New Program Proposal

Date Submitted: 04/16/19 2:35 pm

Viewing: Capstone Certificate in Community and Nonprofit Leadership

Last edit: 04/25/19 1:29 pm

Changes proposed by: mecollins

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

<table>
<thead>
<tr>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eric MacKay - HEC</td>
</tr>
</tbody>
</table>

In Workflow

1. CSCS Dept. Approver
2. HEC School Admin Reviewer
3. HEC School Approver
4. APIR Admin
5. GFEC Approver
6. UAPC Approver
7. APIR Admin
8. Registrar
9. Publication Ready

Approval Path

1. 04/25/19 1:29 pm
   Eric Mackay (emackay2):
   Approved for CSCS Dept. Approver
2. 04/25/19 1:30 pm
   Eric Mackay (emackay2):
   Approved for HEC School Admin Reviewer
3. 04/25/19 1:35 pm
   Susan K Bruns (bruns2):
   Approved for HEC School Approver
Proposal Abstract/Summary:

We propose a capstone certificate in Nonprofit Leadership and Management that will prepare future change agents for the complexities of leadership in the nonprofit and community sectors. Many students and professionals pursue a substantive area of interest (early childhood, environmental advocacy, social services, political science) which leads them to opportunities to take initiative, program, agency, or organizational leadership for which they need specific skills and to learn about best practices. There are a variety of nonprofit management and leadership programs, often housed within business schools, schools of public administration, schools of social work, or with a focus on philanthropy. UW-Madison School of Human Ecology has an opportunity to set itself apart from similar programs regionally and nationally by hosting a certificate program that embraces a multi-disciplinary, ecological approach that focuses on community development in addition to “management” approaches. SoHE will draw upon existing coursework related to its other major programs to offer a compelling multidisciplinary program that goes beyond the usual realm of similar programs. Our program proposes to position skill-building in community engagement and addressing root causes alongside tactical, operational, and management skills traditionally associated with nonprofit leadership.

**Basic Information**

Type of Program: Capstone Certificate (Special only)

Who is the audience? Special

Home Department: Civil Soc & Community Studies (CSCS)

School/College: School of Human Ecology

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?

Yes

Describe procedures under which the coordinating/oversight committee will operate, including how the committee chair is appointed, to whom the chair reports, how participating faculty and staff are identified, provisions for transitions in the committee, and processes for interaction with the home department.

We propose that a Capstone Certificate Oversight Committee (the "Committee") conduct overall coordinating and oversight of this program, including oversight of admissions, monitoring of the student experience, forecasting course and teaching needs each academic year, and making recommendations about teaching assignments and ultimate course offerings. The Committee would have faculty leadership by Dr. Cynthia Jasper, Chair of the CSCS
Department, and Dr. Brian McInnes, incoming CSCS faculty member and CommNS Faculty Fellow. Mary Beth Collins, JD, MA, Executive Director of the Center for Community and Nonprofit Studies (the "CommNS") will serve as the Academic Staff lead of this effort and will work closely with faculty leadership in planning and overseeing the program. A new Capstone Certificate Program Coordinator and Graduate Student assistant (both contemplated as new positions in the Certificate Program budget), a member of the SoHE MS Planning Committee, a member of SoHE SAA, a UW-Extension colleague, and a member each of the CommNS Steering Committee, the new CommNS Board of Visitors, and a member of the SoHE MS Community Advisory Group, would also serve on the Committee, with assistance from additional Civil Society and Community Studies Department ("CSCS") Faculty Members whose input will be sought from time to time based on subject area expertise and other considerations. A chair would be proposed by the Committee and approved and appointed by SoHE Dean Soyeon Shim.

The Committee will guide and help develop coursework associated with the Certificate. Courses already being offered in CSCS and the SoHE Master's level Professional Skills courses will constitute initial courses that meet the needs of Certificate students and the curriculum. Courses to be included in the Capstone Certificate will be approved by the School/College Curriculum Committee. Assignments for developing and teaching any new courses in the program will be determined by the Oversight Committee in collaboration with the CSCS Department based on area of expertise and interest of CSCS Faculty (as possible/of interest – and only as fits within standard teaching load), CommNS Academic Staff (for example, new Associate Director for Capstone Certificate, Dr. Amy Hilgendorf and others), and CSCS PhD Candidates (with Ms. Collins as listed instructor, as possible), and CommNS Community Partner adjunct faculty (as appropriate). This Committee will also conduct annual review and assessment of the Program.

The Capstone Certificate Oversight Committee will be engaged with and provide guidance on various aspects of the program, with day-to-day staffing of the following tasks to be led by the Capstone Certificate Program Coordinator, under supervision of Mary Beth Collins:

- Monitor students’ progress and course enrollments
- Monitor program enrollments and budget; make decisions regarding program continuance, discontinuance or growth
- Course scheduling and instruction
- Student complaints and grievances
- Student advising

The Committee will also conduct admissions review. Process and standards for admission must be developed with input from SoHE Associate Deans for Undergraduate and Graduate Students, CSCS Department, and the CommNS.
Is this in the Graduate School? Yes

SIS Code:

SIS Description:

Transcript Title: Capstone Certificate in Community and Nonprofit Leadership

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>Jasper, Cynthia R</td>
<td><a href="mailto:crjasper@wisc.edu">crjasper@wisc.edu</a></td>
<td>608/262-2384</td>
<td></td>
</tr>
<tr>
<td>Faculty Director</td>
<td>Jasper, Cynthia R</td>
<td><a href="mailto:crjasper@wisc.edu">crjasper@wisc.edu</a></td>
<td>608/262-2384</td>
<td></td>
</tr>
<tr>
<td>Primary Contact</td>
<td>Collins, Mary Beth</td>
<td><a href="mailto:mecollins@wisc.edu">mecollins@wisc.edu</a></td>
<td>6088900472</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Mackay, Eric</td>
<td><a href="mailto:emackay2@wisc.edu">emackay2@wisc.edu</a></td>
<td>608/263-5675</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
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</thead>
<tbody>
<tr>
<td>LaFollette Schl Public Affairs (PUB AFFR)</td>
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<tr>
<td>Social Work (SOC WORK)</td>
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<tr>
<td>Management and Human Resources (M H R)</td>
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<tr>
<td>Human Devel and Family Studies (HDFS)</td>
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<tr>
<td>Consumer Science (CNSR SCI)</td>
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<tr>
<td>Design Studies (DESIGN ST)</td>
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<tr>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
</tr>
</tbody>
</table>

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 2019 (1202)

When will the application for the first term of enrollment open?  Summer 2019 (1196)

Which terms will you allow new students to enroll? What are the application deadlines for each term selected?

<table>
<thead>
<tr>
<th>Start Term</th>
<th>Application Deadline MM/DD</th>
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<tbody>
<tr>
<td>Fall</td>
<td>08/01</td>
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<tr>
<td>Spring</td>
<td>12/01</td>
</tr>
</tbody>
</table>

Year of three year check-in to GFEC (3 years after first student enrollment):  2023

Year of first program review (5 years after first student enrollment):  2025
If this proposal is approved, describe the implementation plan and timeline.

-- Convene Capstone Certificate Oversight Committee, Summer 2019
-- Identify existing courses and offerings available in Fall 2019, Summer 2019
-- Advertise availability of Capstone Certificate Enrollment on a part-time/non-cohort basis for AY 2019-20, Summer 2019
-- Open rolling Admissions for Capstone Certificate Program, Summer 2019
-- Host first Capstone Certificate Program Students in courses, Fall 2019
-- Continue advertisement of Capstone Certificate Program and development of courses included in the program, Fall 2019 and Spring 2020
-- Post for and hire Capstone Certificate Coordinator Position, Fall and Winter 2019
-- Place and orient Capstone Certificate Coordinator, Spring 2020; hire graduate student assistant
-- Prepare for and recruit for increased enrollment of students with varying course loads for AY 2020-21 under leadership of new Capstone Certificate Coordinator; finalize full slate of courses eligible for Certificate Program in AY 2020-21, Spring 2020
-- Conduct rolling admissions for AY 2020-21 cohort, Spring and Summer 2020
-- AY 2020-21, host increased group of new students in addition to those continuing from prior year.
-- Continue to improve and expand the program for future academic years to ultimately host a full-time cohort starting in Year 3, increasing in Years 4, 5, and beyond.

### Rationale and Justifications
Why is the program being proposed? What is its purpose?

We have previously been approached by local nonprofit professionals wondering if UW-Madison offers this type of certificate program, and we believe there may be an interest in routing groups of professionals from major area organizations to this program to routinely develop their professionals. We have also been approached by a major Wisconsin funder to offer this type of professional development opportunity to grantees, as another example of the demand that we have observed.

There are currently no similar capstone certificate programs at UW-Madison. While there are various undergraduate, master’s, and continuing education programs in Milwaukee and other parts of Wisconsin, there is only one such program in Madison, at Edgewood College, which has a distinct focus and is non-duplicative.

There are many qualified undergraduates who have focused upon a substantive area of interest in their undergraduate majors and programming (early childhood, environmental science, social work, etc) but who also recognize that their career path is likely to lead them to the nonprofit or community sectors and who wish to develop their skills to be better prepared for future professional opportunities and roles. With a focus on and opportunity for customization and development of professional skills, it is possible to promote this certificate as a layer of preparation to be paired with subject area expertise (i.e., environmental scientist who also needs and wants nonprofit management skills) – this is distinguishable from other programs in Wisconsin.

Dane County and Wisconsin face various challenges that are getting a lot of attention right now and public sector, private sector, and nonprofit sector organizations and employers are acutely aware of their needs to lift up new professionals as well as to ensure that future leaders are equipped to deal with complexities of our communities.

This program will allow students and professionals seeking meaningful continuing education to develop their skills and career-readiness in this context.

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

Robust interest in SoHE’s newly launched Applied Master’s Program and Professional Skills courses indicate that there is an interest on the part of current students and students who have already received their bachelor’s degrees. Feedback from units across campus has given us reason to believe there is a need for the type of “Professional Skills” courses we are already delivering, from across disciplinary programs on campus.
What is the market, workforce, and industry need for this program? Provide evidence.

Popular nonprofit sector sources indicate and our own local and regional community advisors indicate that nonprofit employers seek employees who have excellent communication, basic financial management know-how, and other “soft skills” that are often not explicitly addressed in major areas of study that might lead a recent graduate to the nonprofit sector. Smaller and more rural communities in Wisconsin are in need of skilled professionals in leadership roles in the nonprofit sector but often must hire from a limited pool of local professionals; such individuals and organizations could benefit greatly from the opportunity to continue professional development for their new leadership opportunities. Many of the CommNS community partners and contacts from across the nonprofit sector and spanning urban, rural, and suburban locations indicate that both professional skills and critical leadership development are needed in their workforce and pools of candidates for positions in their organizations and on their teams.

Existing collaborations among SoHE and a Prenatal to Five network of practitioners and scholars have resulted in an interest in creating a pipeline to this program for Wisconsin early childhood education organization leaders; these professionals are ultimately responsible for serving as executives in nonprofit organizations, but usually have formal training in the substantive area of child development or early childhood education, and not in nonprofit management. This pipeline concept is an example of a way that demand and existing relationships could be harnessed for enrollment through a formal pipeline. This network could provide a “sub-cohort” that could leverage online/statewide remote delivery of coursework.

We also have input from our incoming Faculty Fellow Dr. Brian McInnes that in his role at UM-Duluth he helped facilitate a tribal leadership institute that drew many Wisconsin tribal leaders. Dr. McInnes will assist us, aligned with our Native Nations initiative, in exploring how this certificate could serve a constituency of tribal leaders who are progressing in leadership positions and would like to continue their education relevant to their field.

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

Nationally, there are a variety of nonprofit management and leadership programs, often housed within business schools, schools of public administration, schools of social work, or with a focus on philanthropy. UW-Madison School of Human Ecology has a special opportunity to set itself apart from similar programs nationally by hosting a certificate program that embraces a multi-disciplinary, ecological approach that focuses on community development in addition to “management” approaches. Additionally, because SoHE hosts coursework related to its other major programs (in addition to Civil Society and Community Studies/Nonprofit Leadership), Human Development and Family Studies, Consumer Science, and Design Studies, we offer compelling related multidisciplinary expertise that goes beyond the usual realm of similar programs. There is increasing critique of the nonprofit sector and management training
programs, which may perpetuate trends of being out of touch with communities most impacted by the “wicked problems” of society, and even contributing to a gap between philanthropic giving and positive change. Our program proposes to position skill-building in community engagement and addressing root causes alongside tactical, operational, and management skills traditionally associated with nonprofit leadership.

Qualities of our proposed program that are distinguishable:
- Madison-based and in-person, and some remote participation options available; cohort base (of 20) with flexibility for learners to chart their own path through part-time and ‘a la carte’ options; Wisconsin-wide reach through option for virtual participation by ‘satellite cohorts’ in time
- Significant number of courses are offered in 4-week, 1-credit, evening-based format – accessible for continuing learners
- Not a full master’s; opportunity to obtain certificate but can also enroll in individual classes
- Ecological, multidisciplinary, community-centered approach coupled with traditional “nonprofit management” approaches
- Opportunities for students to customize, pairing nonprofit and community leadership skills with their substantive area of interest (i.e. child development) – like our Professional Skills Courses
- Work in cooperation with target employers and community partners to develop their leadership force
- Connected with statewide, regional and international relationships already established at UW, SoHE, CSCS, and the CommNS
- Community Advisory Group, already established through our Applied Master’s Program and continually expanding based on SoHE’s special community organization partners through a variety of initiatives, serves in an advisory group to the program and a built-in network of speakers and contacts for our students
- In-the-field experiences and observations and community-wisdom-centered teaching approach are characteristic of the program.

Leveraging the Center for Community and Nonprofit Studies relationship with UW-Extension specialists across the state will also be explored as a key feature of the program and pipeline for a statewide presence for the program and the ability to recruit and connect students across Wisconsin. This approach would allow for remote participation but is distinguishable from the prevalent approaches to online nonprofit studies coursework provided by other programs. The goal of this approach would be not only to provide for an online option for remote participation by students outside of the Madison area through ‘satellite cohorts’ from areas where no such program exists, but also to connect and learn across parts of Wisconsin that do not traditionally cross over. This approach would rely on technology (ie. Zoom) that would allow for simultaneous participation by students from across the state, and would serve parts of Wisconsin that do not currently have nonprofit educational programming.
Our community partner relationships are a central feature of this program and include local, regional, statewide, tribal, national, and international collaborators.

Our courses have a novel approach and structure – need to further develop and articulate the qualities of this program that are distinguishable –
  o community-engaged
  o applied
  o customizable
  o recognizing and specializing in a changing and growing “third sector”
  o acknowledging the co-dependency of the business, governmental, and nonprofit sector
  o heavy on community partner relationships and leveraging all UW-Madison community-based projects for experiential opportunities
  o open to pairing the certificate with an area of substantive interest and/or the demands of a particular role with an employer
  o on-the-road and exchange classes during summer;
  o preparing professionals for the real, changing world, today, while giving them the critical skills to continue to evolve their career as the world and sector continue to change.

The structure of this program contemplates flexibility for working professionals while still providing the benefit of a cohort model.

We will also explore a unique "Wisconsin-to-the-World" element in this program, which will further distinguish it from other offerings across the state. Relationships with international academic partners to determine if additional exchange or pipeline programs are feasible; our relationship with the Universidad de Guadalajara and a small network of Mandela Washington scholars from across the African continent would be initial connections through which we could explore such an option.

## 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>
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<th>Title</th>
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<tbody>
<tr>
<td>Jasper, Cynthia R</td>
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<td>Department Chair, Professor</td>
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<td>Executive Director, Center for Community and Nonprofit Studies</td>
</tr>
</tbody>
</table>
What resources are available to support faculty, staff, labs, equipment, etc.?

Administration and Operations; Staffing. Administrative Oversight for the Program will be housed in the CommNS, under the supervision of Executive Director Mary Beth Collins. A new position -- Capstone Certificate Program Coordinator – is proposed as a part of this new program and its budget. A dedicated Graduate Student Support staff member for this endeavor is also contemplated and included in the budget.

SoHE will budget 10% of total anticipated tuition for the program in scholarships; partnering with corporate employers and large nonprofit employers, and developing pipeline programs would also help to secure support for additional scholarship support, which would mitigate the challenge of costs to students.

We are requesting start-up funds that are commensurate to the size of our program, and specific to the roles and needs to transition existing assets for the program. We do not need to “start from scratch” and already have strong assets to deliver the program; we simply need a short-term infusion of funds to support the launch of the formal certificate program.

These funds will cover a 50% Capstone Certificate Program Coordinator who will report to Ms. Collins under the CommNS as well additional teaching support (drawing upon faculty, academic staff, graduate student, and adjunct/ community partner instructors).

Budget projections indicate that with this support to launch the program and provide needed support to students to make the program more accessible, enrollment income will then support an ongoing, sustainable program.

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

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</tr>
</tbody>
</table>
Describe how student services and advising will be supported.

The Capstone Certificate Oversight Committee referenced above will be engaged with and provide guidance on various aspects of the program, with day-to-day staffing of the following tasks to be led by the Capstone Certificate Program Coordinator, under supervision of Ms. Collins:
♣ Monitor students’ progress and course enrollments
♣ Monitor program enrollments and budget; make decisions regarding program continuance, discontinuance or growth
♣ Course scheduling and instruction
♣ Student complaints and grievances
♣ Student advising

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

Resources, Budget, and Finance

Is this a revenue program? Yes

What is the tuition structure for this program?
Standard resident/MN/nonresident graduate tuition

Provide a summary business plan.

We will strive to achieve the following modest enrollment targets, which will incrementally allow this program to operate pursuant to a self-sustaining revenue and cost model (see also attached budget):

Enrollment Targets:
Year 1: 15 unique students, with varying credit loads
Year 2: 25 unique students, with varying credit loads
Year 3: 30 unique students with varying credit loads, with cohort of 10 students on full-time track.
Year 4: 50 unique students, with full-time cohort of 25 students
Year 5: 60 unique students, with full-time cohort of 30 students

More detailed information is included as an attachment under "Supporting Information"

Provide an overview of plans for funding the program including but not limited to program administration, instructional/curricular delivery, technology needs and program assessment.

Please see attached 5-year budget projections under "Supporting Information"
What is the marketing plan?

Our Oversight Committee and program staff (housed at the CommNS) will conduct targeted marketing and outreach to the following key audiences, through in-person visits/presentations, individual meetings, event tabling, email and social media outreach, and other methods:

- Current UW System undergraduates and recent graduates who wish to obtain a certificate in addition to their original bachelor’s degree in major program – focus on career-readiness (Capstone certificate students are admitted as University Special students through Adult Career and Special Student Services (ACSSS))
- Current nonprofit, public sector, tribal, and corporate employees whose places of employment support their continuing education to better address community, philanthropic, and “third sector” issues.
- Practitioners connected to UW-Madison and SoHE through “pipeline” programming with Wisconsin-wide community partnerships – including Prenatal to Five, the Boys and Girls Club network, and the UW-Extension network.
- Adult learners looking to make a career change.

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

No.

Are new Library resources needed to support this program?

No

Will you be seeking federal financial aid eligibility for this Capstone program?

No

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**Curriculum and Requirements**

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Admission Requirements
Applicants must possess a baccalaureate degree. Applications are accepted for fall and spring semesters with deadlines of August 1 and December 1, respectively. Adult Career and Special Student Services (ACSSS) is the admitting office for all University Special students. However, the department offering the capstone certificate program makes the final admission decision upon review of all applicant materials.

Applications
A complete application includes the following information:
1. An online application for admission as a University Special student, selecting UNCS Capstone Certificate and the program: Community and Nonprofit Leadership
2. A one-page statement of interest
3. International students from non-English speaking countries must also submit TOEFL scores that meet Graduate School minimum requirements.

Describe plans for recruiting students to this program.

We will conduct targeted outreach to the following key audiences:

Current UW System undergraduates and recent graduates who wish to obtain a certificate in addition to their original bachelor’s degree in major program – focus on career-readiness (Capstone certificate students are admitted as University Special students through Adult Career and Special Student Services (ACSSS))
- Current nonprofit, public sector, tribal, and corporate employees whose places of employment support their continuing education to better address community, philanthropic, and “third sector” issues.
- Practitioners connected to UW-Madison and SoHE through “pipeline” programming with Wisconsin-wide community partnerships – including Prenatal to Five, the Boys and Girls Club network, and the UW-Extension network.
- Adult learners looking to make a career change.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>15 unique students, with varying credit loads</td>
</tr>
<tr>
<td>Year 2</td>
<td>25 unique students, with varying credit loads</td>
</tr>
<tr>
<td>Year 3</td>
<td>30 unique students with varying credit loads, with cohort of 10 students on full-time track</td>
</tr>
<tr>
<td>Year 4</td>
<td>50 unique students, with full-time cohort of 25 students</td>
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</table>
### Year 5

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
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</thead>
<tbody>
<tr>
<td>Year 5</td>
<td>60 unique students, with full-time cohort of 30 students</td>
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</tbody>
</table>

Maximum enrollment that can be supported with existing instructional and student services resources:

TBD

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

We expect the growth of the program to be incremental and will be able to adjust accordingly in our staffing and course offerings as we observe and field applications and enrollments. Because most eligible courses will be offered regardless of Capstone Certificate enrollees in the beginning, and there are a variety of courses that will fit the needs of this program, we should be able to bear fluctuation or unexpectedly high or low enrollments in the classroom (the impact of enrollments will be distributed across many courses). Regarding student oversight and advising, having a dedicated Capstone Certificate Coordinator and graduate student support should allow for adequate support in the first year or two, and those team members will be tasked with gauging and monitoring interest in the program and recruiting and will be able to bring any need for additional staff forward to the Oversight Committee (further, enrollment increases should result in revenue increases that can cover the cost of additional support).

Are international students permitted to enroll in this program? Yes

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

Guide Requirements tab

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTER-HE 815</td>
<td>Professional Skills for Community Leaders and Practitioners (4 credits required)</td>
<td>1</td>
</tr>
</tbody>
</table>

1 A minimum of 4 credits of INTER-HE 815 coursework is required. Any topic offered through INTER-HE 815 counts toward this requirement. Three 1-credit sections are offered each semester. Topics include:

- Strategies for Managing and Facilitating
- Interaction with the Public Sector and Understanding Regulatory Contexts
- Culturally Competent and Trauma-Informed Strategies
- Creative Collaborations and Partnerships in Domestic and International Contexts
- Financial Management and Reporting Processes for Organizations
Storytelling, Messaging, and Communication
Design Concepts for Mission-Based Enterprise
Health and Wellness Principles and Applications
Fundraising and Revenue Models

Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CSCS 300</td>
<td>Nonprofit Sector: Overview and Foundations</td>
<td>3</td>
</tr>
<tr>
<td>CSCS 345</td>
<td>Evaluation and Planning for Community and Nonprofit Organizations</td>
<td>3</td>
</tr>
<tr>
<td>CSCS 460</td>
<td>Civil Society and Community Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CSCS 600</td>
<td>Community Issues and Action Capstone</td>
<td>3</td>
</tr>
<tr>
<td>CSCS 775</td>
<td>Building Civil Society</td>
<td>3</td>
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<tr>
<td>CSCS 785</td>
<td>Civic Development Across the Lifespan</td>
<td>3</td>
</tr>
<tr>
<td>CSCS 795</td>
<td>Community Power and Collective Action</td>
<td>3</td>
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<tr>
<td>CSCS 811</td>
<td>Community-Based Research: Theory and Practice</td>
<td>3</td>
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<tr>
<td>CSCS 812</td>
<td>Mixed-Methods in Community-Based Research</td>
<td>3</td>
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<tr>
<td>CSCS 813</td>
<td>Transformative Evaluation in Practice</td>
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This capstone requires a minimum of 10 total credits.

Total credits required:
10

Semesters to completion:
2 - 3

Guide Graduate Policies tab

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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>
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<tbody>
<tr>
<td>1 Identify and describe key competencies for thoughtful, effective leadership and participation in the community and non-profit sectors and in other mission-based enterprises.</td>
</tr>
<tr>
<td>2 Evaluate current trends and common or novel approaches to issues in community, nonprofit, and mission-based enterprise, taking into consideration historic lessons learned and observations and experiences from the field, in addition to scholarly critique.</td>
</tr>
</tbody>
</table>
# Outcomes

Enter one learning outcome per box. Use the green + to create additional boxes.

<table>
<thead>
<tr>
<th></th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Obtain familiarity and comfort with particular tasks, strategies, and efforts commonly needed for leadership and change agent roles in mission-based work; obtain skills in independent professional development to remain apprised of changing trends and approaches.</td>
</tr>
<tr>
<td>4</td>
<td>Refine skills and competencies that can be directly applied in mission-based work.</td>
</tr>
<tr>
<td>5</td>
<td>Make connections with a network of practitioners and other change agents who will serve as collegial resources for future mission-based work.</td>
</tr>
</tbody>
</table>

## Summarize the assessment plan.

Annually, the full Capstone Certificate Oversight Committee will meet to review the collected assessment information. At this meeting, the committee will review the following information:

- Number of students pursuing the certificate
- Progress of enrolled students in their coursework
- Feedback from advisors/faculty
- Feedback from students

Approved Assessment Plan:  
[Capstone Certificate in CNPL Learning Goals Assessment.pdf](#)

## 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.

[https://next-guide.wisc.edu/programadmin/](https://next-guide.wisc.edu/programadmin/)
Yes

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

Yes

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

Yes

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

Yes

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

Yes

All of the Capstone certificate credits must be earned “in residence” (which includes on campus and distance-delivered courses) at UW-Madison while enrolled in the Capstone certificate program. Because a Capstone certificate is comprised of just a few courses, it is not appropriate for students who already have completed the same or similar coursework at UW-Madison or another institution.

Yes

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

Yes

The program faculty/staff will ensure the program is encoded into DARS and will work with the Registrar’s Office DARS liaison to keep approved revisions to the curriculum current.

Yes

All students will be declared into the appropriate plan code in SIS via either an admission process or e-declaration. If the student does not have the plan code on their student record in SIS the student is not considered to be in the program.

Yes

The program faculty/staff will ensure the program website, Advance Your Career materials if applicable, and other presentations are consistent with the Guide information for this program.
Yes

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

Yes

Degree-seeking students may not be concurrently enrolled in a Capstone certificate program.

Yes

Students enrolled in Capstone certificate programs are NOT eligible for teaching assistant (TA), research assistant (RA), project assistant (PA) nor graduate fellowship support. Programs must disclose this program policy to Capstone certificate students in the recommendation of admission letter, program website, program handbook, and program orientation.

Yes

To be eligible for admission to a Capstone program, a student must hold an earned bachelor’s degree or equivalent credential from an accredited college or university.

Yes

Supporting Information

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

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

Additional Information:

Capstone Certificate in CNPL Budget.xlsx

Approvals

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

Entered by:
Date entered:

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

Enter any notes about approval here:

Entered by and date: Date entered:

GFEC Approval - This proposal has been approved by the Graduate Faculty Executive Committee and the Dean of the Graduate School.

Enter any notes about the approval here:

Entered by:
Date entered:

UAPC Approval - This proposal has been approved by the University Academic Planning Council and the Provost.

Enter any notes about approval here:

Entered by:
Date entered:

For Administrative Use

Admin Notes:

https://next-guide.wisc.edu/programadmin/
Guide URL:

Effective date:

Career:

SIS Program Code:

SIS Short Description:

Other plan codes associated with this program:

Degree:

Field of Study:

Program Length:

National Student Clearing House Classification:

Plan Group:

Award Category:

Enrollment Category:

CIP Code:

UWSTEM:

HEALTH:

Educational Innovation Program:

Distance Education Program:

Non Traditional Program:

Special Plan Type:

CDR certificate category:
## Community and Non-Profit Leadership Certificate

### REVENUE

<table>
<thead>
<tr>
<th>Enrollment Targets:</th>
<th>FY19</th>
<th>FY20</th>
<th>FY21</th>
<th>FY22</th>
<th>FY23</th>
<th>FY24</th>
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<tbody>
<tr>
<td>Part-time Students</td>
<td>-</td>
<td>15</td>
<td>25</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Average Credits</td>
<td>-</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Full-time Students</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>10</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Credits</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
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<td>90</td>
<td>150</td>
<td>240</td>
<td>450</td>
<td>540</td>
</tr>
<tr>
<td>Tuition per Credit</td>
<td>$768</td>
<td>$791</td>
<td>$815</td>
<td>$839</td>
<td>$864</td>
<td>$890</td>
</tr>
<tr>
<td>Estimated Tuition Fees</td>
<td>$-</td>
<td>$71,190</td>
<td>$122,250</td>
<td>$201,360</td>
<td>$388,800</td>
<td>$480,600</td>
</tr>
<tr>
<td>10% Discount Factor</td>
<td>-</td>
<td>(7,119)</td>
<td>(12,225)</td>
<td>(20,136)</td>
<td>(38,880)</td>
<td>(48,060)</td>
</tr>
<tr>
<td>10% Campus Assessment</td>
<td>-</td>
<td>(6,407)</td>
<td>(11,003)</td>
<td>(18,122)</td>
<td>(34,992)</td>
<td>(43,254)</td>
</tr>
<tr>
<td>Estimated Tuition Revenue</td>
<td>$-</td>
<td>$57,664</td>
<td>$99,023</td>
<td>$163,102</td>
<td>$314,928</td>
<td>$389,286</td>
</tr>
</tbody>
</table>

### EXPENSES

| Program Coordinator (50%)                        | $37,300 | $38,000 | $38,800 | $39,600 | $40,400 | $41,200 |

#### Instruction:

| Course 1                                         | -      | -      | -      | 10,500  | 10,500  | 10,500  |
| Course 2                                         | -      | -      | -      | 10,500  | 10,500  | 10,500  |
| Course 3                                         | -      | -      | -      | -      | 10,500  | 10,500  |

| Graduate Student Asst. (Hrly)                    | -      | 7,500  | 7,500  | 7,500   | 7,500   | 7,500   |

| Marketing                                        | -      | 2,000  | 2,000  | 2,000   | 2,000   | 2,000   |
| Technology                                       | -      | 2,000  | 2,000  | 2,000   | 2,000   | 2,000   |
| Honoraria                                        | -      | 2,500  | 2,500  | 2,500   | 2,500   | 2,500   |
| Supplies                                         | -      | 1,500  | 1,500  | 1,500   | 1,500   | 1,500   |

| Estimated Expenses                               | $37,300 | $53,500 | $54,300 | $76,100 | $87,400 | $88,200 |

| Estimated Net Revenue                            | $(37,300) | $4,164 | $44,723 | $87,002 | $227,528 | $301,086 |
Certificate Program Name: Community and Nonprofit Leadership  
Certificate Level (Undergraduate or Graduate/Professional): Graduate/Professional  
Faculty Director Name, Contact Information, Title: Cynthia Jasper, Chair and Professor, Civil Society and Community Studies, crjasper@wisc.edu  
Primary Program Contact Name, Contact Information, Title: Mary Beth Collins, Executive Director, Center for Community and Nonprofit  
Date this assessment plan was adopted by the program faculty: Spring 2019

Student Learning Goals (What)  
Generally, undergraduate and graduate certificate programs have 1 to 5 learning goals; undergraduate and graduate certificate programs must have one defined learning goal. List the learning goal(s) for this certificate program below.

1. Identify and describe key competencies for thoughtful, effective leadership and participation in the community and non-profit sectors and in other mission-based enterprises.
2. Evaluate current trends and common or novel approaches to issues in community, nonprofit, and mission-based enterprise, taking into consideration historic lessons learned and observations and experiences from the field, in addition to scholarly critique.
3. Obtain familiarity and comfort with particular tasks, strategies, and efforts commonly needed for leadership and change agent roles in mission-based work; obtain skills in independent professional development to remain apprised of changing trends and approaches.
4. Refine skills and competencies that can be directly applied in mission-based work.
5. Make connections with a network of practitioners and other change agents who will serve as collegial resources for future mission-based work.

Curriculum Map (Where)  
- **Learning Goals** – Enter the certificate program learning goals identified in the previous section on the top row of the following chart. Alternatively, use the numbering in the list above in the chart.
- **Degree/Major Program Courses/Experiences** – List all certificate program requirements (in some cases co-curricular experiences may also be included).
- Indicate where the course or learning experience contributes to each of the learning goals. Courses may contribute to multiple learning goals.
## Curriculum Map

Enter program-level learning goals and mark which course or contributes to which learning goal.

<table>
<thead>
<tr>
<th>Degree Program Courses or Experiences</th>
<th>Learning Goal #1</th>
<th>Learning Goal #2</th>
<th>Learning Goal #3</th>
<th>Learning Goal #4</th>
<th>Learning Goal #5</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCS 300 Nonprofit Sector Overview/Foundations</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCS 345 Evaluation and Planning for Community and Nonprofit Organizations</td>
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<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCS 460 Civil Society and Community Leadership</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>CSCS 600 Community Issues Capstone</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>CSCS 775 Building Civil Society</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCS 785 Civic Development Across the Lifespan</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCS 811 Community Based Research – Theory and Practice</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Civil Society and Community Studies 813 – Transformative evaluation in practice</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Human Ecology Professional Skills Series 815</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

*Add or remove rows or columns as needed to capture all requirements and learning goals.*
## Assessment Planning (How)

For each learning goal, indicate how you plan to assess whether or not students are meeting the expectation, as well as when each learning goal will be assessed. Keep in mind that each academic degree program is expected to engage in at least one assessment activity per year and assessment activities, in total, must include one direct assessment method.

**Method for assessing learning (at least one direct method required)**

<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>Method for assessing learning</th>
<th>Timetable for assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful completion of required courses and electives focusing on leadership and participation in the nonprofit and community sectors; in particular, Professional Skills course (Inter-HE 815) final projects will provide numerous opportunities to apply this learning and receive feedback and evaluation.</td>
<td>Successful completion of a CSCS course particularly focused on history and critique in the sectors (300, 460, 775, 785) or of certain Professional Skills courses (Inter-HE 815)</td>
<td>Annually</td>
</tr>
<tr>
<td>Successful completion of CSCS 345, 811, or 815 or Professional Skills (Inter-HE 815) courses.</td>
<td>Professional Skills course (Inter-HE 815) final projects will provide numerous opportunities to apply this learning and receive feedback and evaluation.</td>
<td>Year 2</td>
</tr>
<tr>
<td>Successful completion of Professional Skills courses (Inter-HE 815).</td>
<td></td>
<td>Year 2</td>
</tr>
</tbody>
</table>

*For examples of direct and indirect methods of assessment, see: [http://provost.wisc.edu/assessment/doing-assessment.htm](http://provost.wisc.edu/assessment/doing-assessment.htm).  
**For each course identified, the instructor for the course will select one relevant assignment that will serve as a direct assessment of that particular learning goal.

## Assessment Review and Reporting (So What)

1. **Who is responsible for assessment?** (Identify a three-member team who will coordinate the implementation of the plan on an annual basis, usually the program chair, and two other members from the faculty or academic staff): Cynthia Jasper, Mary Beth Collins, and Brian McInnes make up the assessment team.

2. **What is the plan for review of the assessment information?** (Typically an annual meeting of the program faculty and staff; note that at this meeting the program may want to review enrollment information, course progression, completion, and other features of the student experience. This is also a good time to review and update the certificate implementation form): Annually, the full Capstone Certificate Oversight Committee will meet to review the collected assessment information. At this meeting, the committee will review the following information:
• Number of students pursuing the certificate
• Progress of enrolled students in their coursework
• Feedback from advisors
• Feedback from students

3. **What is the plan for production of annual summary report?** (typically a summary of the materials that forms the basis of the discussion at the annual meeting, the content of the discussion, and any recommendations): After reviewing the assessment summary and comments from the annual meeting, the committee will decide which (if any) items are actionable and provide a report of those plans, along with the initial assessment summary, to the Provost within two months.

4. **How will recommendations be implemented?** (explain the general process by which recommendations will be implemented): Any actionable items will be discussed during the committee meetings held quarterly. Proposals will be developed and go through the appropriate governance steps at that time. If approved, any curricular/programmatic/co-curricular changes will be implemented the following Fall semester or thereafter. The department of Civil Society and Community Studies will monitor all new implementations annually, with a more comprehensive report being compiled during the appropriate student learning outcome assessment year (within the 3-year timeline).

-----------------------------------------------------------------------------------------------
Information on certificates [http://apir.wisc.edu/certificates.htm](http://apir.wisc.edu/certificates.htm); Information on assessment [http://provost.wisc.edu/assessment/](http://provost.wisc.edu/assessment/)