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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 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 additional information on the CSCR program, including admissions, please visit: https://sohe.wisc.edu/graduate-students/research-and-creative-scholarship/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. A letter from the UW–Madison Provost to the UW System Administration announcing 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 the SoHE and a previous interdepartmental graduate program in Continuing and Vocational Education (CAVE). The CSCR program is grounded in the fundamental theoretical assertion 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 PhD 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, organizational and community development within the ecology of civil society. Civic engagement, collective action, community research and participatory approaches to evaluation 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 or groups. 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 CSCR 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 Human Ecology PhD 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 their 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 and with 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 (PhD, University of Wisconsin–Madison, Continuing and Vocational Education) – program evaluation, adult education, evaluation of complex social issues (e.g. food systems)

Connie Flanagan (PhD, University of Michigan, Developmental Psychology) – youth civic engagement, civic development

Jennifer Gaddis (PhD, Yale University, Environmental Sociology) – social justice and sustainability, labor organizing, food systems

Mariaelena Huambachano (PhD, University of Auckland, New Zealand, International Business) - food security/sovereignty, law and governance, food politics, research methodologies, sustainable development, Indigenous studies

Leah Horowitz (PhD, Australian National University, Geography) – grassroots engagements with mining and biodiversity conservation, climate change activism

Cynthia Jasper (PhD, University of Wisconsin–Madison, Human Ecology) – philanthropy, youth
civic engagement, university-community partnership, consumer affairs

**Kasey Keeler** (PhD, University of Minnesota, American Studies) – Urban Studies, urban Indians, Federal Indian policy, housing, socioeconomic inequality, place-based histories

**Brian McInnes** (EdD, University of Minnesota, Teaching and Learning) – Ojibwe language, Indigenous studies, immersion education, teaching and learning

**Carolina Sarmiento** (PhD, University of California–Irvine, Urban & Regional Planning) – community based planning, race and inequality

**CSCS Faculty Associates** – background and major areas of interest

**Lori DiPrete Brown** (MS, Harvard School of Public Health, MTS Harvard Divinity School) – global health and development, gender, social inclusion and well-being, quality improvement

**Amy Hilgendorf** (PhD, University of Wisconsin–Madison, Human Development and Family Studies) – action research and evaluation, family and community engagement

**Michael Maguire** (MS, University of Wisconsin–Madison, Continuing and Vocational Education) – community and nonprofit leadership, civic engagement, community service

**CSCS Emeritus Faculty** – background and major areas of interest

**Rima Apple** (PhD, University of Wisconsin–Madison, History of Medicine) – women and health in culture and society, history of human ecology

**Margaret Nellis** (PhD, University of Chicago, Psychology) – place-based community development, community-academic partnerships

**Boyd Rossing** (EdD, University of Georgia, Adult Education) – community and family engagement, race and inequality

**Wendy Way** (EdD, Oregon State University, Vocational Education) – adult education, financial security

**Shepherd Zeldin** (PhD, Cornell University, Human Development and Family Studies) – youth-adult partnership, positive youth development

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, Division of Extension, 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.
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. Changes regarding the advisor/advisee relationship must be communicated to all affected parties and students should contact the SoHE Graduate Program Coordinator to request a Change of Advisor Form.

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.

Advisor/Advisee Relationships

The Role of an Advisor and Advising Committee:

At any point during the CSCR program, a graduate student has one or more advisors. The advisors serve two primary roles. First, advisors assist the student in acquiring the highest possible level of knowledge and competence in an area of study. Second, advisors determine whether the student is performing acceptably throughout the program. Advisors play a role in tracking a student's progress toward degree completion, assisting with course selection and academic planning, and helping students identify possible research mentors, dissertation advisors, committee members, and professional development opportunities.

A student’s dissertation advisor is a doctoral candidate’s primary advisor during all phases of the dissertation process. This advisor leads the dissertation committee and usually conducts both the proposal and defense meetings. In conjunction with other committee members, the primary advisor is responsible for providing technical and content advice and assistance during a student’s academic journey.¹, p. 25

The dissertation committee has four or more members, including the advisor. The committee’s role is to provide different lenses through which to view a student’s work. Their insights and experiences provide an opportunity to broaden a student’s perspectives by seeing her or his study from various vantage points. A student typically selects dissertation committee members in consultation with the primary advisor. Committee members should reflect the range of expertise pertinent to the student’s topic of study and corresponding methodologies. A student may call upon committee members for advice in areas appropriate to their expertise and interests throughout the dissertation process. Committee members also comment on written materials developed by the doctoral student and they are responsible for evaluating and approving the proposal and completed dissertation.

What Students can Expect from their Advisor

Advisors serve a primary role in developing a student’s academic and professional interests and career. To gain the most from your graduate education and experience, you should expect the following from your primary advisor:

• Timely and effective communications and feedback
• Course recommendations
• Career advice
• Networking opportunities
• Tips for maintaining a healthy work-life balance
• Effective time management skills
• Direction to campus resources
• Guidance for setting goals and timelines
• Knowledge of degree and major requirements
• Knowledge of program admission requirements and processes
• Awareness of academic policies, procedures, deadlines
**Tips for a Successful Advising Experience**

Advisors often become coaches, mentors, advocates and friends during a student’s academic and career development. To maximize your relationship with an advisor, it is important to realize that “the development of a working relationship requires the active participation of both its parties.”

Therefore, graduate students can gain the maximum benefits from their relationship with an advisor by following these tips:

1. **Contribute to the development and maintenance of the partnership.** To do so, requires effective and ongoing communication with your advisor and doing what you say you will do.

2. **Take responsibility and be proactive in the mentoring process.** Avoid making assumptions about your advisor’s plans and expectations, solicit feedback and receive it objectively, learn from seemingly untenable situations, and take responsibility for your personal well-being.

3. **Ask for help, especially when you know who and how to ask.** You not only have the responsibility to ask for help; you have the right to ask your advisor for help as long as you do not infringe on the rights of others in doing so. Respect the right of others to deny your requests and be clear about whether you are asking for action, information or emotional support.

4. **Be aware of what you still need to know and how and where to address those needs by setting priorities, identifying resources, and doing some advance planning.** Keep your advisor informed about your progress.

5. **Seek out and create opportunities to exchange information and support with your peers.** Expand your professional networks and networking opportunities.

6. **Be willing to try something new or to try doing something differently in order to learn.** Such risk taking is more beneficial and less risky when you do the following:
   - Define as clearly as possible what you plan to do and why;
   - List everything you can think of that might resist or get in the way of achieving your intended outcomes;
   - List everything you can think of that might help achieve your intended outcome; and
   - Develop strategies to intensify items that help, dilute items that hinder, and change resisting items into supporting ones.

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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. You should activate your NetID right away in order to access campus email, calendars, MyUW, and other online campus resources. To activate your NetID account, visit https://www.mynetid.wisc.edu/activate, follow the activation instructions, and be sure to store your NetID and password 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 https://wiscard.wisc.edu/id-card/how-to-get-your-wiscard/.

Parking/transportation. Student parking is extremely limited on campus, so we encourage you to use public transportation. After obtaining your Wiscard, you will be eligible to pick up your free bus pass at one of the locations listed here: https://www.asm.wisc.edu/resources/buspass/. Numerous buses are available both on campus and around Madison. Visit http://www.cityofmadison.com/metro/schedules/ to find the route and schedule that meets your needs. If you do wish to drive to campus, a few parking garages are available for an hourly fee, but 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.

Campus Mail. Your campus mailbox is located in the CAPS (Coordinators of Academic Programs and Services) Office on the 4th Floor in room 4186 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:
1. Graduate School at http://grad.wisc.edu/acadpolicy/;
2. SoHE at https://sohe.wisc.edu/graduate-students/academic-policies-forms-deadlines;
3. CSCR Program at https://sohe.wisc.edu/graduate-students/research-and-creative-scholarship/civil-society-community-research/

For example, some key policies that you may wish to review right away include:
- enrollment (https://grad.wisc.edu/acadpolicy/?policy=enrollmentrequirements)
- grievance and appeals procedures (https://grad.wisc.edu/acadpolicy/?policy=grievancesandappeals)
- guidelines for assessing satisfactory progress (https://grad.wisc.edu/acadpolicy/?policy=satisfactoryprogress)
- committees (doctoral/masters) (https://grad.wisc.edu/acadpolicy/?policy=committees)

Forms. Changes to your program of study, requests for credit overloads, and withdrawal requests must be requested through the following Graduate School Forms https://grad.wisc.edu/acadpolicy/?policy=forms.

Our department also utilizes various forms for documenting program benchmarks, requesting course substitutions, changing an advisor, etc. Please see the Appendices and Program Website for copies of these forms.

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. We recommend that you review your course wish list with your advisor well in advance to make sure it aligns with your academic goals and that courses count towards your degree requirements.

NOTE: All INTER-HE and CSCS prefixed courses listed on the “Course Requirements Checklist” are required and may not be substituted with non-SoHE courses. With advanced planning, all students are able to complete their required courses within 3 years of full-time study. See below for a sample three-year timeline:
# CSCR Sample Three-Year Course Timeline

<table>
<thead>
<tr>
<th>Fall I</th>
<th>Spring I</th>
<th>Fall II</th>
<th>Spring II</th>
<th>Fall II</th>
<th>Spring III</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCR 801 (Proseminar-Engaged Scholarship)</td>
<td>CSCR 785 (Civic Devel. Across the Lifespan)</td>
<td>CSCR 811 (Community-Based Research: Theory &amp; Practice)</td>
<td>CSCR 812 (Mixed Methods in Community-Based Research)</td>
<td>CSCR 801 (Community Innovations for Civil Society)</td>
<td>CSCR 990 Research &amp; Thesis</td>
</tr>
<tr>
<td>Inter-HE 801 (HE Theories &amp; Perspectives)</td>
<td>2 Inter-HE 793 (Research Methods)</td>
<td>3 CSCR 801 (Community, Power, &amp; Collective Action)</td>
<td>3 CSCR 813 (Transformative Evaluation in Practice)</td>
<td>3 CSCR 990 Research &amp; Thesis</td>
<td>3 Minor Course</td>
</tr>
<tr>
<td>CSCR 775 (Building Civil Society)</td>
<td>Qual Methods</td>
<td>Minor Course</td>
<td>Methods Elective</td>
<td>Minor Course</td>
<td>3 Minor Course</td>
</tr>
<tr>
<td>Quant &amp; Stats Methods</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td>3 Minor Course</td>
</tr>
<tr>
<td>Total Credits/Semester</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

**NOTE:** Course numbers/names were changed for some courses effective spring 2019. Please consult the CSCR Course Requirements Checklist (Appendix 3) for previously used numbers/names.

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/full-time-enrollment-policy-for-funding-eligibility/](https://sohe.wisc.edu/graduate-students/academic-policies-forms-deadlines/full-time-enrollment-policy-for-funding-eligibility/) 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 Credit Overload Request ([https://grad.wisc.edu/acadpolicy/?policy=forms](https://grad.wisc.edu/acadpolicy/?policy=forms)) and have it signed by the Graduate School Dean. 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, arrange a meeting with your advisor.

Once a semester has started, you typically 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/](http://registrar.wisc.edu/) for further instructions.

**Canvas.** Canvas is the 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 Canvas to upload reading content, assign quizzes, generate discussion boards, and ask for assignment submissions. If you have a TA position, you may use this tool 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://canvasinfo.wisc.edu/](https://canvasinfo.wisc.edu/).
Academic Resources

**University of Wisconsin Division of Extension.** The Morrill Acts of 1862 and 1890 established the University of Wisconsin as one of 106 Land Grant colleges and universities designated for federal support to transfer knowledge gained through research to applications that serve the general public. The Smith-Lever Act of 1914 established Extension as the outreach arm of these campuses; thus, the Home Economics and Extension Building (now Nancy Nicholas Hall and home to the School of Human Ecology) opened at 1300 Linden Drive during the summer of 1914. In Wisconsin, the central office for the Division of Extension is located on the east end of the UW-Madison campus. Extension includes 72 county offices, three tribal nations, and five 4-year campuses located throughout the state. These locations typically house educators, community developers, agriculture and environmental specialists, 4-H programs and other employees who facilitate and promote the outreach mission of this University and its associated systems campuses. Several UW-Madison faculty hold appointments dedicated to the outreach mission of Extension. In the SoHE, seven faculty have appointments that provide specialized expertise in areas, such as family living, parenting, aging, finance, child development, well-being, youth development and evaluation. As a graduate student, you will have opportunities to work with these faculty members and conduct research, programming and evaluation alongside their county-based Extension colleagues. For more information visit [https://sohe.wisc.edu/research-development/extension-programs-projects/](https://sohe.wisc.edu/research-development/extension-programs-projects/)

**Computing.** As a UW student, you have access to free computing services such as on-campus wi-fi ([https://it.wisc.edu/services/wireless-uwnet/](https://it.wisc.edu/services/wireless-uwnet/)) and file storage (Box). UW-Madison provides unlimited free online file storage and collaboration service using Box cloud file storage. Box provides you with a place to store, access, and collaborate on your files. (see [https://it.wisc.edu/services/box/](https://it.wisc.edu/services/box/) 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 [https://it.wisc.edu/services/computer-labs-infolabs/](https://it.wisc.edu/services/computer-labs-infolabs/).

**Printing/Equipment.** Campus has color and black & white laser printing available in each of the computer labs and at many campus libraries: [https://it.wisc.edu/services/printing-for-students/](https://it.wisc.edu/services/printing-for-students/). SoHE has a Print Shop located on the 2nd floor near the Robin’s Nest Café that provides on-site printing assistance. If you have a large printing job, such as a conference poster, visit College Library or the following page: [https://www.library.wisc.edu/college/services-at-college/computer-lab/poster-printing/](https://www.library.wisc.edu/college/services-at-college/computer-lab/poster-printing/). Students have access to equipment rental at most computer labs, including laptops, iPads, audio recorders, still cameras, and video cameras (see: [https://it.wisc.edu/services/equipment-checkout/](https://it.wisc.edu/services/equipment-checkout/)).
**Libraries.** UW-Madison’s libraries represent the 11\textsuperscript{th} largest research collection in North America. Memorial Library is the largest library building, but collections are spread across numerous smaller libraries on campus (see: https://www.library.wisc.edu/libraries/campus-libraries/). Particularly vital for research, the library system maintains subscriptions to numerous research journals, which can be accessed online (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.

**BITS.** Building Information Technology and Security (BITS) in the School of Human Ecology provides support for the computer and information technology needs of the school, manages keys and security for Nancy Nicholas Hall, and acts as a conduit to the campus maintenance people for building problems. To report a building problem, get computer help, or request classroom A/V equipment assistance please email BITS@sohe.wisc.edu.

**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/. Additionally, the DoIT offers regular workshops and trainings for students in software such as NVivo, SPSS, and Excel. For more information or to register for workshops, visit https://it.wisc.edu/services/training.

**The Writing Center.** The Writing Center (https://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. The center provides assistance with organizing, writing, and editing of assignments, research proposals, resumes, cover letters, and other written documents. 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 SSCC, currently with 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/
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.

1st Floor: WI Idea Room, Design Gallery, Textile Collection, Preschool Lab
2nd Floor: Dean’s, Business, and Communications Offices; Robin’s Nest Café, Grad Lounge
3rd Floor: Design Studies, 100 Women Wall, Rooftop Terrace
4th Floor: Centers of Excellence, CSCS, CNSR SCI, HDFS, UW-Extension
5th Floor: Plenary Hall

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 (https://grad.wisc.edu/gradstudentlife/) 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 (https://grad.wisc.edu/pd/gradconnections/), 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 South East Recreational Facility (SERF), the Natatorium pool (NAT), the Camp Randall Sports Center (The SHELL), 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 https://recsports.wisc.edu/facilities/buildings/ for more information.

Student Unions. There are two student unions on campus, Union South and Memorial Union. UW-Madison is still celebrating its recently renovated Union South, which opened again in 2011. This facility includes a hotel, bowling alley, cafeteria and fine dining, art gallery, movie theater, rock climbing wall, computer labs, conference center, and a terrace for studying or leisure. The Memorial Union has been a campus hot spot since its opening in 1928 and completed significant renovations in 2017. Memorial Union is home to Peets Coffee, 2 art galleries, Babcock ice cream, restaurants (Strada, Carte, Lakeview Lounge, Brat Stand, Der
Rathskeller, Der Stiftskeller, Sunset Lounge), 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, and other activities. Check out https://union.wisc.edu/events-and-activities/ 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.
PROGRAM OF STUDY

Curriculum

The PhD in CSCR requires a minimum of 51 credits of graduate study. These credits are distributed as follows: Introductory Courses (6 credits), Theoretical Foundations (9 credits), Methods and Applications of Community-Based Research (18 credits), Community Innovations for Civil Society (3 credits), a Doctoral Minor Specialization (9 credits), and Research and Thesis (6 credits). A detailed breakdown of courses that meet these requirements is provided in the PhD Course Requirements Checklist (Appendix 3).

Minors and Certificates

PhD students in CSCR must take at least 9 credits in a minor. This minor may be either External (Option A) or Distributed (Option B). The external option requires a minimum of 9 credits in a minor program (single disciplinary or multi-disciplinary). Fulfillment of this option requires the approval of the minor program. The distributed minor requires a minimum of 9 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 within the first two years of full-time study.

Course Substitutions, Waivers, and Transfers

The Graduate School requires a minimum of 32 pre-dissertator graduate credits be taken as a graduate student at UW-Madison for PhD students. This means that a student could hypothetically transfer up to 19 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. Course substitutions or waivers may be approved under unique circumstances, but should never be assumed by students or faculty when developing a course plan.

Course Substitution: Any UW campus course that is requested as a substitution for a required course in the CSCR curriculum because the required course is not offered in the current semester. This definition applies to students who are making “progress” toward a CSCR degree and provides credit for the course being substituted.

Course Waiver: Any course from a student’s prior undergraduate or graduate studies (on or off the UW-Madison campus) that is being requested as a replacement to a CSCR required course such that a specific course requirement could be waived. A waiver does not grant credit
for a course.

Course Transfers: A course transfer is any UW or non-UW course from a students’ previous program of study that is being requested as a course substitution in the CSCR PhD program. Course credit may be granted if it is taken at the graduate level and at least 80% of the course’s content aligns with the course being transferred.

Any student requesting a course substitution or waiver must complete a Course Substitution/Waiver Request Form and provide a copy of the course’s syllabus at least one semester in advance of the requested substitution/waiver. Students should provide this information to the Graduate Program Coordinator who will review the request for appropriateness and completeness and then forward the request to the student’s major advisor and course instructor. Any course substitutions or waivers must be approved, in writing, by the student’s advisor and the instructor of the course for which a substitution is requested. If the student’s advisor and course instructor are the same person or has left the institution, then the CSCS GPC will review the student’s request. Final approval of a student’s courses rests with the student’s prelim committee. Students should not assume that courses can be waived or substituted without written approval.

Requests for course transfers should be made after the student has been admitted to the program, but before they begin their first Fall semester.

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 PhD 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 PhD 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 PhD is around six years). Timelines will likely be shorter for
students entering with master’s degrees, or those with graduate coursework that is accepted as transfer credit. The Master of Science in Human Ecology can be completed in two years of full-time study. The following represents an example timeline:

**Recommended Timeline to Degree**

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Time of Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Application</td>
<td>December prior to year of admission</td>
</tr>
<tr>
<td>Program Admission</td>
<td>Fall Semester following application/admission</td>
</tr>
<tr>
<td>Annual Review</td>
<td>Every year while in program</td>
</tr>
<tr>
<td>Course Work Completed</td>
<td>AY 1 through Spring of AY 3</td>
</tr>
<tr>
<td>Empirical Paper or Scholarly Portfolio Approved (when necessary)</td>
<td>Spring of AY 2 or 3</td>
</tr>
<tr>
<td>Preliminary Examination Passed</td>
<td>Summer or fall of AY 4</td>
</tr>
<tr>
<td>Research Proposal Approved</td>
<td>End of Fall semester in AY 4</td>
</tr>
<tr>
<td>Complete Research</td>
<td>End of Fall semester in AY 5</td>
</tr>
<tr>
<td>Write Dissertation</td>
<td>Spring semester of AY 5</td>
</tr>
<tr>
<td>Successfully Defend Dissertation &amp; Celebrate!</td>
<td>End of spring semester AY 5, summer, or fall AY6</td>
</tr>
</tbody>
</table>

**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. Master of Science 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 four members, at least three of whom must be graduate faculty or former

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3 The Graduate College defines graduate faculty as all university faculty “holding professional rank (professor, associate professor, assistant professor or instructor) in any department with graduate program authority, including those with zero-time appointments in such departments.”
UW–Madison graduate faculty up to one year after resignation or retirement (effective 9/1/2017). For both prelim and dissertation committees, at least two members of the committee must be CSCS faculty, faculty affiliates, or faculty associates⁴ (effective 9/1/2019).

At least one of the four 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 entering without a masters degree. Students who enter the CSCR program option without a master’s degree will earn a Master of Science degree in Human Ecology before progressing to the PhD option in CSCR. Master’s degrees require a minimum of 30 graduate credit hours, of which at least 16 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.

Students entering with a masters degree. Students entering the CSCR PhD program with a master’s degree that was not earned through the completion of an empirical thesis or dissertation (e.g., professional degrees) must complete an empirical paper or scholarly portfolio (i.e. empirical experience requirement) before advancing to doctoral candidacy. This document should provide evidence that the student has taken leadership in the design, implementation (including data analysis), synthesis and reporting of a study (see attached review criteria). Capstone papers may be submitted in fulfillment of this requirement, but are typically deficient in meeting the criteria for an empirical paper. Fulfilling the requirements for

⁴ Please note that while faculty associates may serve on prelim and dissertation committees, they do not count as “graduate faculty” per Graduate College guidelines, and thus do not count toward the required number of UW-Madison graduate faculty on committees.
the empirical paper does not result in the awarding of a master’s degree. Students who have completed a thesis or dissertation prior to admission must provide a copy of that document before the end of the first semester in the CSCR PhD program. The following table outlines this requirement according to degree and the time period in which it is expected to be completed:

<table>
<thead>
<tr>
<th>Previous degree(s) at time of admission</th>
<th>Empirical Experience Requirement</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-thesis Master’s degree without capstone</td>
<td>Yes</td>
<td>Requirement must be met prior to the preliminary exam, typically within the first 1-2 years following admission</td>
</tr>
<tr>
<td>Non-thesis Master’s degree with capstone (MSW, MA, MPH, MPA)</td>
<td>Yes, if capstone paper does not meet the requirement</td>
<td>Submit capstone paper within 1st semester; If not approved, requirement must be met prior to the preliminary exam</td>
</tr>
<tr>
<td>Master’s degree with thesis (MS)</td>
<td>No, submit copy of thesis</td>
<td>By end of 1st semester in program</td>
</tr>
<tr>
<td>Any doctorate degree that is not a PhD (EdD, JD, PharmD)</td>
<td>Yes</td>
<td>Requirement must be met prior to the preliminary exam, typically within the first 1-2 years following admission</td>
</tr>
</tbody>
</table>

Moving from MS to PhD. If a student has been admitted to the MS in Human Ecology, but not to the PhD in CSCR, they must apply for admission to the PhD. This can be done during the year in which a student expects to complete the requirements for the master’s degree. Students should apply to the CSCR PhD program according to the procedures and deadline dates defined for new applicants, with the exception that materials be submitted directly to the SoHE Graduate Program Coordinator instead of through the online application.

Opting for the MS instead of the PhD. Students faced with various life circumstances or for a variety of other reasons may wish to complete the Master of Science degree in Human Ecology instead of the CSCR PhD degree. This is especially true for students who have completed most of their coursework and may not wish to further their doctoral studies. The CSCS department, in general, will support these students and facilitate their completion of the program requirements for a SoHE MS degree.
Students who wish to opt out of the CSCR PhD Program in favor of a SoHE MS degree, must make their plans known to their major advisor and the SoHE Graduate Program Coordinator by completing the “CSCR PhD to SoHE MS degree Form”. This request will be reviewed by the CSCS Graduate Program Committee and the student’s advisor who will make known any further coursework or thesis/capstone requirements that must be met for the student to receive a MS degree. Once all MS program requirements have been fulfilled, the student is then eligible to receive a SoHE MS degree. For more information, please review CSCS Policy and Procedure, number 06 (PP06).

**Doctorate of Philosophy Degree**

*Preliminary Examination*

After all required coursework for the PhD, 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. Typically, the written preliminary exam should be completed and delivered to committee members within four weeks 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. 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.

For a more detailed description and instructions, please see *Appendix 5: Preliminary*
Examination Process.

Dissertation Proposal

After attaining dissertator status, students must reach two remaining milestones 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 one 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. The dissertation proposal process will typically take 6 - 12 months to complete.

Dissertation

The dissertation should be a unique and substantial contribution to the PhD 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. The time is takes to complete a dissertation and defend it can require one year (following a proposal defense) or more, depending on the scope of the research, format of the dissertation, writing quality and type of research performed. It is wise to work with your advisor on establishing a timeline and benchmarks for completing your dissertation. A dissertation writing group with graduate student peers can also be helpful for making progress and adhering to your timeline. For Guidance on your Dissertation see, “Guidance for Writing a CSCR Doctoral Dissertation or Master’s Thesis” which is provided in the appendix. 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 mid-spring). This process is designed to provide students with annual guidance on their progress from the department. Materials will be collected via a Qualtrics survey sent to students and 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 (please use the CSCR Course Checklist)
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

Assistantships

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 of the appointment.

Fellowships, Traineeships, and Scholarships

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: https://grad.wisc.edu/studentfunding/currentstudents/

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

Travel Awards

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 for dissertators to apply for conference travel funds and travel associated with their research. See more funding information at: https://grad.wisc.edu/studentfunding/grantscomp/
Full or Part-Time Employment

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
CSCS 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](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.

**American Educational Research Association (AERA)** – [http://www.aera.net/](http://www.aera.net/) 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.

**American Evaluation Association (AEA)** – [http://www.eval.org](http://www.eval.org) 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](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](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/](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.

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.

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.

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](http://urbanaffairsassociation.org)
The Urban Affairs Association is the international professional organization for urban scholars, researchers, and public service professionals.
### Appendix 3. Course Requirements Checklist

**CSCR Doctoral Program** *(For students entering on or after Fall 2017)*

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>Min. Credits</th>
<th>Course Frequency</th>
<th>Term Completed</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introductory Courses (must be taken in the first two semesters of full-time doctoral coursework)</strong></td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTER-HE 791</td>
<td>Professional Development Seminar <em>(formerly Inter-HE 801 Prof Dev Seminar/CSCS 801 Proseminar)</em></td>
<td>1</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Inter-HE 792</td>
<td>Theory and Perspectives in Human Ecology <em>(formerly Inter-HE 801)</em></td>
<td>2</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>Inter-HE 793</td>
<td>Research Methods in Human Ecology</td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td><strong>Theoretical Foundations</strong></td>
<td>9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCS 775</td>
<td>Building from Civil Society <em>(formerly CSCS 675)</em></td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>CSCS 785</td>
<td>Civic Development Across the Lifespan <em>(formerly CSCS 501)</em></td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>CSCS 795</td>
<td>Community Power and Collective Action <em>(formerly CSCS 801)</em></td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td><strong>Methods and Applications of Community-Based Research</strong></td>
<td>18</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applications of Community-based research:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSCS 811</td>
<td>Community-Based Research: Theory &amp; Practice</td>
<td>3</td>
<td>Fall</td>
<td></td>
</tr>
<tr>
<td>CSCS 812</td>
<td>Mixed-Methods in Community-Based Research <em>(formerly CSCS 801)</em></td>
<td>3</td>
<td>Spring</td>
<td></td>
</tr>
<tr>
<td>CSCS 813</td>
<td>Transformative Evaluation in Practice <em>(formerly CSCS 501 Evaluation Research in Practice)</em></td>
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<tr>
<td>TBD</td>
<td>Qualitative Data Collection &amp; Analysis*³</td>
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<td>Spring or Fall</td>
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<td>Quantitative Designs &amp; Statistical Methods*²</td>
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<td>Spring or Fall</td>
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<tr>
<td>TBD</td>
<td>Methods Elective*⁴</td>
<td>3</td>
<td>Spring or Fall</td>
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<tr>
<td>**CSCS 801: Community Innovations for Civil Society (Topics vary; Select one)*⁴</td>
<td>3</td>
<td>Alternating Fall</td>
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<td><strong>Minor Specialization (distributed or external)</strong></td>
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<td><strong>Total Degree Credits</strong></td>
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*Note: *³, *², *⁴ indicate elective courses to be selected as per the program requirements.*
1 Recommended Qualitative Methods Courses
- 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)

2 Recommended Quantitative Methods Courses
- 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/CEsoc 977)

3 Course to be selected in consultation with your advisor
Any course listed above and not taken to fulfill the qualitative or quantitative methods requirement
- Introduction to Survey Research (Soc/Urb R Pl/Poli Sci)
- Surveys and Other Quantitative Data Collection Strategies (Ed Psych/ELPA 827)
- Survey Methods for Social Research (Sociology 751)
- Measurement and Questionnaires for Survey Research (Sociology 752)
- Foundations of Educational Measurement (Ed Psych 570)

4 CSCS 801: Community Innovations for Civil Society, Rotating Topics (Fall, 3 cr)
- Organizational and Community Learning (3 cr)
- Social Entrepreneurship and Philanthropy (3 cr)
- Cross-national Perspective on Civil Society (3 cr)
- Cooperative Extension and Land Grant Universities (3 cr)

Suggested Elective Courses for the Minor
- Community Development (Soc/CEsoc 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)
- Bridging the Gap: Research and Action (HDFS 872)
- Community Organization and Change (CEsoc 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)
Appendix 4. Guidance for Writing a CSCR Doctoral Dissertation or Master’s Thesis

In general, a doctoral dissertation or master’s thesis should make a contribution to knowledge in a field. A master’s thesis differs from a doctoral dissertation in its scope, depth and rigor. One way to think about this difference is that a master’s thesis leads to a typical research publication, while a dissertation would incorporate several publications or become a book. A master’s thesis is typically a report on a research study conceptualized, designed and conducted by a student. In contrast, a doctoral dissertation reports an in-depth study that makes a unique or new contribution to the student’s field or subfield of study. Therefore, doctoral dissertations must demonstrate a greater depth of knowledge of a field than a master’s thesis. When faculty evaluate your dissertation or thesis they have the following questions in mind (Mullins & Kiley, 2002, p. 377):

1. How would the faculty member have tackled the problem set out in the abstract and the title?
2. What questions would they like answers to?
3. Do the conclusions follow on from the introduction?
4. How well does the candidate explain what he/she is doing?
5. Is the bibliography up to date and sufficiently substantial?
6. Are the results worthwhile?
7. How much work has actually been done?
8. What is the intellectual depth and rigor of the thesis?
9. Is this actually “research” - is there an argument?

Additionally, CSCR faculty may be asking themselves these questions:

10. To what extent has the student engaged others (e.g. community members) in the planning and conduct of the research?
11. Have they adequately attended to power and privilege in their research?
12. In what ways does the research promote social justice?
13. To what extent does the research address an issue or problem that is of central importance to a community or group of people?

It is a student’s responsibility to adequately respond to these questions and clearly articulate their thoughts and ideas when writing a dissertation/thesis. We have provided a list of resources and checklist that may be helpful to you as you plan your research and write your dissertation. We encourage you to consult them and be sure to frequently check-in (e.g. every two weeks) with your advisor during this stage of your doctoral studies.

Resources
Appendix 5. Preliminary Examination Process

PURPOSE:

The doctoral preliminary examination is designed as a summative evaluation and preparatory process. The goals are (1) to assess whether students have the relevant knowledge and scholarly skills necessary for completing a dissertation and (2) to advance understanding and thinking related to their chosen area of scholarship.

After all required coursework for the PhD, including the minor, is completed, the preliminary examination is the last step to attain dissertator status. Ideally, the exam should take place within one semester of completing coursework. (In some cases, the exam may be scheduled during a student’s last semester of classes, but this should only be considered if there is a clear rationale for doing so and the student has limited coursework remaining. Extended timelines may also be considered and should be discussed with the student’s advisor/dissertation committee chair.)

PRELIM COMMITTEE STRUCTURE:

A preliminary exam committee is composed of three faculty, two of whom should be CSCS faculty (one of these should be the student’s dissertation chair).\(^5\) [Students who entered the CSCS graduate program prior to Fall 2019 are not required to have more than one member of their committee (their committee chair) be CSCS faculty, although it is still advised.] Per Graduate School requirements, at least two of these members must be UW-Madison graduate faculty.\(^6\)

NOTE: Most faculty are on 9-month appointments and are not required to read prelims or schedule oral defenses during the summer months. Students should check with their committee members about the timing of meetings to be sure it fits with their schedules.

EXAM FORMAT:

In most cases, the preliminary exam will consist of three questions:

- **Q1:** A synthesis/review of perspectives and empirical literature on a topic close to the student’s area of interest.
- **Q2:** Methodologies for studying phenomenon in this area.
- **Q3:** Application of research to practical problems.

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\(^5\) CSCS faculty associates may serve on prelim committees, and they count toward the two CSCS faculty requirement for committees. However, faculty associates do not count as “graduate faculty” per Graduate College guidelines (see footnote 2 below), and thus do not count toward the requirement that two of the three committee members be UW-Madison graduate faculty.

\(^6\) The Graduate College defines graduate faculty as all university faculty “holding professional rank (professor, associate professor, assistant professor or instructor) in any department with graduate program authority, including those with zero-time appointments in such departments.”
Questions for preliminary exams will be determined on an individual basis and tailored to each student’s interests and future plans. Sample questions from past CSCS preliminary exams are available for students to review. Requirements for the length of responses will vary by question and will be communicated to the student by their committee.

**PRELIM PROCESS/STEPS:**

1. **Discussions with Prelim Committee Chair**
   Early in a student’s last semester of PhD coursework, students should initiate discussions with their committee chair about prelims. These discussions should center on the student’s dissertation and career plans, and potential relevant topic areas for the three preliminary exam questions. Students should also discuss with their chair potential prelim committee members that will bring relevant expertise/experience to the student’s committee.

   Based on these discussions, students should assemble their prelim committee and begin developing the following documents that they will share with their committee prior to the PhD Candidacy Meeting:
   - A written statement of research interests (up to 1 page, single-spaced).
   - A brief paragraph summarizing career goals.
   - An initial reading list of key articles, books, and resources they will draw upon for their written prelim exam. This may be structured as a single reading list or three separate reading lists relevant to the three prelim questions (empirical literature, methods, application).

2. **PhD Candidacy Meeting**
   After a prelim committee has been established and the above documents drafted, the student should schedule a candidacy meeting with their full prelim committee. Two weeks prior to this meeting, the student should share the above documents [statement of research interests, career goals, reading list(s)] with their committee. Students should also bring a completed copy of their “Course Requirements Checklist” and the “PhD Preliminary Exam & Dissertator Status Form” to the meeting.

   During the meeting, the committee will provide feedback to the student related to their research interests and prelim topic areas. The committee will also review the student’s initial reading list(s) and offer additional suggestions. The committee can also begin discussions of potential topics/directions for prelim exam questions in consultation with the student. Finally, the committee should review the student’s “Course Requirements Checklist” and sign off on their “PhD Preliminary Exam and Dissertator Status Form”. [The student should submit the signed “PhD Preliminary Exam & Dissertator Status Form” to Eric MacKay following this meeting. This form will be used to request a Prelim Warrant for the student’s oral defense.]
This meeting should be scheduled at least two months prior to the date the student intends to start their prelim exam. Re-writes of the statement of research interest and/or a follow-up committee meeting may be necessary to formulate a focused topic.

3. **Finalized Reading List & Drafting of Prelim Questions**

Following the PhD Candidacy meeting, the student should finalize their list(s) of key articles, books, and resources that they will draw on for their written prelim. These reading lists represent the student’s formation of their chosen area of expertise and are intended to ensure that the student is ready for the written prelim. The expectation is that students have read and thought about the resources listed (i.e., this is not a to-do list of new material to read). Students should share their finalized reading list(s) with their committee no less than two weeks before the date they intend to start their exam.

After reviewing the student’s finalized reading list(s), the committee will finalize the student’s questions for their written preliminary examination. Generally, each committee member will take the lead on drafting one question, but all questions must be approved by all members of the committee. The committee should also indicate page requirements/limits for each answer. While it is up to the committee to determine length requirements appropriate to the questions being asked, page limits should be set at no less than 15 pages and no more than 30 pages (double-spaced, not including references).

4. **Written Exam**

The student should communicate to their chair the date they wish to start their written exam. On that date, the chair of their committee will forward the student their prelim exam questions via email.

Students may use any books, articles or other published resources to answer their prelim questions, but they are not permitted to receive direct assistance from other individuals in the completion of their exam. If the student requires clarification of a question, the student is encouraged to contact their prelim committee chair, who will then get feedback from other committee members.

Typically, the written preliminary exam should be completed and delivered to committee members within four weeks of receiving exam questions from the committee chair. In some cases involving unavoidable commitments (e.g., full-time work, caregiving responsibilities, etc.) or other extenuating circumstances, students may be granted a longer timeframe for completion.

A student may use a copy editor only under special circumstances (e.g., if English is a second language) and with approval of the committee. The copy editor must be from outside the field. If copy editing is approved, the student must turn in the written prelim on time and then may have an additional two weeks to work with a copy editor before the committee reads the copy-edited prelim.
5. **Oral Defense**

A preliminary exam oral defense should be scheduled within one month of submission of the completed written answers. The defense, which is a meeting between the student and their committee, serves as an oral exam and feedback session. It is the student’s responsibility to schedule the oral defense.

In the oral defense, the student briefly describes their written responses and answers questions from the committee. The oral exam provides an opportunity for the student to clarify possible shortcomings in the written exam and to engage in in-depth discussions to move forward the student’s thinking.

After the discussion, faculty confer and determine the outcome of the exam. Responses (written and oral) to each question are evaluated independently. For each question, a student may:
- Pass with no revisions
- Pass with minor revisions (to be assessed by the committee chair only)
- Pass with major revisions (to be assessed by the entire prelim committee)
- Fail with a complete reworking of response to a question required

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 revise their responses to the question(s) that they don’t pass. The committee may also suggest additional courses to be taken by the student.

The student should bring their Prelim Warrant to this meeting. Once the committee has determined that a student has passed their Prelim Exam, all committee members will sign off on this form (this may be at the time of the oral defense or after revisions have been submitted, reviewed, and approved.)

6. **Re-Examinations**

Re-writes are not uncommon. If the decision is a Pass with minor revisions, then the student has one week to turn in revised responses to the question(s) requiring re-writes to the committee with a cover letter outlining changes in response to issues raised by the committee. If the decision is major revisions, then the student has one week per question requiring revisions to turn in revised responses to the questions(s) requiring re-writes to the committee. Here too the students should also include a cover letter outlining changes in response to issues raised by the committee.

If the decision is that a student failed one or more questions, and a complete reworking of one or more responses is required, the committee can either (a) ask the student to completely rework their response(s) to the original question(s) or (b) prepare a new question(s) for the student designed to help the student think through areas where they were weak in their original written response(s) or defense. The student has 10 days per question to complete their new
response(s).

In the case of either major revisions or a complete reworking of a response, a second oral defense will be scheduled. A decision of Pass or Fail will be made following the second oral defense.

Under exceptional circumstances, the prelim committee may allow a longer timeline for completing the re-examination. Only one additional chance to pass the question(s) will be granted.

If a determination is made that the student did not pass the re-examination, then the student will not be permitted to continue on in the PhD program. At this point, the committee should consider whether a MS in Human Ecology should be awarded to the student.

NOTE: Per Graduate College guidelines, students have 5 years from the date of passing their preliminary examination to take their final oral examination and submit their dissertation. Failure to complete their degree within this 5-year period may result in their having to retake the preliminary examination and be re-admitted to candidacy.