Program Change Request

New Program Proposal

Date Submitted: 10/19/18 1:24 pm

Viewing: Community-Engaged Scholarship

Last edit: 11/16/18 9:21 am

Changes proposed by: emackay2

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

Name

Eric MacKay - HEC

Proposal Abstract/Summary:
The purpose of this certificate program is to train graduate students in the best practices of community-engaged scholarship (CES), which is defined as teaching or research that is done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships.

Basic Information

Type of Program: Certificate

Who is the audience? Graduate or professional

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 will be involved, provisions for transitions in the committee, and processes for interaction with the home department.

The certificate will be governed by the Faculty Director of the Morgridge Center for Public Service (MCPS), the Assistant Director for Community-Engaged Scholarship at the MCPS, Elizabeth Tryon, the Chair of the Civil Society and Community Studies (CSCS) department.
Lyntia Jasper, School of Human Ecology Associate Professor and Evaluation Specialist Lori Bakken, and the Graduate Program Coordinator in the School of Human Ecology, Eric MacKay.

The governance committee will be responsible for reviewing student progress, making major decisions related to the program, and reviewing and providing recommendations for the annual program assessments. Members of the governance committee from CSCS will serve as a resource for graduate policies and procedures related to the certificate program, oversee program admissions, provide courses, provide faculty for student advising, acquire necessary committee approvals, and serve as a resource to troubleshoot problems and answer program staff's questions. CSCS staff will coordinate the day-to-day activities for the program, coordinate meetings of the governance committee, respond to students' inquiries for program information, market and promote the program, prepare program assessment materials for review by the governance committee, alert faculty to students' questions and concerns, and prepare any documentation necessary for program approvals or changes. MCPS staff will assist as necessary.

Is this in the Graduate School? Yes
SIS Code:
SIS Description:
Transcript Title: Community-Engaged Scholarship

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>Department Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Contact</td>
<td>Mackay, Eric</td>
<td><a href="mailto:emackay2@wisc.edu">emackay2@wisc.edu</a></td>
<td>608/263-5675 Graduate Coordination</td>
<td></td>
</tr>
<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 Grad Program Chair</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 Faculty Director</td>
<td></td>
</tr>
<tr>
<td>Primary Dean's Office Contact</td>
<td>Bruns, Susan K</td>
<td><a href="mailto:bruns2@wisc.edu">bruns2@wisc.edu</a></td>
<td>608/262-4897 Chief of</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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<tbody>
<tr>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
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<tr>
<td>Counseling Psychology (COUN PSY)</td>
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<tr>
<td>LaFollette Schi Public Affairs (PUB AFFR)</td>
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<tr>
<td>WISCIENCE (WISCIENCE)</td>
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<tr>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
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<tr>
<td>Sociology (SOCILOGY)</td>
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<tr>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
</tr>
<tr>
<td>Population Health Sciences (POP HLTH)</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)
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.

If approved, promotion for this certificate program will begin immediately and continue through the end of Summer 2019 to enroll an initial cohort of approximately 5 students.
A webpage for this certificate would be created in collaboration with the SoHE Communications office immediately, but no later than mid-Summer 2019.

All required courses will be ready to accept these additional enrollments to accommodate students in this certificate program by Fall 2019.

## Rationale and Justifications

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

The purpose of this certificate program is to train graduate students in the best practices of community-engaged scholarship (CES), which is defined as teaching or research that is done in collaboration with community organizations or community partners in equitable, mutually beneficial, respectful relationships. CES can include:

- community-based (service) learning, in which students work with community organizations (typically either through direct service or project-based work) to enhance their academic learning, professional development, and personal development while providing tangible benefits to the community organization and its constituents.
- community-based research, a spectrum of research including community-based participatory research and participatory action research. In this type of research, researchers work with community members to address research questions or problems of interest to the community itself. These collaborations typically yield both academic research and useful outcomes or products for community members, who often act as co-researchers. Additionally, the relationships between community partners and researchers are mutually beneficial, equitable, and respectful.
- CES can include other community engagement and outreach efforts, including scholarship on CES. Graduate students in this certificate may focus on one, several, or all facets of CES, depending on their interests. Through this certificate, students will feel confident to teach community-based learning courses, conduct community-based research, and/or lead community engagement initiatives.

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

This certificate is meant to fulfill the desires of a broad range of students. As we describe below, many graduate students are interested in doing meaningful work with community members as in alignment with the Wisconsin Idea. Community-minded graduate students can be found in virtually every department at UW-Madison. Some programs are explicitly community-oriented, such as the department of CSCS or the School of Library and Information Studies, and will attract students who are very interested in CES. However, that leaves many other students who would like to pursue some community engagement without a clear path for incorporating that work into their graduate studies.

- **Wildlife Ecology:**
  In the Wildlife Ecology Master’s program, students have significant flexibility in their course requirements (two graduate seminars, one statistics course, and one technical skills course). The rest of the course plan is determined with the student’s advisor and committee, so the student should be able to develop a plan that allows for the fulfillment of these requirements while completing the CES certificate.

- **Curriculum and Instruction:**
  In the Curriculum and Instruction Master’s program, students are required to take 30 credits, 15 of which must be in Curriculum and Instruction. This allows for more flexibility with the other 15 credits. Additionally, if students have a focus in Education, they could take other courses within the School of Education to satisfy both their program requirements and the CES certificate requirements.

- **Sociology:**
  In the Sociology Master’s program, students are required to take 30 credits, including 4 classes within the Sociology department. This leaves flexibility in the rest of the student’s credits.

- **Educational Policy Studies:**
  In the Educational Policy Studies Master’s program, students are required to take 30 credits, 18 of which must be in the EPS department. This allows for further course exploration outside the EPS department, which could satisfy the CES certificate requirements. Additionally, the CES certificate has electives within the EPS department.

- **Agroecology:**
  In the Agroecology Master’s program, there is a Public Pracce option which focuses on preparing students to interface with the greater community, so the CES certificate could support this track well. Students are instructed to take 18 credits in Ecology, Social Science, Community Process, and Agricultural Science, so there is space for them to take CES credits.
Public Affairs:
In the Public Affairs Master's program, students are expected to take 8 elective courses. This leaves space for completion of the CES certificate, which includes one Public Affairs class as an elective, as well.

Do current students need or want the program? Provide evidence.
In May 2016, staff from the Morgridge Center for Public Service conducted a survey of all UW-Madison graduate students, as well as several focus groups, to gauge students' interest in community-engaged scholarship (CES). The results were clear: many students were interested in combining their scholarship—be it teaching, research, or both—with meaningful engagement with the community. Some students were unfamiliar with CES, but wanted to learn more and explore opportunities. Others came to UW-Madison specifically because of the Wisconsin Idea and were disappointed there were not more opportunities for community engagement. Students expressed the desire for more institutional support for CES, such as recognition on transcripts. This study led us to develop this certificate, which will lend important institutional support for graduate students interested in CES.

What is the market, workforce, and industry need for this program? Provide evidence.
There is also strong evidence that more graduate students need training in and recognition for CES. As universities increasingly expect faculty members to engage with communities, graduate students need appropriate training to fulfill these needs. Additionally, many current and future graduate students will not pursue careers in academia, due both to fewer tenure-track positions and the diverse interests of graduate students. Many may instead go into the nonprofit or public sectors where they will have to do meaningful work with community members and organizations. This certificate will help to provide students with the necessary training and skills to do this work in a respectful, equitable, and effective way.

What gap in the program array is it intended to fill?
The mission of the department of Civil Society and Community Studies (CSCS) is to focus on “processes of education and community leadership as they pertain to the many fields and disciplines of the School of Human Ecology.” The department helps students “acquire and develop broad-based interdisciplinary knowledge, perspectives, and skills for application as leaders and educators focused on human issues and services within education, community, nonprofit, government agency, and business settings.” This graduate certificate provides another avenue for CSCS to prepare graduate students for these community leadership roles while preparing students to apply their knowledge in a variety of settings. CES focuses on tangible applications in community settings.

This certificate is meant to fill that gap: to provide expertise, institutional support, and formal recognition for those graduate students who want to develop their knowledge of and skills in community engagement within their own discipline, which may not be as community-oriented as CSCS. Potential graduate students may instead be in the STEM fields, education, sociology, communication, the humanities, or other disciplines. This certificate is intended to bridge the divide between students who want to solely focus on CES and those who want CES to be an important piece of their graduate education.

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>
</tr>
</thead>
<tbody>
<tr>
<td>Tryon, Elizabeth A</td>
<td>Counseling Psychology (COUN PSY)</td>
<td>Assistant Director of Community-Engaged Scholarship Center for Public Service</td>
</tr>
<tr>
<td>Jasper, Cynthia R</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Department Chair</td>
</tr>
<tr>
<td>Bakken, Lori L</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Associate Professor and Evaluation Specialist</td>
</tr>
<tr>
<td>Mackay, Eric</td>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
<td>Graduate Program Coordinator</td>
</tr>
<tr>
<td>Courtier, Anna Mahr Bishop</td>
<td>WISCIENCE (WISCIENCE)</td>
<td>Director of Service Learning</td>
</tr>
<tr>
<td>Duerst, Barbara L</td>
<td>Population Health Sciences (POP HLTH)</td>
<td>MPH Deputy Director</td>
</tr>
<tr>
<td>Miller, Peter M</td>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
<td>Professor</td>
</tr>
<tr>
<td>Green, Gary P</td>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
<td>Professor</td>
</tr>
<tr>
<td>Stoecker, Randy R</td>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
<td>Professor</td>
</tr>
</tbody>
</table>

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

Program advisor(s) with title and departmental affiliation(s).
Confirm that the program advisor(s) or coordinator(s) have been consulted and reviewed this proposal. Yes

Resources, Budget, and Finance

What is the tuition structure for this program?
Standard graduate per credit tuition (allowed for non-traditional programs)

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. Resource commitment will come in the form of staff time provided by the Department of Civil Society and Community Studies and the Morgridge Center for Public Service. Dean Soyeon Shim has approved this use of staff resources.

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.
There are no plans to fund students.

Curriculum and Requirements

Describe plans for recruiting students to this program.
In addition to having a presence on the School of Human Ecology website, this certificate option will be heavily publicized by the Morgridge Center for Public Service. They have an extensive communication network and will be able to disseminate information widely and to an audience of graduate students who are likely candidates to enroll in this program.

What is the recruiting and admissions strategy for underrepresented students?
The Civil Society and Community Research PhD option in Human Ecology has a strong history of attracting underrepresented students both to apply for the PhD program and to enroll in CSCS courses. The nature of the content being delivered, we believe, is attractive to many underrepresented students who may have an interest in studying community engagement through a transformative or justice-oriented lens. We aim to attract underrepresented students to this certificate by highlighting that diversity of our graduate program on the certificate webpage.

Projected Annual Enrollment:

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

Maximum enrollment that can be supported with existing instructional and student services resources:
10

Describe plans for supporting enrollments that are much higher or much lower than the anticipated enrollment.
Low enrollments can be handled with ambitious recruiting and marketing efforts, which the Morgridge Center for Public Service will assist with due to their strong network of graduate students on campus and dedicated Communications Specialist. High enrollments can be managed by monitoring impact, encouraging coordination, and adding sections to courses.

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.
Guide Requirements tab

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
</tr>
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<tbody>
<tr>
<td>COUN PSY 601</td>
<td>Best Practices in Community-Engaged Scholarship</td>
<td>2</td>
</tr>
<tr>
<td>CSCS 811</td>
<td>Community-Based Research: Theory and Practice</td>
<td>3</td>
</tr>
<tr>
<td>or CSCS 570</td>
<td>Community Based Research and Evaluation</td>
<td>3</td>
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<tr>
<td>CSCS 999</td>
<td>Independent Study</td>
<td>1</td>
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Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit</th>
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<tbody>
<tr>
<td>CSCS 813</td>
<td>Transformative Evaluation in Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/POLI SCI 873</td>
<td>Public Program Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>C&amp;E SOC/SOC 573</td>
<td>Community Organization and Change</td>
<td>3</td>
</tr>
<tr>
<td>SOC/C&amp;E SOC/URB R PL 645</td>
<td>Modern American Communities</td>
<td>3</td>
</tr>
<tr>
<td>ELPA/INTER-HE 770</td>
<td>Community, Opportunity, and Justice</td>
<td>3</td>
</tr>
<tr>
<td>POP HLTH/PUBLHLTH 780</td>
<td>Public Health: Principles and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

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>
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<tbody>
<tr>
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<td>6</td>
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</table>

Summarize the assessment plan.

Annually, the full CES certificate 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

Approved Assessment Plan: Certificate Learning Goals and Assessment.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 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 mad 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 3.00 GPA on required certificate coursework. Completed courses listed within the certificate curriculum, whether or not they meet a specific requirement, are inc 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.

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.

- School of Ed Support.pdf
- La Follee Letter.pdf
- Soyeon Shim Letter.pdf
- Randy Stoeker Letter.pdf
- Anna Courter Letter.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 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, 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 conducting student learning assessment and program review, and otherwise attend to all responsibilities related to offering this program.

Enter any notes about approval here: 

Approved by SoHE GPC April 24, 2018

Approved by SoHE APC April 23, 2018

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: 

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
For Administrative Use

Admin Notes:
SIS 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:
Non Traditional Program:
Special Plan Type:
CDR certificate category:

Reviewer Comments
Nicole Wiessinger (wiessinger) (10/26/18 1:37 pm): Rollback: Hi Eric, I am rolling this back so the WISCIENCE courses can be fixed so there are no longer red boxes around the courses. The subject code INTEGSCI might be the subject code you are referring to? Feel free to email with questions. Best, Nicole
Annette K McDaniel (amcdaniel) (10/30/18 6:43 pm): Rollback: Fix Wiscience course appearance
Eric Mackay (emackay2) (11/05/18 9:15 am): WISCIENCE Courses have not been formally proposed, so they were removed from the electives list. Plenty of course options are still available for this Certificate.
Melissa Rose Schultz (mrschultz3) (11/09/18 4:04 pm): Rollback: There should be approval information entered in the form at the approval steps. See this KB for step-by-step instructions: https://kb.wisc.edu/lumen/page.php?id=85079
Eric Mackay (emackay2) (11/13/18 9:54 am): Unable to add Dept/School Approval Dates-- moving forward in Workflow so Annette McDaniel can add this information at the HEC School Approver level.
Annette K McDaniel (amcdaniel) (11/14/18 2:48 pm): Departmental approval: March 8, 2018 School Approval: April 23, 2018 via APC and April 24, 2018 via GPC.
Melissa Rose Schultz (mrschultz3) (11/15/18 1:15 pm): Rollback: Per phone call from Eric, rollback for approval comments.
Annette K McDaniel (amcdaniel) (11/16/18 9:21 am): Rollback: Enter date for department approval
Annette K McDaniel (amcdaniel) (11/16/18 10:45 am): Per Melissa, we can approve without department approval date entered due to pending vendor upgrade. The Department approved on March 8, 2018

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
April 19, 2018

To: Elizabeth Tryon, Assistant Director, Morgridge Center for Public Service

From: Carolyn Kelley, Senior Associate Dean, School of Education

Re: School of Education Support for Certificate in Community-Engaged Scholarship

The School of Education would like to express our full support for the proposed Certificate in Community-Engaged Scholarship in the Civil Society & Community Studies Department in the School of Human Ecology. We anticipate some of our graduate students will participate in the certificate. The School of Education takes pride in our student engagement with the wider community and supports this additional pathway to encourage our graduate students to think beyond campus.

cc: Diana Hess, Dean, School of Education
    Jeff Hamm, Associate Dean for Student Affairs, School of Education
May 23, 2018

To Whom It May Concern:

This letter indicates the support of the La Follette School to Public Affairs 871, Program Evaluation to be included in the graduate certificate/doctoral minor in Community-Engaged Scholarship in the School of Human Ecology. We understand that the purpose of this program is to support graduate students across campus who are interested in incorporating community-engaged teaching and research into their portfolios, but may not necessarily have the coursework or support within their home disciplines to do so.

One caveat is that Program Evaluation has been oversubscribed in recent years, and we will give first priority to La Follette students. Therefore we cannot guarantee that seats will be available to students outside our program.

Best regards,

Donald P. Moynihan
Director, La Follette School of Public Affairs
To: Graduate School Faculty Executive Committee

From: Anna Courtier

May 2, 2008

I support the approval of a graduate certificate and PhD minor in Community-Engaged Scholarship (CES), to be hosted by the Department of Civil Society and Community Research in the School of Human Ecology. This will allow students from other disciplines who are using these courses as electives toward this certificate to enroll in the graduate level WISCIENCE courses as space allows.

This year, WISCIENCE offered INTEGSCI 675 special topics courses – Seminar and Practicum in Community-Engaged Teaching, as part of a Public Service Fellows program. We will be submitting course proposals to formalize this sequence as INTEGSCI 640, 740, and 840 to represent the Public Service in Science, Relationship and Material Development, and Practicum portions of a Public Service Fellows program. The Public Service Fellows program will expand to include components of community-engaged teaching, direct service, public policy, and social enterprise, such that student will experience a variety of pathways to service.

This certificate will complement our own graduate Public Service fellows program, as these students may opt to obtain the certificate in addition to their work at WISCIENCE.

Sincerely,

Anna Courtier, Ph.D.
Director of Service Learning, WISCIENCE
Wisconsin Institute for Science Education and Community Engagement
University of Wisconsin - Madison
To: Graduate School Faculty Executive Committee

From: Prof. Randy Stoecker, Community & Environmental Sociology

Date: 4-25-18

I support the approval of a graduate certificate and PhD minor in Community-Engaged Scholarship (CES), to be hosted by the Department of Civil Society and Community Research, and to allow students to enroll in my course, CES 573 – Community Organization and Change. There are no restrictions on the course and I am happy to accept students from other disciplines using this course as an elective toward this certificate.

Sincerely,

Randy Stoecker
Professor
To:        Graduate School Faculty Executive Committee
From:   Soyeon Shim, Dean, School of Human Ecology
Re:        Graduate Certificate and PhD Minor in Community-Engaged Scholarship
Date:     May 25, 2018

The School of Human Ecology enthusiastically supports the approval of a graduate certificate and PhD minor in Community-Engaged Scholarship (CES), approved by our faculty, Graduate Planning Council and Academic Planning Council. This certificate and minor will be hosted by the Department of Civil Society and Community Studies (CSCS). There are several disciplines on campus that will provide courses to fulfill the needs of students who want to make CES an academic priority, including the CSCS department. The CES certificate and minor will meet the needs of students across campus who want to do community-engaged work within their own discipline in a way that is meaningful to them. This minor and certificate bridge potential gaps within disciplines, providing expertise, institutional support, and formal recognition for graduate students who want to develop their knowledge of and skills in community engagement in their home discipline.

Higher education is at a unique moment where its relevance is continually examined in the public and political arenas. It is clear that the academy needs to be responsive to the needs of the community at large through our research, teaching, and service, often through community-engaged research methodologies and pedagogy. It is also evident that graduate students need preparation for a diverse array of career paths. Tenure-track positions are few and far between, and our graduates may instead go into public policy, the nonprofit sector, or other professional positions outside of the academy. As such, the graduate training for community- and public-oriented students must include community-engaged scholarship to best prepare students for success after graduation.

A certificate will formalize the path that many students are already taking, and for others, create opportunities to intentionally experience and understand the public purpose of their disciplines, exploring the role that they would like to play personally and professionally upon graduation. The community-based learning courses that will be part of the certificate are already popular with graduate students, and will ensure a complementary educational experience for this group of students. At the same time, the certificate will attract other students looking for opportunities like these, who in the past may have had to develop them individually.

We strongly believe that this will be a valuable certificate that will provide an excellent educational experience for University of Wisconsin—Madison students and we look forward to fully support its implementation.
ASSESSMENT PLAN TEMPLATE
UNDERGRADUATE & GRADUATE CERTIFICATE PROGRAMS

Certificate Program Name: Community-Engaged Scholarship
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: Eric Mackay, Graduate Program Coordinator, emackay2@wisc.edu
Date this assessment plan was adopted by the program faculty: Spring 2018

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. Apply theory and effective practices in the conduct of community-based research and evaluation.
2. Utilize theories of translational and transformative learning and community change in performing engaged scholarship.
3. Develop mutually beneficial and equitable partnerships with community organizations and members.
5. Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.
6. Cultivate a leadership style and communication skills that engage community partners in scholarship.

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
## Curriculum Map

(Where) 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>
<th>Learning Goal #6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program proposal</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling Psychology 601 – Best practices in community-engaged scholarship</td>
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<td>X</td>
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<tr>
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<tr>
<td>Public Affairs 871 – Public Program Evaluation</td>
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<tr>
<td>Community and Environmental Sociology 573 – Organization and social change</td>
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<td>Educational Leadership and Policy Analysis 770 – School-community engagement</td>
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<td>Population Health 780 – Public health: Principles and practice</td>
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<tr>
<td>Civil Society and Community Studies 999 - Capstone</td>
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<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.

<table>
<thead>
<tr>
<th>Assessment Planning (How)</th>
<th>Method for assessing learning (at)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Upon presentation of program</td>
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<tr>
<td></td>
<td>- Successful completion of required courses</td>
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<td>- Successful completion of required courses</td>
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<td></td>
<td>- Successful completion of CSCS 570/811</td>
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<tr>
<td></td>
<td>- Completion of public presentation</td>
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<td>- Completion of required course - Capstone</td>
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</tbody>
</table>

- Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.
- Cultivate a leadership style and communication skills that engage community partners in scholarship.
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, Elizabeth Tryon, and Lori Bakken 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 CES certificate 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/)