcript in the graduate career as transfer credits, but the courses will remain in the University Special student career.