Program Change Request

New Program Proposal

Date Submitted: 10/24/18 11:47 am

Viewing: Community-Engaged Scholarship

Last edit: 11/16/18 9:23 am

Changes proposed by: emackay2

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

Approval Path
1. 10/24/18 11:48 am
   Eric Mackay (emackay2):
   Approved for CSCS Dept. Approver
2. 10/24/18 11:49 am
   Eric Mackay (emackay2):
   Approved for HEC School Admin Reviewer
3. 10/24/18 2:20 pm
   Annette K McDaniel (amcdaniel):
   Approved for HEC School Approver
4. 10/26/18 1:37 pm
   NicoleWiessinger

https://next-guide.wisc.edu/courseleaf/approve/?role=GRAD%20SCH%20Dept.%20Approver
1. 11/30/18 6:43 pm
   Nicole Wiessinger (wiessinger): Approved for HEC School Approver

2. 11/30/18 6:43 pm
   Nicole Wiessinger (wiessinger): Rollback to HEC School Approver for APIR Admin

3. 10/30/18 6:43 pm
   Annee K Mcdaniel (amcdaniel): Rollback to CSCS Dept. Approver for HEC School Approver

4. 11/05/18 9:09 am
   Eric Mackay (emackay2): Approved for CSCS Dept. Approver

5. 11/05/18 9:10 am
   Eric Mackay (emackay2): Approved for HEC School Admin Reviewer

6. 11/05/18 9:21 am
   Annee K Mcdaniel (amcdaniel): Approved for HEC School Approver

7. 11/05/18 9:21 am
   Annee K Mcdaniel (amcdaniel): Rollback to HEC School Admin Reviewer for APIR Admin

8. 11/09/18 4:04 pm
   Melissa Rose Schultz (mrschultz3): Approved for HEC School Admin Reviewer

9. 11/09/18 4:04 pm
   Melissa Rose Schultz (mrschultz3): Rollback to HEC School Admin Reviewer for APIR Admin

10. 11/13/18 9:54 am
    Eric Mackay (emackay2): Approved for HEC School Admin Reviewer

11. 11/14/18 2:47 pm
    Annette K McDaniel (amcdaniel): Approved for HEC School Approver

12. 11/15/18 1:15 pm
    Melissa Rose Schultz (mrschultz3): Rollback to HEC School Admin Reviewer for APIR Admin
Basic Information

Type of Program: Minor (PhD and BSE only)
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

Proposal Abstract/Summary:
The purpose of this doctoral minor 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.
The minor 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 Cynthia 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 minor, 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: Community-Engaged Scholarship

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>Title</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</td>
<td>Graduate Program Coordinator</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</td>
<td>Department Chair</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>Faculty Director</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</td>
<td>Chief of Staff</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Departments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Soc &amp; Community Studies (CSCS)</td>
</tr>
<tr>
<td>LaFollette Schl Public Affairs (PUB AFFR)</td>
</tr>
<tr>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
</tr>
<tr>
<td>Ed Leadership &amp; Policy Analysis (ELPA)</td>
</tr>
<tr>
<td>WISCIENCE (WISCIENCE)</td>
</tr>
<tr>
<td>Population Health Sciences (POP HLTH)</td>
</tr>
<tr>
<td>Counseling Psychology (COUN PSY)</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
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
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 doctoral minor 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.
on their interests. Through this minor, students will feel confident to teach community-based learning courses, conduct community-based research, and/or lead community engagement initiatives.

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 minor 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 minor 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. This minor 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 minor 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 (Morgridge 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>Specker, Randy R</td>
<td>Community &amp; Environmental Soc (C&amp;E SOC)</td>
<td>Professor</td>
</tr>
</tbody>
</table>
Resources, Budget, and Finance

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

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 minor 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.

In addition, 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 minor by highlighting that diversity of our graduate program through our Human Ecology website.

Projected Annual Enrollment:

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>5</td>
</tr>
<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

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.
List the program learning outcomes.

<table>
<thead>
<tr>
<th></th>
<th>Outcomes – enter one learning outcome per box. Use the green + to create additional boxes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apply theory and effective practices in the conduct of community-based research and evaluation.</td>
</tr>
<tr>
<td>2</td>
<td>Utilize theories of translational and transformative learning and community change in performing engaged scholarship.</td>
</tr>
<tr>
<td>3</td>
<td>Develop mutually beneficial and equitable partnerships with community organizations and members.</td>
</tr>
<tr>
<td>4</td>
<td>Design and evaluate community-based programs for education and outreach using collaborative and participatory approaches.</td>
</tr>
<tr>
<td>5</td>
<td>Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.</td>
</tr>
<tr>
<td>6</td>
<td>Cultivate a leadership style and communication skills that engage community partners in scholarship.</td>
</tr>
</tbody>
</table>

Guide Graduate Policies tab

Program Learning Outcomes and Assessment

List the program learning outcomes.

Annually, the full CES minor committee will meet to review the collected assessment information. At this meeting, the committee will review the following information:

- Number of students pursuing the minor
- Progress of enrolled students in their coursework

Total credits required: 9

Guide Requirements tab

Required Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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></td>
</tr>
<tr>
<td>CSCS 999</td>
<td>Independent Study</td>
<td>1</td>
</tr>
</tbody>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCS 813</td>
<td>Transformative Evaluation in Practice</td>
<td>3</td>
</tr>
<tr>
<td>PUB AFFR/ POLI SCI 871</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/ PUBL HLTH 780</td>
<td>Public Health: Principles and Practice</td>
<td>3</td>
</tr>
</tbody>
</table>

Guide Graduate Policies tab
Approved Assessment Plan: Minor Learning Goals and Assessment.docx

**Commitments**

Courses in the curriculum are numbered 300 or higher.

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

**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: [redacted]  
Date entered: [redacted]

*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:  
Annette McDaniel  
11/16/18

*GFEC Approval* - This proposal has been approved by the Graduate Faculty Execuve Commiee 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:
SIS effective date:
Career:
SIS Program Code:
SIS Short Description:
Other plan codes associated with this program:
Field of Study:
Plan Group:
CIP Code:

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 9:10 am): WISCIENCE Courses have not been formally proposed yet, so they were removed from the elective list. This still leaves plenty of course options to complete the Minor.

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 8:53 am): Unable to add Dept and School Approval Dates...
Doctoral Minor in Community-Engaged Scholarship Learning Outcomes and Assessment

**Doctoral Minor Name:** Community-Engaged Scholarship  
**Faculty Director Name, Contact Information, Title:** Cynthia Jasper, Chair of 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**

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**

<table>
<thead>
<tr>
<th>Curriculum Map (Where)</th>
<th>Enter program-level learning goals and mark which course or contributes to which learning goal.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Program Courses or Experiences</strong></td>
<td>Learning Goal #1</td>
</tr>
<tr>
<td>Program proposal</td>
<td>X</td>
</tr>
<tr>
<td>Counseling Psychology 601 – Best practices in community-engaged scholarship</td>
<td>X</td>
</tr>
<tr>
<td>Civil Society and Community Studies 570/811 – Community-based research and evaluation</td>
<td>X</td>
</tr>
<tr>
<td>Civil Society and Community Studies 813 – Transformative evaluation in practice</td>
<td>X</td>
</tr>
<tr>
<td>Course</td>
<td>Assessment Planning (How)</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Public Affairs 871 – Public Program Evaluation</td>
<td>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.</td>
</tr>
<tr>
<td>Community and Environmental Sociology 573 – Organization and social change</td>
<td>Apply theory and effective practices in the conduct of community-based research and evaluation.</td>
</tr>
<tr>
<td>Population Health 780 – Public health: Principles and practice</td>
<td>Develop mutually beneficial and equitable partnerships with community organizations and members.</td>
</tr>
<tr>
<td>Civil Society and Community Studies 999 - Capstone</td>
<td>Design and evaluate community-based programs for education and outreach using collaborative and participatory approaches.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate application of community-engaged scholarship through a presentation, report or other artifact involving a public/community audience.</td>
</tr>
<tr>
<td></td>
<td>Cultivate a leadership style and communication skills that engage community partners in scholarship.</td>
</tr>
</tbody>
</table>

*Add or remove rows or columns as needed to capture all requirements and learning goals.*
<table>
<thead>
<tr>
<th>Timetable for assessment activity (at least one activity each year; all goals reviewed in a 3-year cycle)</th>
<th>Annually</th>
<th>Annually</th>
<th>Year 2</th>
<th>Year 2</th>
<th>Year 2</th>
<th>Annually</th>
</tr>
</thead>
</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).

**Assessment Review and Reporting**

1. **Who is responsible for assessment?** Cynthia Jasper, Elizabeth Tryon, and Lori Bakken make up the assessment team.

2. **What is the plan for review of the assessment information?** Annually, the full CES minor committee will meet to review the collected assessment information. At this meeting, the committee will review the following information:
   - Number of students pursuing the minor
   - Progress of enrolled students in their coursework
   - Feedback from advisors
   - Feedback from students

3. **What is the plan for production of annual summary report?** 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?** 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).