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PROGRAM OVERVIEW

Welcome! This Graduate Student Handbook contains information on the graduate program in Human Ecology’s option in Civil Society & Community Research (CSCR). The Handbook provides the basic information that students will need to complete their studies and obtain their graduate degrees. Students should keep a copy of the Handbook as a reference for all program-related questions.

For information on the CSCR program, including admissions, please visit: https://sohe.wisc.edu/sohe101/academic-departments/interdisciplinary-studies/civil-society-community-research

Program Background

The Civil Society & Community Research graduate program option was formally endorsed by the School of Human Ecology (SoHE) in May 2010, and by the University of Wisconsin–Madison in February 2012. The letter from the UW–Madison Provost to the UW System Administration announcing the creation of the new option stated that CSCR “will provide a theoretical focus on human ecology from the perspectives of civil society, community psychology, and voluntary association, and a methodological focus on community-based research and participatory methods”.

The conceptual orientation of the program, however, has a much longer history. CSCR represents a reinvigoration of the traditions of interdisciplinary and applied social inquiry in SoHE and a previous interdepartmental graduate program in Continuing and Vocational Education (CAVE). The CSCR program is grounded in the fundamental theoretical assertion of SoHE that human development is best understood within an ecological context. CSCR is also reflective of the Wisconsin Idea – the principle that the University should improve people’s lives beyond the classroom – in its orientation toward scholarship (including research, teaching, evaluation, and outreach).

Defining Features

The Civil Society & Community Research option in the Ph.D. program in Human Ecology blends perspectives from different disciplines – including community and developmental psychology and education – in the study of civic and community engagement and social issues.
Civil society is those places where citizens and associations come together to voluntarily identify and pursue collective interests. As such, it includes formal organizations that “mediate” between individuals, families, and larger societal institutions. It also includes less formal “free spaces” in which residents become actively participating citizens. CSCR is focused on human development within the ecology of civil society. Civic engagement, collective action and community research are defining features of the program.

**Civic Engagement** is a defining feature of CSCR in several respects. Civic engagement is practiced in the ways that we conduct research, teach and learn, and provide outreach and community service. We believe that the best insights into community issues are developed when researchers are civically engaged. In addition, our research and outreach seek to promote civic engagement as both a component of human well-being and flourishing and as a component of a successful democratic society.

**Collective Action** on shared interests for improvement in quality of life and living conditions is a core focus of CSCR. Organizations play a vital mediating role between individuals and larger societal institutions. In order for people to exercise power and advance their interests in a democratic society, they must organize and take action together. In addition to advancing
common interests, participation in such endeavors also provides a powerful context for human and social development, leading to expanding social networks, collective efficacy, social responsibility, social trust, psychological empowerment and sense of community.

*Community Research* includes an array of applied social scientific research approaches. In some cases, our research is conceptualized and accomplished in partnership with community organizations. In other cases, research is conducted in community settings. Research projects by CSCR faculty and students involve a variety of methods. Methods and approaches are selected based on the research questions and the real-world settings in which research is taking place. CSCR research is action-oriented, and strives, whenever feasible and appropriate, to be participatory and community-based. Moreover, we seek to enhance the impact of findings for research and evaluation through a variety of methods for outreach, dissemination, and action.

**Program Aims**

The Civil Society and Community Research graduate program is an interdisciplinary program with a focus on community and social issues, organizations, civic engagement, and an applied, action-oriented approach. The program is designed to train teacher/scholars who will be qualified for positions in research and teaching universities, cooperative extension, community-based organizations, foundations and other nonprofit and non-governmental organizations. To that end, the CSCR program has a focus on theoretical grounding in Human Ecology from multiple disciplinary perspectives, including community psychology, community development, human development, and education. Goals for graduates go beyond formal requirements. Specifically, CSCR aims to foster the following skills and abilities:

*Scholarship & Research.* Students in the CSCR program are embarking on a journey of inquiry that should be guided by their own curiosities and the dynamic community settings in which they are engaged. Drawing on interdisciplinary theory and mixed-methods, there are few limits on the potential for creative scholarship. We are committed to excellence in scholarship and rigorous, innovative research with potential to catalyze, illuminate, guide, and/or sustain community change processes.

*Publishing.* As full participants in the scholarship of CSCR, students are encouraged to work toward publication in scholarly journals. Many students will have opportunities to collaborate with faculty on publications. Students should also consider submitting their own work from classes or theses/dissertations, or taking the lead on a piece, either as a sole author or in collaboration with faculty or other students. Students are also encouraged to consider multiple
formats for disseminating ideas and research findings, including technical reports and online communication strategies.

**Teaching.** Graduates of the Ph.D. option in CSCR should be effective communicators and facilitators for educational settings. Most students will have opportunities to work as a teaching assistant, course instructor, or guest lecturer over the course of the graduate studies. Students are encouraged to be intentional about developing their abilities to facilitate learning in the classroom, and to draw on resources within the university to help them achieve that goal. CSCR adheres to the teacher-scholar model, in which teaching and scholarship are mutually reinforcing.

**Outreach & Application.** Students are encouraged to become engaged with stakeholders in their area of inquiry, and to adapt their strategies for communication for different groups of practitioners, volunteers, funders, and other stakeholders. For action-oriented researchers, the ability to communicate about research processes and findings to multiple audiences and stakeholders is critical to the utilization and impact of research. In addition, many of the best ideas for research projects emerge from discussions with community members and other stakeholders.

**Professional Development.** CSCR students are expected to become personally immersed in the professional and scholarly associations most relevant to their research and interests (see Appendix 2 for common professional affiliations for CSCR students). Becoming a student member of scholarly associations, reading journals and newsletters, attending conferences, volunteering and accepting leadership positions, and nurturing professional networks are all ways to gain understanding of the broader field and to gain knowledge of career options.

**Faculty**

**CSCR Core Faculty** – background and major Areas of interest

**Lori Bakken** (Ph.D., University of Wisconsin–Madison, Continuing and Vocational Education) – evaluation, adult education  
**Brian Christens** (Ph.D., Vanderbilt University, Community Research & Action) – community psychology, community development and organizing  
**Connie Flanagan** (Ph.D., University of Michigan, Developmental Psychology) – youth civic engagement, civic development
Jennifer Gaddis (Ph.D., Yale University, Environmental Sociology) – social justice and sustainability, labor organizing, food systems
Leah Horowitz (Ph.D., Australian National University, Geography) – grassroots engagements with mining and biodiversity conservation, climate change activism
Cynthia Jasper (Ph.D., University of Wisconsin–Madison, Human Ecology) – philanthropy, youth civic engagement, university-community partnership, consumer affairs
Alfonso Morales (Ph.D., Northwestern University, Sociology) – food systems, economic development, public markets
Carolina Sarmiento (Ph.D., University of California–Irvine, Urban & Regional Planning) – community based planning, race and inequality
Shannon Sparks (Ph.D., University of Arizona, Cultural and Medical Anthropology) – community based action research, community health partnerships
Shepherd Zeldin (Ph.D., Cornell University, Human Development and Family Studies) – youth-adult partnership, positive youth development

CSCS Faculty Associates – background and major areas of interest

Amy Hilgendorf (Ph.D., University of Wisconsin–Madison, Human Development and Family Studies) – action research and evaluation, family and community engagement
Michael Maguire (M.S., University of Wisconsin–Madison, Continuing and Vocational Education) – community and nonprofit leadership, civic engagement, community service
Margaret Nellis (Ph.D., University of Chicago, Psychology) – place-based community development, community-academic partnerships

CSCS Emeritus Faculty – background and major areas of interest

Rima Apple (Ph.D., University of Wisconsin–Madison, History of Medicine) – women and health in culture and society, history of human ecology
Boyd Rossing (Ed.D., University of Georgia, Adult Education) – community and family engagement, race and inequality
Wendy Way (Ed.D., Oregon State University, Vocational Education) – adult education, financial security

In addition to the core faculty and faculty associates in the CSCS department, students are encouraged to work with faculty across campus, particularly other faculty in the School of Human Ecology and those affiliated with the department and the Center for Community & Nonprofit Studies (the CommNS). Honorary fellows, academic staff, emeritus faculty, and UW–
Extension faculty and staff are also possible sources of support and mentorship for students. Please see the department website for a full list of faculty, faculty associates, staff, and affiliates.
GETTING STARTED

The Basics

*Orientation*. The first week of a new graduate program can be overwhelming but you’re not alone! At the end of the summer you will be invited to attend a new student orientation, which provides a great opportunity to meet fellow students, faculty, and staff. Attendance of the orientation is highly encouraged. Information regarding the history of SoHE, student life, assistantships, and campus resources are discussed at this time. Tours of Nancy Nicholas Hall are also provided. Please also watch for an invitation to the Graduate School’s new graduate student welcome event in August.

*Campus Email*. If you are new to UW-Madison, you will receive a “NetID” in your admissions materials. Your NetID should be activated right away in order to access campus mail, calendars, My-UW, etc. Visit [https://www.mynetid.wisc.edu/activate](https://www.mynetid.wisc.edu/activate), following the activation instructions, and be sure to store your NetID and passwords in a safe place because you will use them often.

*Student ID*. “Wiscard” is the name of your student ID, which will allow you to access library services and campus facilities, including the Graduate Student Lounge in Nancy Nicholas Hall. Upon arrival to UW, you should call (608) 262-3258 to verify that your information is correct in the campus system and that you are authorized to pick up your card. Information such as pickup locations and required identification can be found at [http://www.wiscard.wisc.edu/get-your-wiscard.html](http://www.wiscard.wisc.edu/get-your-wiscard.html).

*Parking/transportation*. Student parking is extremely limited on campus, so to encourage the use of public transportation, you will be provided instructions for obtaining a “free” bus pass (paid for by your segregated fees). After obtaining your Wiscard, you will be eligible to pick up your bus pass at one of the locations listed here: [http://www.asm.wisc.edu/asm-bus-pass.html](http://www.asm.wisc.edu/asm-bus-pass.html). Numerous buses are available both on campus and around Madison. Visit [http://www.cityofmadison.com/metro/schedules/](http://www.cityofmadison.com/metro/schedules/) to find the route and schedule that meets your needs. If you do wish to drive to campus, there are a few parking garages available for an hourly fee but are available on a limited basis during daytime hours. For information about visitor parking see the Transportation Services website at: [http://transportation.wisc.edu/parking/Visitor_hourly.aspx](http://transportation.wisc.edu/parking/Visitor_hourly.aspx).

*Campus Mail*. You will also have a mailbox located in the CSCR office where you can receive campus mail and information from faculty and students. Be sure to check it often.
Courses and Policies

Policies/Procedures. Academic policies and procedures are outlined by the Graduate School at [http://grad.wisc.edu/acadpolicy/](http://grad.wisc.edu/acadpolicy/) and SoHE at [https://sohe.wisc.edu/graduate-students/academic-policies-forms-deadlines](https://sohe.wisc.edu/graduate-students/academic-policies-forms-deadlines). Be sure to read and refer to these documents for information on, for example:

- enrollment ([http://grad.wisc.edu/acadpolicy/#enrollment](http://grad.wisc.edu/acadpolicy/#enrollment))
- grievance and appeals procedures ([http://grad.wisc.edu/acadpolicy/#grievancesandappeals](http://grad.wisc.edu/acadpolicy/#grievancesandappeals))
- guidelines for assessing satisfactory progress ([http://grad.wisc.edu/acadpolicy/#satisfactoryprogress](http://grad.wisc.edu/acadpolicy/#satisfactoryprogress))
- committees ([http://grad.wisc.edu/acadpolicy/#committees](http://grad.wisc.edu/acadpolicy/#committees))
- commencement ([http://grad.wisc.edu/acadpolicy/#commencement](http://grad.wisc.edu/acadpolicy/#commencement))

Forms. A few examples of forms that may be necessary to obtain in the future can be found in the following website [http://www.grad.wisc.edu/education/forms/index.html](http://www.grad.wisc.edu/education/forms/index.html), including course change request, transcript request, withdrawal, and course overload forms. Additional forms such as the Annual Review Form, and Change of Advisor Form are available by contacting our department administrator at (608) 262-2660.

Course Registration. You will register for courses online through your Student Center on MyUW. The date and time that you are eligible to register will appear on your home page on MyUW a few weeks prior to the beginning of the next term (note: students register for both summer and fall terms at about the same time in the spring). It is recommended that you check the course list prior to your registration date and enroll as soon as you are able in order to increase the chances of getting the courses you want. It is good practice to review your course wishlist with your advisor to make sure it aligns with your academic goals and that courses count towards your degree requirements.

A minimum number of credits must be taken in order to maintain good standing in the Graduate School and to meet UW assistantship requirements. Please see [https://sohe.wisc.edu/graduate-students/academic-policies-forms-deadlines#credits](https://sohe.wisc.edu/graduate-students/academic-policies-forms-deadlines#credits) and speak to your advisor for more details. If you wish to take more than 12 credits in the fall or spring semester, you must fill out a Course Overload Request and have it signed by the Graduate School Dean (see: [http://www.grad.wisc.edu/education/forms/overload.html](http://www.grad.wisc.edu/education/forms/overload.html)).

Courses that are not considered "graduate level" courses and courses that do not count toward a degree, will still count toward the maximum 12 credits. Should you have questions or concerns about your course workload, set up a meeting with your advisor.
Once a semester has started, you will have two weeks to add or drop a course (pending availability). To change a course after the first two weeks, see http://registrar.wisc.edu/ for further instructions.

**Learn@UW.** Learn@UW is an online course management tool that you will utilize both as a student and as a TA (if applicable). As a student, your professor can use Learn@UW to upload reading content, assign quizzes, generate discussion boards, and ask for assignment submissions. If you have a TA position, you may use Learn@UW to manage course materials, enter grades, post feedback, etc. Online tutorials and in-person training on how to use this resource can be found at https://learnuw.wisc.edu/learnuw_resources.html.

**Blackboard Collaborate.** Blackboard Collaborate is an easy-to-use web conferencing tool that enables instructors, researchers, administrators and others to create virtual classrooms and meeting spaces. Some instructors may use this tool to reach distant learners or conduct courses online. This software is closely tied to Learn@UW and can be easily downloaded in any computer platform. The DoIT Help Desk and DoIT’s Networked Media Services team provide centralized user support. For more information see http://www.doit.wisc.edu/collaborate/

**Academic Resources**

**Computing.** As a UW student, you have access to free computing services such as on-campus wi-fi (http://www.doit.wisc.edu/network/wireless/default.aspx), calendaring (WisCal), and file storage (My Webspace). WisCal (https://kb.wisc.edu/wisccal/page.php?id=22648) is a great time management resource to keep track of schedules and appointments as well as to request meetings with other users. My WebSpace is a web-accessible file storage system that offers students 1 gigabyte of space to store documents (see http://www.doit.wisc.edu/mywebspace/ for more information). You also have access to 17 computer labs on campus. To log in to campus computers you will need your NetID and will then have access to word processing software, statistical analysis (at some locations), as well as printing/copying services (for a fee). For a complete list, visit http://www.doit.wisc.edu/computerlabs/labs.aspx.

**Printing/Equipment.** Campus now has a new printing service called GoPrint that allows you to send printing jobs wirelessly to printing locations on campus. To download the software for windows see: https://kb.wisc.edu/helpdesk/page.php?id=8594; for macs see: https://kb.wisc.edu/helpdesk/page.php?id=10185. Printing locations are listed at those websites also. Besides the printing stations at some computer labs, you may also use Bob’s
copy shop located at 208 North Charter Street. If you have a large printing job, such as a conference poster, visit the Digital Media Center at 420 Henry Mall or find additional information at [http://dmc.wisc.edu/](http://dmc.wisc.edu/). Students have access to equipment rental at most computer labs, including laptops, iPads, audio recorders, still cameras, and video cameras (see: [http://www.doit.wisc.edu/computerlabs/laptops.aspx](http://www.doit.wisc.edu/computerlabs/laptops.aspx)).

**Libraries** UW-Madison’s libraries represent that 11th largest research collection in North America. Memorial Library is the largest library building, but collections are spread across numerous smaller libraries on the campus (see: [http://www.library.wisc.edu/libraries](http://www.library.wisc.edu/libraries)). Particularly vital for research, the library system also maintains subscriptions to numerous research journals, which can be accessed online ([http://library.wisc.edu/#journals](http://library.wisc.edu/#journals)). The libraries change rapidly to take advantage of new information technology. We recommend that students take advantage of the library workshops and tours that are offered regularly on various topics designed to boost academic productivity, such as updates on using various citation management systems, identifying grant opportunities, and funding your graduate education.

**DoIT.** The Division of Information Technology (DoIT) offers computer and software sales (at a discount to students and staff), computer repair, equipment rental, consultation on course development, and online tech support [https://kb.wisc.edu/helpdesk/](https://kb.wisc.edu/helpdesk/). Additionally, the DoIT Center offers regular workshops and trainings for students in software such as NVivo, SPSS, and Excel. For more information or to register for workshops, visit [http://www.doit.wisc.edu/training/student/index.aspx](http://www.doit.wisc.edu/training/student/index.aspx).

**The Writing Center.** The writing center ([http://www.writing.wisc.edu/](http://www.writing.wisc.edu/)) located at the Helen C. White library, provides individual and group writing support. One-on-one appointments can be held in person or via email and Skype, to obtain assistance with organizing, writing, and editing of writing assignments, research proposals, resumes, cover letters, etc. The Writing Center also provides free training for students in topics such as writing literature reviews, grant proposals, and dissertations. Appointments can be made by calling (608) 263-1992 or stopping in their office at 6171 Helen C. White Hall.

**Social Sciences Computing Cooperative (SSCC).** SoHE graduate students can establish accounts with the SCCC, currently upon their adviser’s recommendation. This enables students to remotely access and use a server with a variety of analytic tools for research (e.g., statistical software and software for qualitative analysis). The Cooperative also offers tutorials and support for members using its tools: [http://www.ssc.wisc.edu/sscc/](http://www.ssc.wisc.edu/sscc/)
Nancy Nicholas Hall. The School of Human Ecology’s historic building was renovated and expanded during 2010-12. Now named Nancy Nicholas Hall, the building has many spaces and features that will be valuable to graduate students. A short list includes the Centers for Excellence, spaces for research projects, the Robin’s Nest Café, print shop, rooftop terrace, and a graduate student lounge.

Campus and Community Life

Graduate Student Collaborative. The Graduate Student Collaborative (GSC) provides a comprehensive guide to support graduate students as they navigate a new community. The guide (http://www.grad.wisc.edu/education/gsc/gradguide/guide2011.pdf) offers information about life in Madison, housing, transportation, financial aid, and student organizations. As a graduate student you should also receive GSC’s monthly newsletter, which lists future social events, workshops, funding resources, professional development opportunities, and academic deadlines. You can subscribe to the GSC weekly electronic newsletter, GradConnections (http://www.grad.wisc.edu/education/gsc/gradconnections.html), to stay up-to-date with leadership and professional development opportunities, social events, community service events, and funding opportunities.

Recreational Facilities. A portion of your segregated fees pays for access to four recreational facilities; the SERF, the NAT, the CSRC, and the Nielson Tennis Stadium. You must present your valid Wiscard to utilize their training equipment, fitness classes, pool, tennis courts, personal training, and intramural sports (some require an additional fee; see http://www.recsports.wisc.edu/facilities.html for more information).

Student Unions. UW-Madison is still celebrating its recent renovation of Union South, which opened again in 2011. This new facility includes a hotel, bowling alley, cafeteria and fine dining, art gallery, movie theater, rock climbing wall, computer labs, conference center, and the terrace for studying or leisure. The Memorial Union has been a campus hot spot since its opening in 1928. Currently, Memorial Union is home to Peets Coffee, 2 art galleries, Babcock ice cream, restaurants (Capital Café, Lakefront on Langdon, Brat Stand, Der Rathskeller), and Hoofers (a recreational organization with activities such as horseback riding, sailing, and skiing). Also available are Mini-courses for leisure and learning opportunities in arts/crafts, language, sports, etc. Check out http://www.union.wisc.edu/minicourses.htm for semester schedules. With views of Lake Mendota and the famous terrace chairs, Memorial Union provides a lovely setting for studying, and a popular place to entertain guests.
Madison. CSCR students are particularly likely to find benefits from getting to know Madison’s various neighborhoods, communities and organizations. This area is home to a disproportionately high number of nonprofit organizations, many of which contribute to the active civic, social and political culture of the city.
ADVISING

Upon admission, students will be assigned to a faculty advisor. Efforts are made to align students’ interests with those of their initial faculty advisor. Students should consider their advisor as a “point person” for communication about getting started in the program. The advisor will serve as the student’s major advisor until or unless the student identifies another faculty member who agrees to serve as the major advisor.

By their first annual review, students should have established who will serve as their major advisor. During the first year, students are free to “make the rounds” and become familiar with faculty research. If a student determines that someone other than the initial faculty advisor provides the best fit in relation to their research interests, the faculty member must also agree to serve as the major advisor. This information should be included in the first annual review.

The major advisor serves as the student’s primary research mentor, and will, in most cases, chair the thesis, preliminary exam, and dissertation committees. Students should not, however, feel limited to working only with the major advisor. In fact, CSCR students should seek to glean insights from many faculty across campus, both in the classroom and on collaborative projects. Changes regarding the advisor/advisee relationship must be communicated to all affected parties and to the department office. A change of advisor form is available in the CSCR program office.
PROGRAM OF STUDIES

Curriculum

The Ph.D. in CSCR requires a minimum of 54 credits of graduate study. These credits are distributed as follows: theoretical foundations (15 credits), methods and analysis (15 credits), innovations in civil society (6 credits), a graduate minor (12 credits), and research and thesis (6 credits). A detailed breakdown of courses that meet these requirements is provided in the Ph.D. Program of Studies checklist (Appendix 3).

Minors and Certificates

PhD students in CSCR must take at least 12 credits in a minor. This minor may be either focused or distributed. The focused minor involves a minimum of 12 credits in a single department or major field of study and requires the approval of the minor department. The distributed minor requires a minimum of 12 credits in one of more departments (possibly including Human Ecology departments) and requires the approval from the major department (Civil Society & Community Studies). This approval is usually granted through your three person preliminary exam committee.

Transfers and Substitutions

The Graduate School requires a minimum of 32 pre-dissertator graduate credits taken as a graduate student at UW-Madison for Ph.D. students. This means that a student could hypothetically transfer 22 credits of previous graduate-level work to satisfy requirements in the CSCR curriculum. We encourage students to consider building their skill set and theoretical perspectives through coursework whenever it is feasible. The application of transfer credits to meet requirements in the CSCR program must be approved by the student’s preliminary exam committee as a prerequisite for admission to candidacy.

Professional Development

The CSCR graduate program, the CommNS, the School of Human Ecology, and other departments, centers, and institutes at UW–Madison provide many additional opportunities for professional development (see Appendix 1). Students are encouraged to take advantage of as many of these kinds of experiences as possible. Examples include grant-writing, presenting a poster/serving on a panel at a conference, running a research group, developing lesson plans,
co-reviewing manuscripts with faculty, mentoring incoming students, guest lecturing in classes, presenting findings to the community, running a focus group, and other activities related specifically to career goals.

Timeline

Full-time students can complete the required CSCR Ph.D. coursework in 6 semesters (three years). Preliminary exams are generally taken the semester after all coursework has been completed, followed by the dissertation proposal and defense. The timing of these milestones depends on many factors. A student beginning their graduate study and pursuing a Ph.D. full-time should therefore expect to take at least five years from enrollment to graduation. Many students will take more than five years (nationally and in the School of Human Ecology, the average time to completion of a Ph.D. is more than seven years). Timelines will likely be shorter for students entering with master’s degrees, or those with graduate coursework that is accepted as transfer credit. Masters degrees in Human Ecology can be completed in two years of full-time study.
THESES AND DISSERTATIONS

Degree Committees

Degree Committees (also called Graduate Advisory Committees) in Human Ecology follow the guidelines of the UW–Madison Graduate School (please also refer to the current policies of the Graduate School when making final determinations). The chair or co-chair of all Degree Committees must be a member of the graduate faculty in the Civil Society & Community Studies department or a faculty affiliate of the department (who must also hold graduate faculty status at the University). The chair of the Degree Committee will most often be the student’s major advisor. Masters degree committees consist of at least three members, two of whom must be UW–Madison graduate faculty or former graduate faculty up to one year after resignation or retirement. Preliminary exam committees likewise consist of at least three members, two of whom must be UW–Madison graduate faculty. Dissertation committees consist of at least five members, at least four of whom must be graduate faculty or former UW–Madison graduate faculty up to one year after resignation or retirement.

At least one of the five members of the dissertation committee must be from outside the department. In many cases, this member may come from the student’s minor department. As per the guidelines of the Graduate School, the additional non-specified member(s) of a Degree Committee may be UW–Madison faculty, academic staff, emeritus faculty, visiting faculty, faculty from other institutions, research associates, and other individuals deemed qualified by the department. Due to the participatory and engaged nature of research conducted in CSCR, students are encouraged to consider their community/organizational partners, practitioners, or outreach specialists for this role on their Degree Committees.

Masters Degrees

Students who enter the CSCR program option without a master’s degree will earn a masters degree in Human Ecology before progressing to the Ph.D. option in CSCR. Masters degrees require a minimum of 30 graduate credit hours, of which at least 24 credits must have been taken as a graduate student at UW–Madison. In addition, students must complete an empirical master’s thesis under the supervision of their master’s degree committee. Possibilities for master’s theses include traditional social scientific studies, action research studies, program evaluations, and analyses of secondary data. Details can be determined in consultation with the degree committee, but all theses must involve an analysis of data of some kind, in addition to conceptual work. The final outcomes from a master’s thesis include a written report and a
formal defense. Students are also encouraged to present their findings to the relevant stakeholder audiences, and more broadly within the School of Human Ecology.

**Empirical Paper.** Students entering with a master’s degree that was not earned through the completion of an empirical thesis (e.g., professional degrees) must complete and defend an empirical paper before advancing to doctoral candidacy. The requirements for the empirical paper are similar to those for a master’s thesis, but do not result in the awarding of a masters degree. The purpose of this requirement is for students to gain experience conducting empirical research in their area of study under faculty guidance and supervision before progressing to more independent dissertation research. The empirical paper may also result in a publishable piece of research. Ph.D students entering with a masters degree previously earned through the completion of an empirical thesis must provide a copy of that thesis to have the requirement for an empirical paper waived. The thesis should be submitted within the student’s first year of study, and will be reviewed by faculty. Once approved, the requirement of an empirical paper is waived, and the student may advance toward doctoral candidacy.

If a student has been admitted to the M.S. in Human Ecology, but not to the Ph.D option in CSCR, they must apply for admission to the Ph.D. This can be done during the year in which the completion of requirements for the master’s degree are expected to be completed. In such cases, an offer of admission will be made contingent on completion of requirements for the master’s degree.

**Preliminary Examination**

After all required coursework for the Ph.D., including the minor, is completed, the preliminary exam is the last step to attain dissertator status. Students must schedule their preliminary exam within one semester of completing their coursework (in some cases, the exam may be scheduled during a student’s last semester of classes). A preliminary exam committee is composed of three faculty, one of whom should be the student’s dissertation chair. Questions for preliminary exams will be determined on an individual basis, and will be tailored to each student’s research interests and future plans. In most cases, the preliminary exam will consist of three questions. The first question involves a synthesis/review of perspectives and empirical literature on a topic close to the student’s area of interest. The second question involves methodologies for studying phenomena in this area. The third question involves application of research to practical problems. The committee will specify requirements for the approximate number of pages for each answer. Typically, the written preliminary exam should be completed and delivered to committee members within one
month of receiving the final questions from the committee chair. In some cases involving unavoidable commitments (e.g., full-time work), students may be granted a longer timeframe for completion.

A preliminary exam oral defense should be scheduled within one month of the completed written answers. In the oral defense, the student briefly describes their written responses, and answers questions from the committee. Each member of the committee takes the lead on assessing the student’s knowledge of one question. After the discussion, faculty confer and determine the outcome of the exam. If a student passes on all questions, they are advanced to doctoral candidacy and are eligible for dissertator status with the Graduate School. If a student does not pass a particular question, they must redo the question(s) that they don’t pass. The committee may suggest additional courses to be taken by the student. Only one additional chance to pass the question(s) will be granted. Students are required to complete and successfully defend their dissertations within 5 years of gaining dissertator status, or they must re-take the preliminary exam to be readmitted to candidacy.

**Dissertation Proposal**

After attaining dissertator status, students have two remaining steps to graduate: (1) successful defense of the dissertation proposal, and (2) successful defense of the dissertation. These two steps should utilize the same degree committee. Typically, the committee consists of the three faculty members on the preliminary exam committee, plus two other committee members (see section above on Degree Committees for details). The typical dissertation proposal includes: literature review/background, research questions, methods (e.g., research design, data analysis), and outline for the proposed dissertation. CSCR students should also include a preliminary dissemination plan, or description of where/how results might be published or shared. The committee reviews the written proposal and an oral defense is scheduled. A student who has successfully defended their dissertation proposal is approved to carry out the proposed plan of research for their dissertation.

**Dissertation**

The dissertation should be a unique and substantial contribution to the Ph.D. candidate’s area of study. CSCR dissertators may opt for a multi-chapter “classic” social science dissertation, or a multi-article format with at least three publishable pieces based on one framework (typically these pieces would be one conceptual framework/ critical review article, one or more empirical articles, and one practical application or policy article/report). Selection of the
optimal format for a particular dissertation should be determined in consultation with a student’s Chair and committee. Once the dissertation has been completed, it is circulated to the committee, and an oral defense is scheduled. In addition to the formal defense, it is suggested that students seek other audiences for presentations of their dissertation results, including stakeholders in their research, and colloquia in the School of Human Ecology.
ANNUAL REVIEW

During each spring semester, all CSCR students should submit materials for the annual review (Deadline is the first day of classes in January). This process is designed to provide students with annual guidance on their progress from the department. Materials in the packet for the review include:

1. An updated Curriculum Vitae, including, at a minimum, sections for:
   a. Education and experience
   b. Publications (i.e., journal articles, reports)
   c. Presentations (at conferences, colloquia)
   d. Teaching (include teaching assistance and guest lectures)
   e. Outreach/Service activities (to the profession, the university, and the public)
2. A list of completed courses, by semester
3. A brief statement (less than 1 page) of current research interests and goals for the next year

The annual review packet for all active students will be reviewed by the faculty of the Civil Society & Community Studies Department, and each student’s Advisor will provide feedback to the student. In addition, the department will write a letter communicating the outcome of the review and any recommendations for the next year based on the review.
FINANCIAL SUPPORT

Financial support is often available to help cover the expenses of students in the CSCR program option through Project Assistantships (PAs), Teaching Assistantships (TAs), and Research Assistantships (RAs). Some of this support comes through SoHE or UW–Extension and some comes through research/outreach grants to faculty. Funding decisions are typically made in the spring, in conjunction with admissions decisions for the following academic year. Some decisions, however, are made throughout the year on an ad-hoc basis as opportunities arise.

While an initial offer of admission is many times not accompanied by multi-year offers of funding, students very often receive additional years of support as needed. Effort is made to continue to fund students who are making satisfactory progress toward their degrees, and are working well in their assistantships. Yet, each year, effort is also made to reserve some funded positions for new incoming students. Typically, the maximum amount of funding that a PhD student in CSCR could receive would be 4-5 years. Compensation for assistantships includes tuition remission, health insurance coverage, and a living stipend. The amount of the stipend varies by the percentage of time that the position entails. For details and current rates, see: http://uwöffr.wordpress.com/assistantships/

Fellowships, traineeships, and scholarships are also available through UW–Madison and external funders. Students are encouraged to apply for fellowships and grants, and CSCR faculty and staff are committed to supporting students in these efforts. The Office of Fellowships and Funding Resources is a valuable resource for identifying relevant sources of funding: http://uwöffr.wordpress.com/

SoHE students have also competed successfully for assistantships through other departments or centers across the UW–Madison. The UW Student Job Center at the Office of Student Financial Aid advertises for these positions: https://jobcenter.wisc.edu

To encourage presentation of original scholarly research, SoHE offers the opportunity to apply for travel scholarships to students who attend professional conferences to give a paper, present a poster, or organize a round table. Instructions will be emailed to graduate students in the fall and spring semesters. The Graduate School also offers opportunities to apply for conference travel funds and travel associated with their research (see: the Vilas travel funding information at: http://www.grad.wisc.edu/education/gsc/vilas/vilasinfo.html).
Finally, some CSCR students hold off-campus jobs (full time, part time, or intermittent consulting) for some or all of their careers as UW–Madison graduate students. Particularly in cases where the work is relevant to the student’s research interests, there can be synergy between work and studies. Of course, students should take care to realistically assess their ability to continue to make progress in their studies while working full time. Students may find their advisors helpful for thinking about the compatibility of various opportunities and their goals as a graduate student.
Appendix 1. Campus Linkages

**UW Center for Community & Nonprofit Studies (the CommNS)**
https://sohe.wisc.edu/research-development/centers-of-excellence/uw-center-for-nonprofits
Housed in the School of Human Ecology, the UW Center for Community & Nonprofit Studies serves as a hub for transdisciplinary research and outreach relevant to the nonprofit sector. Many opportunities exist for CSCR students to play active roles in the Center, including a brownbag series and meetings of the Action Research Core.

**Graduate Student Organization (GSO) of CSCS**
The Graduate Student Organization (GSO) of the Department of Civil Society and Community Studies is a student-led organization designed to facilitate inter-departmental communication and support students’ research, teaching, leadership, and community building.

**Morgridge Center for Public Service** – http://www.morgridge.wisc.edu
The Morgridge Center for Public Service connects campus with community through service-learning and community-based research to build a thriving democratic society. Opportunities for engagement include the Bagels and Research presentation series and the Association of Graduate Engaged Scholars.

**University of Wisconsin–Extension** – http://www.uwex.edu
The University of Wisconsin–Extension provides statewide access to university resources and research so the people of Wisconsin can learn, grow and succeed at all stages of life.

**UW-Madison Teaching Academy** https://teachingacademy.wisc.edu
With its mission for “Promoting Excellence in Teaching and Learning,” the Teaching Academy provides ready-to-use resources and support for graduate students who teach. Additionally, the Academy offers a variety of scheduled workshops, retreats and summer training initiatives for all members of the UW-Madison teaching community. A favorite for many graduate students is the Teaching Academy Summer Institute (TASI).

**Selected Relevant UW–Madison Departments**
The following are examples of departments at UW–Madison in which CSCS faculty have joint or affiliate appointments, or through which students have found relevant courses and degree committee members:

American Indian Studies – http://amindian.wisc.edu
Community & Environmental Sociology – http://dces.wisc.edu
Chican@ and Latin@ Studies – http://www.chicla.wisc.edu
Educational Leadership & Policy Analysis – http://elpa.education.wisc.edu
Educational Psychology – https://edpsych.education.wisc.edu
Journalism & Mass Communication – http://journalism.wisc.edu
LaFollette School of Public Affairs – https://www.lafollette.wisc.edu
Population Health Sciences – https://pophealth.wisc.edu
Social Work – https://socwork.wisc.edu
Sociology – http://www.ssc.wisc.edu/soc/
Urban & Regional Planning – http://urpl.wisc.edu

Selected Relevant UW–Madison Centers and Institutes
CSER faculty and students are involved in many interdisciplinary activities across campus. The following centers and institutes are examples:

Applied Population Laboratory – http://www.apl.wisc.edu
Center for Child and Family Well-Being – https://sohe.wisc.edu/research-development/centers-of-excellence/family-center
Center for Financial Security – http://www.cfs.wisc.edu
Center for Integrated Agricultural Systems – http://www.cias.wisc.edu
Center on Wisconsin Strategy – http://www.cows.org
Environmental Design Laboratory – http://edl.wisc.edu
Global Health Institute – http://ghi.wisc.edu
Havens Center – http://www.havenscenter.org
Institute for Clinical and Translational Research – https://ictr.wisc.edu
Nelson Institute for Environmental Studies – http://www.nelson.wisc.edu
Population Health Institute – http://uwphi.pophealth.wisc.edu
School for Workers – http://schoolforworkers.uwex.edu
Waismann Center – http://www.waisman.wisc.edu
Appendix 2: Scholarly/Professional Affiliations

Scholarly societies and associations provide numerous opportunities for graduate students. CSCR students may wish to become members and participate in various ways in some of the following associations, as well as others. Examples of possibilities for involvement include conference attendance, publication in association-sponsored journals and newsletters, service within an association, and application for grants and awards.

American Association of Family & Consumer Sciences (AAFCS) – http://www.aafcs.org
The mission of the AAFCS is to provide leadership and support for professionals whose work assists individuals, families, and communities in making informed decisions about their well being, relationships, and resources to achieve optimal quality of life.

The American Educational Research Association (AERA), a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good. It is the national interdisciplinary research association for approximately 25,000 scholars who undertake research in education.

The AEA’s mission is to improve evaluation practices and methods, increase evaluation use, promote evaluation as a profession, and support the contribution of evaluation to the generation of theory and knowledge about effective human action.

Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) – http://www.arnova.org
ARNOVA is a U.S.-based, national and international association that connects scholars, teachers, and practice leaders interested in research on nonprofit organizations, voluntary action, philanthropy and civil society.

Community Campus Partnerships for Health (CCPH) – http://ccph.info
CCPH is a nonprofit membership organization that promotes health equity and social justice through partnerships between communities and academic institutions. It views health broadly as physical, mental, emotional, social and spiritual well-being and emphasize partnership approaches to health that focus on changing the conditions and environments in which people live, work, study, pray and play.
**Engagement Scholarship Consortium** – http://www.engagementscholarship.org/
The Engagement Scholarship Consortium (ESC), a 501 (c) (3) non-profit educational organization, is composed of higher education member institutions, a mix of state-public and private institutions. Their goal is to work collaboratively to build strong university-community partnerships anchored in the rigor of scholarship, and designed to help build community capacity. The University of Wisconsin Extension is an institutional member of this consortium.

**National Extension Association of Family & Consumer Sciences (NEAFCS)** – http://www.neafcs.org
The National Extension Association of Family and Consumer Sciences educates and recognizes Extension professionals who improve the quality of life for individuals, families and communities.

**Society for Community Research & Action (SCRA)** – http://www.scra27.org
SCRA is an international organization devoted to advancing theory, research, and social action. Its members are committed to promoting health and empowerment and to preventing problems in communities, groups, and individuals. SCRA serves many different disciplines that focus on community research and action.

Founded in 1936, SPSSI is a group of over 3000 scientists from psychology and related fields and others who share a common interest in research on the psychological aspects of important social and policy issues. In various ways, SPSSI seeks to bring theory and practice into focus on human problems of the group, the community, and nations, as well as the increasingly important problems that have no national boundaries.

**Society for Research on Adolescence (SRA)** – http://www.s-r-a.org
SRA aims to advance understanding of adolescence and enhance the wellbeing of youth in a globalized world. SRA promotes high-quality research that considers the biological, psychological, and sociocultural aspects of development in context. SRA aims to lead and shape scientific and public discourse on youth and adolescence, and to guide parenting, schooling, programs, and policies.

**Urban Affairs Association (UAA)** – http://urbanaffairsassociation.org
The Urban Affairs Association is the international professional organization for urban scholars, researchers, and public service professionals.
### Appendix 3:
#### Ph.D. Course Checklist
**Civil Society and Community Research**

<table>
<thead>
<tr>
<th>Core Area of Study</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Semester Offered or Taken</th>
<th>Credits</th>
<th>Semester &amp; Year(s) Taken</th>
<th>Grad</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Building and Professional Development</td>
<td>TBD</td>
<td>Pro-Seminar <em>Note: Students must take 3 credits</em></td>
<td>Fall &amp; Spring</td>
<td>3</td>
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<tr>
<td>Theoretical Foundations</td>
<td>675</td>
<td>Building Civil Society</td>
<td>3</td>
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<td></td>
<td>TBD</td>
<td>Civic Development Across the Life Span</td>
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<td></td>
<td>TBD</td>
<td>Community, Power, and Collective Action</td>
<td>3</td>
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<td>Foundational elective outside department (list below):</td>
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<td>3 (6?)</td>
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<tr>
<td>Methods, Analysis and Applications of Community Research</td>
<td>TBD</td>
<td>Research Design &amp; Utilization</td>
<td>3</td>
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<td></td>
<td>501</td>
<td>Evaluation Research in Practice</td>
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<td></td>
<td>TBD</td>
<td>Mixed Methods and Community-Based Action Research</td>
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<td>Advanced methods electives (list courses below):</td>
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<td>6</td>
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<tr>
<td>Community Innovations for Civil Society</td>
<td>TBD</td>
<td>Organizational and Community Learning</td>
<td>3 credits</td>
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<td>Choose one of the following three options:</td>
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<td></td>
<td>TBD</td>
<td>Social Entrepreneurship and Philanthropy (rotating course)</td>
<td>3</td>
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<tr>
<td></td>
<td>TBD</td>
<td>Cross-National Perspectives on Civil Society (rotating course)</td>
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<td></td>
<td></td>
<td>Community innovations elective outside the program (list course below)</td>
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<td>3</td>
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<tr>
<td>Minor Specialization</td>
<td></td>
<td>List courses below:</td>
<td>12</td>
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<tr>
<td>Research and Thesis</td>
<td>Inter-HE 990</td>
<td>Research and Thesis</td>
<td>Fall &amp; Spring</td>
<td>6</td>
<td></td>
<td></td>
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</tbody>
</table>

**Suggested Electives:**
- Theoretical Foundations:
  - Community Development (Soc/CE Soc 617)
  - Community Building, Action and Learning: Leadership Dynamics (ELPA/Inter-HE 705)
  - Democratic Education (C&I 975)
  - Social Movement (Soc 974)
  - Positive Youth Development (HDFS 664)
Advanced Methods:
Qualitative Research (Ed Psych 711)
Analytic Approaches in Qualitative Research (HDFS 773)
Qualitative Methods for Social Science Research (SW 949)
Grounded Theory Methodology (Nursing 810)
Design and Analysis in Educational Psychology (Ed Psych 762/63)
Advanced Regression Models for Population Health (Pop Health 651)
Structural Equation Modeling (Psych 711)
Hierarchical Linear Modeling (Ed Psych/ELPA 964)
Spatial Data Analysis (Soc/CE Soc 977)

Community Innovations:
Bridging the Gap: Research and Action (HDFS 872)
Community Organization and Change (CE Soc 535)
Civic Participation, Democracy, and Difference (PolSci 501)
Health Program Planning, Evaluation, and Quality Improvement (Nursing 761)
Interventions with Children, Youth, and Families (SW 741)
Power and Politics in Organizations (Bus 786)
Managing Nonprofit Organizations (PA 974)
Business and the Social Side of Sustainability (Bus 765)
Administration in Social Work (SW 841)
Advanced Public Management (PA 885)