



MEMORANDUM

To: Donna E. Shalala, President

From: Richard L. Williamson
Chair, Faculty Senate

A handwritten signature in blue ink, appearing to read 'Richard L. Williamson'.

Date: March 22, 2013

Subject: Faculty Senate Legislation #2012-30(B) –Establishment of a PhD in Community Well-Being (CWB) in the School of Education and Human Development

At its March 20, 2013 meeting, the Faculty Senate unanimously approved the establishment of a PhD in Community Well-Being (CWB) in the School of Education and Human Development. The mission of the program is to produce community-engaged scholars who can help understand and address the real challenges faced by local communities in a multi-cultural and global context.

The proposal is enclosed for your information.

This legislation is now forwarded to you for your action.

RW/rh

Enclosure

cc: Thomas LeBlanc, Executive Vice President and Provost
Isaac Prilleltensky, Dean, School of Education and Human Development
Laura Kohn-Wood, Presenter and Associate Professor, School of Education and Human Development

CAPSULE: Faculty Senate Legislation #2012-30(B) –Establishment of a PhD in Community Well-Being (CWB) in the School of Education and Human Development

PRESIDENT’S RESPONSE

APPROVED:  DATE: 3/29/13
(President’s Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: DEAN PRILLELTENSKY

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

PHD in Community Well-Being

Department of Educational and Psychological Studies
School of Education and Human Development

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Executive Summary

PHD Program in Community Well-Being

Purpose and Goals

The Department of Educational and Psychological Studies (EPS) at the University of Miami School of Education and Human Development is proposing a PhD program in Community Well-Being (CWB). The program in CWB trains community-engaged action-researchers committed to promoting well-being and social justice through rigorous theoretical analysis and community-based research. The program prepares scholars for careers in academia, research, and public policy. Community-engaged scholarship involves the faculty member in a mutually beneficial partnership with the community. Such partnership augments the scholarship of teaching, discovery, integration, application, or engagement (Commission on Community-Engaged Scholarship in the Health Professions, 2005).

The Ph.D. degree includes: 1) *Foundations* - a core set of courses covering community psychology, organizational theory and change, ethics, inequality, diversity & social justice, and; 2) *Applications* - a second set of core courses focused on community application of theories and practice principles; 3) *Research methodology* - covering research philosophy, quantitative, qualitative and mixed-methods, and community-based action research; 4) *Professional skills*, and d) *Electives* - cognate areas that are designed individually and drawn from other departments and specializations within the SEHD (e.g., Educational and Psychological Studies, Teaching and Learning, Kinesiology) and departments and schools throughout the university (e.g., economics, sociology, public administration, public health, nursing). The program builds on the undergraduate major in Human and Social Development (HSD) and the master's program in Community and Social Change (CSC) – programs also housed in the department of Educational and Psychological Studies in the School of Education and Human Development.

Graduates of similar programs use their degree to prepare for and transition into work as educators, professors, program directors, consultants, policy developers, evaluators, and researchers in community organizations, universities, or government agencies to promote health and well-being.

Number and Source of Students

We estimate that the program will welcome 4-5 students per cohort and will only admit students every other year for the first four years. We currently have a list of 30 individuals who have indicated an interest in the program without any dedicated marketing efforts. Based on our research and community consultations, we predict that about 30% of the incoming students will come to us from Florida. The other 70% will be made up of applicants from across the US and abroad as well as master's-level UM students seeking to continue their education in this field.

Resources

The attached budget (appendix A) provides details regarding the costs and sources of funding obtained to support the proposed PhD program. We are seeking one additional senior faculty member to join the department of EPS and the core faculty for this program. The Provost has sent written authorization, and the EPS department faculty has approved our plans to search for an open rank position when the program is approved.

We have secured approximately 1.2 million dollars in donor gifts to provide stipends to doctoral students admitted to the program. We have the space to house additional graduate students and a separate IT department within the SEHD to provide necessary technology support.

Since we are seeking to fund an office assistant (.5 fte) in the department to help cover the additional workload that this program will create, we seek office furniture and computer resources for this purpose estimated at \$3000.00. We have space available to house the additional office support staff member and the new faculty member.

Conclusion

The creation of a PhD program in Community Well-being will be an important addition to the School of Education and Human Development's menu of offerings for post-baccalaureate students. It furthers our mission to *produce knowledge and prepare the next generation of leaders, researchers, and agents of change and well-being in education and the community*. We feel very confident that this new program will have strong beginning and will be highly successful over the long term.

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Full Proposal

PhD PROGRAM IN *COMMUNITY WELL-BEING* IN THE DEPARTMENT OF EDUCATIONAL AND PSYCHOLOGICAL STUDIES

Introduction

The Department of Educational and Psychological Studies (EPS) at the University of Miami School of Education and Human Development is proposing a PhD program in Community Well-being. By well-being we mean a positive state of affairs in which individuals and communities meet their needs and have resources and meaningful opportunities to thrive. Well-being consists of six key domains: Interpersonal, Communal, Occupational, Psychological, Physical, and Economic. Research demonstrates that the higher the level of well-being in each one of these domains, the higher the level of overall individual and collective well-being (Buettner, 2008, 2010; Burnett & Crossbie Burnett, 2012; Commission on Social Determinants of Health, 2008; Kivimaki et al., 2003, 2004, 2005; Marmot, 2004; Prilleltensky, 2011; Prilleltensky & Prilleltensky, 2006; Rath & Harter, 2010; Wilkinson & Pickett, 2009). Studies further demonstrate that fair and equitable distribution of resources, burdens, opportunities and power in community enhances the well-being of its members (DeVogli et al, 2007a, 2007b; Elovaino et al., 2002; 2004; Inglehart, 2010; Inglehart et al., 2000, 2008; Marmot, 2004; Sen, 2009; Wilkinson & Pickett, 2009). In line with this scholarship, the program aims to produce community-engaged scholars who promote individual, relational, and collective well-being through fairness and proven social interventions.

We strive to achieve these aims by working in partnership with community groups to (a) create and disseminate knowledge about how people, groups, and systems influence one another; and (b) engage in rigorous, empirical, critical, experiential, ecological, systemic, and multidisciplinary modes of research, learning, and action.

This proposal outlines the rationale for the program; the physical resources available and needed; the program curriculum, faculty, and prospective students; the program budget; and a comparison of high-quality established programs at comparable universities.

This program aligns squarely with the **vision** of the School of Education and Human Development (SEHD), which is:

To be a center of excellence in the study, promotion and integration of educational, psychological, and physical well-being in multicultural communities.

It also serves the **mission** of the SEHD, which is:

To produce knowledge and prepare the next generation of leaders, researchers, and agents of change and well-being in education and the community.

Exact Title of Degree

Doctor of Philosophy in Community Well-Being

Purpose and Goals

The *vision* of the program in Community Well-Being (CWB – pronounced cube) is to be a hub for engaged scholarship in community well-being and social change. The *mission* of the program is **to produce community-engaged scholars who promote individual, relational, and collective well-being through community-based research and action.**

The program in CWB trains community-engaged action-researchers committed to promoting well-being and social justice through rigorous theoretical analysis and community-based research. The program prepares scholars for careers in academia, research, and public policy. Community-engaged scholarship involves the faculty member in a mutually beneficial partnership with the community. Such partnership augments the scholarship of teaching, discovery, integration, application, or engagement (Commission on Community-Engaged Scholarship in the Health Professions, 2005).

The Ph.D. degree includes:

- 1) *Foundations* - a core set of courses covering community psychology, organizational theory and change, ethics, inequality, diversity & social justice, and;
- 2) *Applications* - a second set of core courses focused on community application of theories and practice in topics such as disease prevention and health promotion, youth development, community organizing, and not for profit administration;
- 3) *Research methodology* - covering research philosophy, quantitative, qualitative and mixed-methods, and community-based action research;
- 4) *Professional skills* – including consultation, management, grant writing, ethics, and leadership, and;
- 5) *Electives* - cognate areas that are designed individually and drawn from other departments and specializations within the SEHD (e.g., Educational and Psychological Studies, Teaching and Learning, Kinesiology) and departments and schools throughout the university (e.g., economics, sociology, public administration, public health, nursing).

The program builds on the undergraduate major in Human and Social Development (HSD) and the master's program in Community and Social Change (CSC). These two programs are also housed in the department of Educational and Psychological Studies in the School of Education and Human Development.

Rationale

In 1982, Derek Bok, President of Harvard University, made a celebrated call for universities to be more engaged with society, address basic social problems, and contribute to the moral development of society (Bok, 1982). Bok's challenge had a strong resonance in many institutions of higher education in North America. Subsequently, Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching (1990, 1996), argued that universities fulfilled their missions of higher education in an exemplary fashion when they served larger social purposes, such as the construction of a more just society. Boyer (1990) advocated that a new scholarship of civic involvement was called for to build bridges

between theory and practice, and to communicate research knowledge to students and community alike. Not surprisingly, Boyer, former president of the Carnegie Foundation for the Advancement of Teaching, was critical of universities that were inwardly focused on their own profession-oriented agendas. According to Boyer (1996), the research university should become a "more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement" (p. 11).

Increasingly, scholars are calling for modes of research that are applied, problem-centered, transdisciplinary, heterogeneous, and integrative where knowledge is produced in the context of application (Gibbons et al., 1994). They assert that community research best serves communities by being responsive to broader public needs and not simply driven by disciplinary priorities. Additionally, there is widespread acknowledgement that working to solve increasingly complex social problems will require collaboration across organizations in communities. A 2005 Campus Compact meeting of senior administrators from research universities across U.S. created framework for promoting "engaged scholarship" in report entitled "New Times Demand New Scholarship: Research Universities and Civic Engagement". The report detailed the importance of civic engagement in higher education and various models for how to implement it, focusing on how to incorporate service learning, community partnerships, and public outreach into higher education. The meeting launched new consortium of R-1 institutions, The Research University Civic Engagement Network (TRUCEN), which has now issued three more reports and is an active project within Campus Compact. The engaged research model we propose here aims to meet these calls and to further promote community-university partnerships for discovery, learning, and action.

Community-Based Research (CBR) in higher education is well-established as a strategy for going beyond traditional research to participate with community partners in solving social problems. Strand et al. (2003) describe community-based research as:

- A collaborative enterprise between academic researchers (professors and students) and community members;
- Using and validating multiple sources of knowledge and promoting the use of multiple methods of discovery and dissemination;
- An enterprise that has as its goal social action and social change for the purpose of achieving social justice and community betterment.

The program in CWB will work with communities as equal partners in a research endeavor where researchers and community partners can jointly develop new knowledge and capabilities in key areas, sharpen research priorities, provide new research training opportunities and enhance the ability of research to meet the practical needs of communities. The program in CWB is grounded in the academic discipline of community psychology for which the promotion of wellness has become a central focus (Cowen, 1991, 1994; Prilleltensky, 2005, 2011). Two central goals of community psychology are (a) the elimination of oppressive social conditions conducive to problems in living and (b) the promotion of wellness (Prilleltensky, 2001).

Fit with the Mission of the University of Miami

The PhD program in CWB in the department of Educational and Psychological Studies supports the University of Miami's mission to "educate and nurture students, to create knowledge, and to provide service to our community and beyond" and to "develop future leaders of our nation and the world." The CWB program is designed to produce community-engaged scholars who can help understand and address the real challenges faced by local communities in a multi-cultural and global context. The program also aligns very well with the university's core value to provide our students with the "foundations for ethical citizenship and service to others, and a respect for differences among people".

The University of Miami is increasingly committed to civic engagement and "community-engaged scholarship" - scholarship that involves faculty members and students in a mutually beneficial partnership with the community. This is evident in the recent launch of the Office of Civic and Community Engagement. The significance of Community Engagement as a measure of a university's status is reflected in the creation in 2006 of a new Carnegie Foundation classification in Community Engagement - a classification that is an explicit goal of UM's Office of Civic and Community Engagement. The PhD program in CWB is similarly committed to building and maintaining these types of mutually beneficial partnerships and can help advance these University goals. The program in CWB provides the University of Miami and its various civic engagement initiatives with other resources for developing citizens, leaders, and agents of change who understand how to serve and make sense of complex communities. The CWB program will strengthen local Community-University research and intervention partnerships by serving as a conduit to increase bi-directional communication, thus linking community and University priorities and helping to translate knowledge to action.

Fit with the Mission of the School of Education and Human Development

The mission of the School of Education and Human Development is to produce knowledge and prepare the next generation of leaders, researchers, and agents of change and well-being in education and the community. Our vision, in turn, is to be a center of excellence in the study, promotion, and integration of educational, psychological, and physical well-being in multicultural communities. The creation of a PhD program in *Community Well-Being* in the Department of Educational and Psychological Studies (EPS) is a key initiative in fulfilling this mission. The CWB program creates a training program for community-engaged scholars and agents of change. This program also plays a significant role in the strategic plans of the EPS Department and the School of Education and Human Development.

Relationship of Program to Other Cognate Fields

One of the goals of this new program is to provide a platform for interdisciplinary collaboration and integration among the School of Education and Human Development departments as well as across related disciplines across the University of Miami campus. We have worked closely with graduate faculty in Teaching and Learning, Exercise and Sport Sciences, and Educational and Psychological Studies to craft a program that meets this goal. This proposal includes several different options for electives and specialization in cognate areas in School of Education programs such as Measurement and Evaluation, Higher Education, and Counseling.

Beyond the School of Education and Human Development, we have established links with the Public Administration program (Political Science), Public Health (School of Medicine), Nursing, Sociology, Psychology and Communication to offer core and elective courses and we are currently working to develop several other options in other programs on campus.

[Relationship of Program to Undergraduate and Professional Programs](#)

In the fall of 2008, a new undergraduate major in Human and Social Development (HSD) was approved in the School of Education. The mission of the undergraduate major in HSD is to integrate individual, interpersonal, organizational, and community approaches to the promotion of healthy development and well-being. The mission of the major in HSD overlaps nicely with the mission of our master's program in Community and Social Change that was approved in January of 2010. Like the program in Community and Social Change, HSD appeals to students whose future career goals include working with people in a wide variety of human services, as well as in schools, universities, community agencies, and not-for-profit agencies. The PhD program will help train students for careers in academia, research, and public policy. Graduates of the master's program in CSC will be well positioned for admission to the graduate program. Establishing the master's program in Community and Social Change provides continuity and a logical graduate-level option for students who desire professional training in this field.

The Ph.D. program in Community Research and Social Change will complete the establishment of a meaningful continuum of study from undergraduate to Ph.D.

[Lab Equipment and Facilities Needed](#)

We do not foresee any immediate need for lab equipment or facilities. The School of Education and Human Development, Community and Educational Well-Being Research Center (CEW) facilities at the Max Orovitz building provide space for graduate students and research teams. The CEW has as its purpose the creation of new knowledge and the training of the next generation of leaders, researchers and change agents in the field of Community and Educational Well-Being. Sponsored by the Dunspaugh-Dalton Foundation, and housed at the University of Miami's School of Education and Human Development, the CEW is committed to promoting individual, interpersonal, institutional, and community well-being.

[Comparable Programs & Comparative Analysis \(see appendix B\)](#)

[Samples of 2012 Relevant Job Announcements \(see appendix C\)](#)

[Resources](#)

Since we are seeking to fund an office assistant (.5 fte) in the department to help cover the additional workload that this program will create, we seek office furniture and computer resources for this purpose. Estimated cost is \$3,000.00. We have space available to house this additional department staff member.

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Program Description

Degree Requirements

Requirements for Graduation

1. Students must pass a comprehensive written examination, and a dissertation.
2. Students must complete 60 post-Baccalaureate course credits and 12 credits of doctoral study with an average of B and no "D" credit may be counted toward the degree.
3. Course substitutions will not apply toward graduation without the written approval of the chairperson of the Department and the Associate Dean. Students are required to have Department and Associate Dean's approval prior to taking a course at another university.
4. Students must complete 200 hours field experience in a community placement.
5. Impact requirement: All work must be completed within eight years.

Degree Program Requirement

In addition to the formal academic requirements, the School of Education and Human Development requires its students to demonstrate personal qualities that, in the judgment of the faculty, would permit them to function effectively in their professional roles. The SEHD reserves the right to dismiss any student who is academically or personally unwilling or unable to carry out the professional responsibilities of the respective professions for which they are being trained. Conduct that may be considered unprofessional may include dishonesty, cheating, plagiarism, sexual harassment, discrimination on the basis of race, ethnicity, religion, or sexual orientation, and inappropriate interpersonal behavior. It is up to each student to fulfill their responsibilities in a timely and professional manner, to represent themselves and the University with honesty, and to treat others with dignity and respect.

[Coursework](#) (see appendix D)

[Schedule of Courses: First Three Years](#) (see appendix E)

[Program Assessment Plan \(SACS\)](#) (see appendix F)

Faculty

[Proposed CWB Core Faculty](#)¹

Etiony Aldarondo, Ph.D.	Department of Educational and Psychological Studies
Scot Evans, Ph.D.	Department of Educational and Psychological Studies
Blaine Fowers, Ph.D.	Department of Educational and Psychological Studies

¹ Core Faculty Vitae (Please see supplemental document)

Laura Kohn-Wood, Ph.D.	Department of Educational and Psychological Studies
Guerda Nicolas, Ph.D.	Department of Educational and Psychological Studies
Isaac Prilleltensky, Ph.D.	Department of Educational and Psychological Studies
[New Hire – Open Rank]	Department of Educational and Psychological Studies

Proposed CWB Affiliated Faculty

Soyeon Ahn, Ph.D.	Department of Educational and Psychological Studies
Josh Diem, Ph.D.	Department of Teaching and Learning
Elizabeth Harry, Ph.D.	Department of Teaching and Learning
John Murphy, Ph.D.	Department of Sociology
Jonathan West, Ph.D.	Department of Political Science

Need for Additional Faculty

We are seeking one additional senior faculty member to join the department of EPS and the core faculty for this program. The Provost has sent written authorization that we can search for an open rank position for the new PhD program in Community Well-being when approved. We do not foresee any additional faculty needs for this program in the next three years.

Interaction with other Graduate Programs

The CWB program will have frequent interactions with the other graduate programs in EPS and the School of Education. In addition to the School-wide colloquia and conferences, students will interact across programs through shared courses. Faculty will be available to serve on thesis and dissertation committees in other departments in the School of Education and across the UM campus. Furthermore, we will encourage students to seek out courses, cognates, and other opportunities in other departments and outside the School of Education to broaden their education and professional network.

Students

Number and Source of Students

We estimate that the program will welcome 4-5 students per cohort and will only admit students every other year for the first four years. We currently have a list of 30 individuals who have indicated an interest in the program without any dedicated marketing efforts. Based on our research and community consultations, we predict that about 30% of the incoming students will come to us from Florida. The other 70% will be made up of applicants from across the US and abroad as well as master's-level UM students seeking to continue their education in this field.

The CWB program will work closely with the Society for Community Research and Action (SCRA – Division 27 of the American Psychological Association) and their Council of Education Programs to promote the program and recruit students. In addition, we have identified several donors who are supportive of the program and have already committed scholarship/stipend support. Currently, we have new funding for scholarships in the amount of \$ 1.25 million from two donors.

Need for Teaching Assistants and Research Assistants

We will be adding one Graduate Teaching Assistant position for the program in the first year and may consider others as resources allow.

Administration

The day-to-day administration of the program

Dr. Laura Kohn-Wood will serve as program director and handle the day-to-day administration and the academic direction of the CWB program. The core faculty in the program will serve as the program team and meet monthly to make decisions about the direction and development of the program.

The director, department chair, and dean will work closely with a community advisory board that consists of community organization leaders and donors to the program to guide the development of the program and community relations. In addition to assisting and mentoring students, guest lecturing in classes, and providing them with practicum opportunities, the board will provide advice on strategic planning, curriculum development, and program relevance. Members of the advisory board will also assist with supporting and attending networking opportunities for students, fundraising for scholarships, and marketing the program to prospective students.

The academic policy-making mechanisms used to implement the program

In addition to the mechanisms mentioned above, the program will rely on the advice and expertise of affiliate faculty from several different departments in the School of Education and Human Development and beyond. Interested faculty can become affiliate faculty in the CWB program if they offer courses that can serve as relevant electives in the program or if they agree to supervise a student with similar interests. Core faculty, however, will be the primary policy-making mechanism used to implement the program.

Conclusion

The creation of a PhD program in Community Well-being will be an important addition to the School of Education and Human Development's menu of offerings for post-baccalaureate students. It furthers our mission to *produce knowledge and prepare the next generation of leaders, researchers, and agents of change and well-being in education and the community*. We feel very confident that this new program will have strong beginning and will be highly successful over the long term.

[Letters of Approval and Support \(see appendix H\)](#)

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PHD in Community Well-Being

Department of Educational and Psychological Studies
School of Education and Human Development

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Appendix A: Budget

Projected New Departmental Costs: Community Well-Being Ph.D. Program
School of Education and Human Development
FY 2014 - 2016

Budget information redacted

Appendix B: Comparable Programs & Comparative Analysis

Domestic PhD Programs

Antioch University, University-wide PhD in Leadership & Change

Arizona State University, PhD in Community Resources & Development, School of Community Resources & Development

Boston University, Interdisciplinary PhD in Sociology and Social Work, School of Social Work

Cornell University, PhD in Policy Analysis & Management, School of Human Ecology

DePaul University, Community Psychology, Department of Psychology - Chicago, IL

Georgetown University, Psychology and Public Policy, Department of Psychology - Washington, DC

Georgia State University, Community Psychology, Department of Psychology - Atlanta, GA

Harvard University, Doctor of Educational Leadership (Ed.L.D.), Graduate School of Education

Indiana University, PhD in Philanthropic Studies, Center on Philanthropy

Massachusetts Institute of Technology, PhD in Housing, Community & Economic Development, School of Urban Studies & Planning

Michigan State University, PhD in Ecological-Community Psychology, Department of Psychology

National-Louis University, Community Psychology, Department of Psychology - Chicago, IL

New York University, PhD in Psychology and Social Intervention, Department of Applied Psychology

North Carolina State University, PhD in Psychology in the Public Interest, Department of Psychology

Northwestern University, PhD in Human Development and Social Policy, School of Education and Social Policy

Penn State University, Human Developmental and Family Studies, Dept. of Human Development and Family Studies - University Park, PA

Portland State University, PhD in Applied Social and Community Psychology, Department of Psychology

Rutgers University-Camden, PhD in Public Administration-Community Development, Department of Public Policy & Administration

University of California, Irvine, PhD in Social Ecology, School of Social Ecology

University of Hawaii, Community Psychology, Department of Psychology - Honolulu, HI

University of Illinois-Chicago, PhD in Community & Prevention Research, Department of Psychology

University of California - Santa Cruz, Social Psychology with a Social Justice Focus," Department of Psychology - Santa Cruz, CA

University of Maryland, Community Psychology, Baltimore County, Department of Psychology - Baltimore, MD

University of Michigan, Health Behavior and Health Education, Department of Health Behavior and Health Education - Ann Arbor, MI

University of Minnesota, PhD in Work and Human Resource Education, Department of Organizational Leadership, Policy, and Development

University of Nebraska, PhD in Leadership, College of Business Administration

University of North Carolina, Greensboro, Community Health, Department of Psychology - Greensboro, NC

University of North Carolina Charlotte, Community Psychology, Department of Psychology, Charlotte, NC

University of Pennsylvania, PhD in Social Welfare, School of Social Policy & Practice

University of San Diego, PhD in Leadership Studies, School of Education

University of Virginia, Community Psychology, Department of Psychology - Charlottesville, VA

University of Wisconsin-Madison, Human Development and Family Studies, School of Human Ecology - Madison, WI

Vanderbilt University, PhD in Community Research and Action, Department of Human & Organizational Development

Virginia Tech, PhD in Planning, Governance and Globalization, College of Architecture & Urban Studies

Wichita State University, Community Psychology, Department of Psychology - Wichita, KS

International PhD Programs

Instituto Superior de Psicologia Aplicada (Lisbon, Portugal), Phd in Community Psychology

London School of Economics, PhD in Civil Society, Centre for Civil Society

Rothkilde Universitat (Denmark) PhD in Governance, Welfare State, and Citizenship, Department of Society and Globalization

Université Laval, Communaria Psychologie, Department of Psychology - Québec City, Canada

University of London, PhD in Community and Youth Work, Goldsmiths' Department of Anthropology and Professional and Community Education (PACE)

University of Quebec, Communaria Psychologie, Department of Psychology - Montreal, Canada

University of Technology Sydney (Australia). PhD in Strengthening Civil Societies, Department of Interdisciplinary Studies of Cosmopolitan Civil Society

University of Waikato (New Zealand), PhD in Community Psychology, School of Arts & Social Sciences

Victoria University (Australia), PhD in Community Psychology, School of Psychology

Wilfrid Laurier University, (Ontario, Canada) PhD in Community Psychology

Comparative Analysis

We recently conducted a survey of similar programs in colleges and universities in the United States. There is a strong representation of programs, departments, and schools nationally in the areas of community psychology, community development, community organization and social administration, social work, and non-profit and community studies. Units focused on these areas form an area of study that is common in many universities, but absent as a unified scholarly and pedagogical area at the University of Miami.

Our survey revealed that there are PhD programs that focus in areas of community psychology and community-wellbeing in a number of high quality institutions, although there is some variation in emphases across programs. The academic disciplinary home for the proposed program, and the programs listed below is Community Psychology, division 27 of the American Psychology Association (www.scr27.org). Most programs offer a set of core theory and skill building courses with the opportunity for specialization. They also provide opportunities for practical and experiential learning through some sort of community field experience. The following list highlights a sample of similar programs in the United States and Canada with program descriptions from their websites:

1. Vanderbilt University, School of Education - **Community Research and Action**. The Ph.D. degree in Community Research and Action (CRA) prepares action-oriented researchers for academic or policy-related careers in applied community studies with a social justice orientation. Areas of focus include community psychology, community development, social program evaluation, organizational change, health or mental health policy, prevention, urban change and social policy. CRA is the successor to Peabody's long-standing program in community psychology and reflects a move in the field toward interdisciplinary thinking.
2. DePaul University, College of Science & Health – **Community Psychology**. The Community Psychology PhD Program prepares students to become excellent researchers, intervention specialists, consultants, and program evaluators who have a firm ground in the theory, research, and practice of Community Psychology. The program has a special focus on working with underserved, populations of color (e.g., low-income urban children, adolescents, families, and adults) and community-based organizations. We equip students with skills and research methodologies to be

applied to community and organizational change and to social and community interventions.

3. Georgia State University, College of Arts & Sciences – **Community Psychology**. The mission of the community psychology program at Georgia State University is to educate and train doctoral students in the science and practice of Social Intervention in Diverse Settings. Social intervention is defined as research, programs, or policies that impact the resources accessed by communities and/or individuals. Our students and graduates use theory and empirical research from psychology and related disciplines to develop, implement, evaluate, and advocate for effective social interventions that promote the well-being of diverse populations, in diverse settings, in the United States and internationally.
4. University of Michigan, School of Public Health – **Health Behavior and Health Education**. The doctoral program in HBHE prepares professionals for research, teaching, service, and leadership positions with the overall objective of improving the health of populations. To meet this objective, all students in the program are trained to conduct independent research. The primary focus is on applied research that informs the development of interventions and policies to promote health at the individual, community, population, societal, and/or global levels.
5. Michigan State University, Department of Psychology – **Ecological-Community Psychology**. Designed to bring scientific theory and research to the understanding and solution of critical social problems, the training approach in the ECP program emphasizes the importance of examining human behavior within the larger social context. Research topics are broad, and are designed to ameliorate social problems and promote community well-being. Students receive extensive but individualized training in research methodology, community-based research, and community psychology theory.
6. University of California Santa Cruz, Department of Psychology – **Social Psychology**. The social psychology graduate program at UCSC has a unique mission and focus using Kurt Lewin's model of "full-cycle" (theory-application-action) social psychology to study a broad range of topics related to social justice. Students learn to apply psychological theories and data to the analysis and solution of a wide range of social problems. Knowledge gained in action-oriented research leads, in turn, to the development of new theory. Students examine justice-related issues in different cultural, political, and policy contexts, through a variety of research methods.
7. Penn State University, College of Health and Human Development - **Human Development and Family Studies (HDFS)**. The Human Development and Family Studies (HDFS) Graduate Program provides training opportunities at the doctoral level for students interested in learning cutting-edge approaches to the study of individuals and families across the life span, the development and evaluation of prevention programs for individuals and families at risk, and the development and application of new methodological approaches for these areas. The HDFS Graduate

Program was established in 1969 and has trained more than 400 graduate students who completed their doctorates in the department, and have gone on to leadership roles in academic and applied research settings.

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Appendix C: Samples of 2012 Relevant Job Announcements

University of Delaware Department of Human Development and Family Studies: (1) Assistant Professor - Tenure Track, Specialization: Positive youth development and human services and (2) Assistant or Associate Professor - Tenure Track, Specialization: Program Evaluation of human services for children, youth, and their families.

Northwestern University Center for Community Health: Junior and senior faculty at the rank of Assistant, Associate or Full Professor, Priority on Community-Engaged Researcher.

The University of Guelph, College of Social and Applied Human Sciences: Assistant Professor - Community Engaged Scholarship.

Vanderbilt - Peabody College: Open rank faculty positions in the Department of Human and Organizational Development, (1) Faculty Position in Organizational Studies and (2) Practice Faculty Position in Community Development and Action.

DePaul University – Department of Psychology: Clinical/Community Psychology Position, open-rank, full time, tenured or tenure-track faculty position.

Georgetown University – Department of Psychology: Tenure track Assistant Professor whose research explores influences on educational outcomes, including those at the elementary, middle and high school levels, as well as early educational outcomes.

Ball State University – Department of Counseling Psychology and Guidance Services: Tenure-track faculty position available, doctorate in social psychology or community psychology.

Tufts University - Eliot Pearson Department of Child Development: Assistant Professor in Child and Family Health, research and teaching exploring the relationship between psychological and physical well-being of children, adolescents, and their families.

University of Memphis - Division of Public and Nonprofit Administration: Assistant Professor Nonprofit Management, excellence in teaching and research and an enthusiasm for community-based engagement.

National Institute on Aging - Individual and Behavioral Processes Branch (IBP) in the Division of Behavioral and Social Research: Dynamic and experienced psychological or behavioral scientist with academic training and expertise in one or more of the following areas: Mechanisms of behavior change; Behavioral and community interventions; Social stratification of health and health inequalities.

University of South Carolina - Department of Psychology: Assistant Professor, tenure-track, Community-Based Health and Social Disparities Research, expertise in community-engaged health disparity research to understand interactions between individual and environmental factors that can affect health and social disparities in health.

University of South Carolina - The College of Social Work: Assistant Professor – Macro-practice, tenure-track faculty position with specific attention given to organizations, communities and neighborhoods.

American University in Cairo: Assistant Professor in Community Psychology.

University of California, Irvine - School of Education: Two-year Post-doctoral Fellowship in Human Capital Interventions in Development.

Society for Research in Child Development - Policy Fellowships Community-Campus Partnerships for Health (CCPH) National Study Coordinator - Two-year NIH funded national study that will conduct case studies of community-based organizations and the processes they have established for determining whether to support or participate in health research.

University of Vermont - Community-University Partnerships & Service-Learning (CUPS) Office: Director, Community-University Partnership & Service-Learning.

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Appendix D: Course Sequence Plan

CORE 1 – FOUNDATIONS (Required)	Course #	Course Title	CR
	EPS606	Community Well-being and Change: Theory and Practice	3
	EPS648	Multicultural Communities in a Globalized Society	3
	EPS644	Development & Change in Community Organizations: Theory and Practice	3
	<i>EPS6XX- Dr. Blaine Fowers</i>	<i>Human Sociality</i>	3
	SOC601- Dr. John Murphy	Sociological Theories Course	3
	<i>EPS6XX</i>	<i>ProSeminar in Well-Being</i>	6
<hr/>			
CORE 1 = 18 credits total			
CORE 2– APPLICATIONS (Choose 2)	Course #	Course Title	CR
	EPS654	Program Evaluation	3
	TAL662	Issues and Trends in Multicultural Education	3
	EPS558	Community Youth Development	3
	KIN682	Psychosocial Issues in Women's Health	3
	EPH614	Intro to Disease Prevention and Health Promotion	3
	TAL568	Reform, Politics and Social Organizations of Schooling	3
	COM598	Using Communication to Change Health and Environmental Behavior: Theory and Practice	3
	POL606	Seminar in Administration	3
	POL647	Public Personnel Policies	3
	CAP629	Public Relations Seminar: Fundraising in the Not-for-Profit Sector	3

**CORE 2 = 6 credits
total**

**RESEARCH
METHODOLOGY-**
(Required)

Required elective for EPS553
if equivalent course
has not been taken.

		Introduction to Statistics	3
	EPS554	Essentials of Research in the Social and Behavioral Sciences	3
	<i>EPS6XX</i>	<i>Community Based Research</i>	3
	EPS670	Intro to Res Meth (RME)	3
	EPS671	General Linear Methods	3
	EPS675 or equivalent	Qualitative Research Methods I	3
Choose this or EPS 673	EPS676 or EPS677	Qualitative Research Methods II	3
Choose this or Qual2	EPS673	An Introduction to Structural Equation Modeling	3

**RESEARCH = 18
credits total**

**PROFESSIONAL
SKILLS**

(Choose 2)

<i>EPS6XX- Dr. Etiony Aldarondo</i>	<i>Professional Ethics and Social Justice</i>	3
EPS609	Managing Community Organizations	3
EPS526	Counseling (Consultation) in Community Settings	3
KIN575	Essential Leadership Skills	3
POL551	Productivity Improvement in the Public and Nonprofit Sectors	3
POL524	Non-Profit Organizations: Law, Policy and Management	3
POL557	Ethical and Managerial Issues in Government, Business and Non- Profit Organizations	3
CAP634	Seminar in Public Relations: Non- profit Groups and Governmental Institutions	3

**PROFESSIONAL
SKILLS = 6 credits
total**

**ELECTIVES (Choose
3)**

Choose 4 Graduate

Level Elective
Courses

ELECTIVES=9
credits total

FIELD	EPS658	Practicum Seminar	3
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EXPERIENCE=3
credits total

RESEARCH/ DISSERTATION	EPS730 and EPS740	Pre-Candidacy Dissertation Research & Post-Candidacy Dissertation Research	12
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CREDITS=12 credits
total

TOTAL CREDIT HOURS	72
---------------------------	-----------

Italicized entries = new courses to be created including:

1.

*EPS6XX-Dr. Ethics and Social
Etiony Justice
Aldarondo*

2.

*EPS6XX- ProSeminar in Well-
Team Being for 3 semesters
Taught*

3.

*EPS6XX-Dr. Human Sociality
Blaine
Fowers*

4.

*EPS6XX Community Based
Research*

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Appendix E: Three Year Plan

Prerequisite Community Well-Being Courses (Required)

Students entering with a master's degree in the field of community psychology are expected to have taken the equivalent of the following graduate level courses as part of their master's degree, or they will be required to complete these courses during the doctoral program. Students entering without a master's degree will be required to complete these courses as part of the doctoral program.

EPS 606: Community Well-being and Change: Theory and Practice (CORE 1)

EPS 644: Development and Change in Community Organizations (CORE 1)

EPS 554: Essentials of Research in the Social and Behavioral Sciences (RESEARCH)

EPS 648: Multicultural Communities in a Globalized Society (CORE 1)

EPS 654: Program Evaluation (CORE 2)

EPS 609: Managing Community Organizations (PROF SKILLS)

EPS 658: Practicum Seminar (includes practicum experience)

Graduate Level Elective Courses (9 credits)

Fall Year 1	<i>EPS6XX: Proseminar 1 in Well-Being</i>	3 credit	CORE 1
Fall Year 1	SOC601: Classical Sociological Theory- Dr. John Murphy	3 credits	CORE 1
Fall Year 1	Optional Core 2 Applications Course	3 credits	CORE 2
Fall Year 1	EPS670: Introduction to Research Methods- Dr. Blaine Fowers	3 credits	RESEARCH
Spring Year 1	<i>EPS6XX: Proseminar 2 in Well-Being</i>	3 credit	CORE 1
Spring Year 1	<i>EPS6XX: Human Sociality- Dr. Blaine Fowers</i>	3 credits	CORE1
Spring Year 1	<i>EPS6XX: Community Based Research for Action and Mixed Methods</i>	3 credits	RESEARCH
Summer Year 1	Field Research directed by Advisor	3 credits	DISSERTATION

Fall Year 2	EPS671: General Linear Methods-Dr. Soyeon Ahn	3 credits	RESEARCH
Fall Year 2	EPS675: Qualitative Research Methods-1 or equivalent	3 credits	RESEARCH
Fall Year 2	Dissertation	6 credits	DISSERTATION
Spring Year 2	EPS677: Qualitative Research Methods2-Dr. Elizabeth Harry or EPS673: Introduction to Structural Equation Modeling-Dr. Nicholas Myers	3 credits	RESEARCH
Spring Year 2	Dissertation	3 credits	DISSERTATION

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Appendix F: Program Assessment Plan

Mission Statement/Program Objectives

- The *vision* of the program in Community Well-Being (CWB – pronounced cube) is to be a hub for engaged scholarship in community well-being and social change. The *mission* of the program is **to produce community-engaged scholars who promote individual, relational, and collective well-being through community-based research and action.**
- The program in CWB trains community-engaged action-researchers committed to promoting well-being and social justice through rigorous theoretical analysis and community-based research. The program prepares scholars for careers in academia, research, and public policy. Community-engaged scholarship involves the faculty member in a mutually beneficial partnership with the community. Such partnership augments the scholarship of teaching, discovery, integration, application, or engagement

Definition & Assessment of Intended Outcomes

Intended Outcomes and Measures

Outcome 1: Students will demonstrate a **breadth of understanding** of the general values, theories, concepts, research, methodologies, and practices associated with the fields of community psychology and community well-being.

Assessment Measure 1) Students will write a series of three short comprehensive papers on the core material at the end of their second year. Papers will be rated by a minimum of three faculty members using a rubric designed for this purpose.

Assessment Measure 2) Students will deliver an integrative presentation in the final semester of the Pro-seminar. Peers and faculty members using a using a rubric designed for this purpose will assess each presentation.

Outcome 2: Students will demonstrate a **deep understanding and mastery** of one specific area of focus within the fields of community psychology and community well-being.

Assessment Measure 1) Students will complete a Major Area Paper (MAP) as part of their dissertation topic development. MAPs will challenge students to look at the broad theoretical, contextual, and practical implications of their topic as the focus in on their research questions. MAPs will be scored by faculty using a rubric designed for this purpose.

Assessment Measure 2) Students will defend their dissertation proposal before a committee of faculty. Committee members will complete a rubric evaluating the oral and written elements of the defense.

Outcome 3: Students will demonstrate the capacity to **use community-based research** approaches and the principles of community-engaged scholarship to generate new knowledge and action in and with diverse communities.

1) Students will defend their dissertation proposal before an interdisciplinary committee of faculty. Committee members will complete a rubric evaluating the oral and written elements of the defense.

2) Students will disseminate and publish their community-engaged scholarly products at conferences, in journals, books, reports, policy briefings, videos, websites, and other forms of media for academic and community audiences. Placement of scholarly products will be tracked during their time as a student through three years after graduation.

Appendix G: Core Faculty Vitae

(See *supplemental document* for full core faculty curricula vitae)

1. Isaac Prilleltensky
2. Etiony Aldarondo
3. Laura Kohn-Wood
4. Guerda Nicolas
5. Scot Evans

Appendix H: Letters of Approval and Support

Letters of Approval

1. Dr. Guerda Nicolas, Chair of the Department of Educational and Psychological Studies (Departmental Faculty Vote/Approval)
2. Dr. Walter Secada, Senior Associate Dean of Graduate Studies (SoEHD Graduate Curriculum Committee Approval Vote)
3. Dr. Walter Secada, Senior Associate Dean of Graduate Studies, Representative - School of Education and Human Development School Council (SoEHD School Council Approval)
4. Dr. Isaac Prilleltensky, Dean of the School of Education and Human Development (School-wide Approval Vote).
5. Dr. Brian Blake, Dean of the Graduate School (Memo to Faculty Senate re: Graduate Council Approval)

Letters of Support

6. Dr. Guillermo Prado, Associate Professor, Center for Family Studies, Department of Epidemiology and Public Health and Director, Doctorate Programs in Epidemiology and Public Health
7. Dr. Robert Schwartz, Professor and Chair, Department of Family Medicine and Community Health
8. Dr. Rod Wellens, Professor and Chair, Department of Psychology
9. Dr. Jonathan West, Professor and Interim Chair, Department of Political Science, Director, Master's Public Administration Program
10. Dr. Richard Grant, Professor and Director, Urban Studies, Department of Geography and Regional Studies
11. Dr. Jose Szapocznik, Professor and Chair, Department of Epidemiology and Public Health.
12. Dr. John W. Murphy, Professor of Sociology, Department of Sociology.
13. Gina Maranto, Director, Ecosystem Science and Policy. Graduate Program Coordinator, Environmental Science and Policy, The Leonard and Jayne Abess Center.

Departmental Approval



Educational and Psychological Studies

MEMO

Date: October 1st, 2012

To: Walter Secada, PhD, Senior Associate Dean, Chair of the School of Education and Human Development, Graduate Curriculum Committee

From: Guerda Nicolas, Chairperson
Department of Educational and Psychological Studies

Re: **Departmental Approval of the New PhD Program-Community Well-Being**

On September 19th 2012, the EPS faculty met and reviewed the proposed creation of a new PhD program, Community Well-Being. After careful consideration of the proposal and discussion of its fits with the vision of the department and other programs within the department, the faculty unanimously approved the motion to create such a program.

SEHD Graduate Curriculum Committee Approval

From: **Walter Secada** <wsecada@miami.edu>
Subject: approval of new doctoral program in Community Well Being
Date: October 23, 2012 6:05:16 PM EDT
To: Isaac Prilleltensky <isaacp@miami.edu>
Cc: Debbiesiu L Lee <debbiesiu@miami.edu>, Clachar, Arlene D <aclachar@miami.edu>, Whisenant, Warren A <wwhisenant@miami.edu> and 3 more...

Dear Dean Prilleltensky,

At its meeting of October 17, the SOEHD Graduate Curriculum Committee recommended approval of the new Ph.D. program in **Community Well Being** in EPS. I concur with this recommendation.

We also made three recommendations for the Department and Program to consider:

1. Be sure to include a budget (which is required by the Senate) with the proposal that goes up the way.
2. Since this Ph.D. program is seen as a continuation of the MSED program in Community and Social Change, the committee recommended that the Department obtain letters of support from all departments and/or schools/colleges that provided support letters for the MSED program.
3. Rather than propose this program as being a post-Master's Ph.D. program, propose it as following the Graduate School's model of 60 credits of course work plus 12 credits of dissertation research. Our reasoning for this recommendation is dual:
 - a) anything that departs from the Graduate School's template will require lots of additional explanation every

SEHD School Council Approval

UNIVERSITY OF MIAMI

Office of the School Council
 School of Education
 University of Miami



P.O. Box 248065
 Coral Gables, FL 33124-2040

Phone: 305-284-3711
 Fax: 305-284-3003
www.education.miami.edu

February 4, 2013

MEMORANDUM

TO: UM Faculty Senate

FROM: Walter G. Secada, Professor
 Senior Associate Dean *Walter G. Secada*

RE: SOEHD School Council action on the (proposed) Ph.D. in Community Well-Being

I am writing as the Official Representative of the SOEHD Dean's Office to the SOEHD School Council.

The School Council considered the proposed Ph.D. program in Community Well-Being at its regular meeting of October 15, after the proposal had been unanimously endorsed by the SOEHD Graduate Programs Curriculum Committee.

Since this item is a new program within the SOEHD, Council declined to vote on the proposal and instead opted to refer the proposal to the SOEHD eligible faculty for their vote.

It was clear from the meeting's discussion, that this proposal had the strong support of the entire council with no one voicing any objections and most School Council members opining that it should pass the faculty easily and overwhelmingly.

SEHD School Wide Approval

UNIVERSITY OF MIAMI
SCHOOL OF EDUCATION
& HUMAN DEVELOPMENT



Office of the Dean
Isaac Prilleltensky, Ph.D.
Dean and Professor
1100
1100
Chair, in Community Well-Being

PO Box 248955
Coral Gables, FL 33124-2010
Phone: 305.284.4505
Fax: 305.284.4904
www.educat.ed.miami.edu

MEMORANDUM

November 8, 2012

TO : Graduate School Council and Faculty Senate
FROM : Isaac Prilleltensky *I. Prilleltensky*
RE : Ph.D. in Community Well-Being

I am writing to report on the results of several votes held in the School of Education and Human Development in support of the new Ph.D. program in Community Well-Being.

The program received support of 88% of voting faculty. The schoolwide vote was held after the new program was approved by the originating department, Educational and Psychological Studies (EPS), and by the Graduate Curriculum Committee of our school.

The schoolwide vote, which resulted in support of the new program, was held between October 31st and November 7th, 2012.

C: Dr. Scot Evans
Dr. Guerda Nicolas
Dr. Laura Kohn-Wood

UM Graduate School Approval

UNIVERSITY OF MIAMI
GRADUATE SCHOOL



M. Brian Blake, Ph.D.
Vice Provost for Academic Affairs
& Dean of the Graduate School

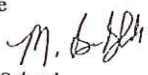
Graduate School
P.O. Box 248125
Coral Gables, FL 33124-3220

Phone: 305-284-4154
Fax: 305-284-5441
graduateschool@miami.edu

MEMORANDUM

DATE: January 28, 2013

TO: Richard Williamson
Chair, Faculty Senate

FROM: M. Brian Blake 
Dean, The Graduate School

SUBJECT: New Program – Ph.D. in Community Well-being

The Department of Educational and Psychological Studies at School of Education and Human Development submitted a proposal for a new Ph.D. program in Community Well-being. The proposal for the new program Doctor of Philosophy in Community Well-being was discussed at the meeting of the Graduate Council on Thursday, January 17, 2013, and was approved by those present (pending the revision of the library budget). The second reading was waived.

cc: Isaac Prilleltensky, Dean
Walter Secada, Senior Associate Dean
Maria Guerda Nicolas, Chairperson
Office of Planning, Institutional Research and Assessment

Dr. Guillermo Prado

From: Prado, Guillermo [<mailto:GPrado@med.miami.edu>]
Sent: Thursday, October 25, 2012 8:04 PM
To: Prilleltensky, Isaac; Kohn Wood, Laura; Nicolas, MarieGuerda; Evans, Scotney D.
Subject: RE: follow up regarding PhD in community well-being

Dear Isaac,

It was a pleasure to meet with you and Nick earlier this afternoon.

It would be wonderful to have my Prevention Science course listed as an elective in your proposed PhD in Community Well-Being. I should also mention that Erin Kobtez, a faculty member in my division, teaches a graduate course in CBPR.

I look forward to continuing our dialogue and to future collaborations.

Best,
Willy

Robert Schwartz

From: Schwartz, Robert [<mailto:RSchwartz@med.miami.edu>]
Sent: Tuesday, October 30, 2012 12:01 PM
To: Nicolas, MarieGuerda
Cc: Rodriguez, Martha Isabel
Subject: RE: New PhD Program in School of Education and Human Development

Guerda,

I am fully supportive of this new PhD program and will gladly participate myself with the educational goals.

We should talk about what specific curriculum you are referring to because residency training in family medicine is set up in a different way than undergraduate or graduate courses.

However, much of what we expose our residents to in our weekly lecture series I think would be of interest to your graduate students and the opportunity to observe and perhaps participate in the many activities that we perform at Jefferson Reaves Health Center and in the community would be of great value to your graduate students.

Please have your assistant contact Martha to set up a time for us to meet or talk on the phone.

Regards,
Bob

Robert Schwartz, M.D.
Professor and Chair
Department of Family Medicine and Community Health
Telephone: 305-243-1242
Fax: 305-243-1251
<mailto:rschwartz@miami.edu>

UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE



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Rod Wellens

Begin forwarded message:

From: Rod Wellens <rwellens@miami.edu>

Subject: Re: PhD Program in School of Education and Human Development

Date: November 13, 2012 10:19:33 AM EST

To: "Nicolas, MarieGuerda" <nguerda@miami.edu>

Hi Guerda.....Thanks for following up. We discussed your proposed program at our faculty meeting last Thursday. Aside from the concern about the grant writing course, our faculty saw no reason why we should not be supportive of your new venture. Please send me your most up-to-date version of the proposal. Thanks, Rod W.

On Nov 13, 2012, at 10:14 AM, Nicolas, MarieGuerda wrote:

Good morning Rod

Thanks again for your message regarding the new program. We have received the Writing course from the list based on your note below. I am following up to see if there were any questions from your division or faculty meeting regarding the program that I can answer.

Thanks again.

Guerda

On Nov 1, 2012, at 1:44 PM, Rod Wellens wrote:

Dear Guerda.....Thanks for your note and accompanying materials describing the proposed new Ph.D. Program in Community Well-Being. I've asked the Psychology Division Directors to look over the proposal and I will also bring it up at our general faculty meeting scheduled for next week. My preliminary view is that the proposal is in keeping with the School of Education's vision statement and does not overlap with Psychology's graduate programs. I anticipate the Department of Psychology will be supportive of this effort. I will let you know how the discussion goes at the

end of next week. Best regards, Rod W.

(P.S. I noticed you listed PSY602 Scientific Writing and Grantsmanship" as an optional "Professional Skills" course. Please be aware that that course is currently over-subscribed by our own students and would most likely not be available most years. RW)

On Oct 30, 2012, at 9:51 AM, Nicolas, MarieGuerda wrote:

Dear Rod

I hope that this message finds you well. Attached is a proposal for a new PhD program, Community Well-being that we are hoping to get approved to develop in the School of Education and Human Development in the Department of Educational and Psychological Studies. I am sending you an executive summary of the program as well as the full proposal for your review. The creation of this program is the final phase of program development focusing on community well-being in the department. If you recalled, we created an undergraduate major, Human and Social Development, 4 years ago and the Community and Social Change Master's program 3 years ago. The creation of this PhD program will be last part of programming focusing on community and social change. This program has been approved by the department and the school's graduate curriculum committee. I hope that we can count on the support of your department for this program as well as letting us know if there are particular courses in your department that we can list as electives for the program.

I am available to meet in person or talk on the phone about the program if needed.

Thanks in advance for your support and I look forward to hearing from you.

Regards,
Guerda

Jonathan West

Dear Laura,

I am happy to offer my support and that of Political Science for your proposed doctoral program in "Community Well-Being." I am hoping that your students will enrich our public administration classes and that some courses in your program will be available for our students.

Regarding the second question (courses listed in Appendix D), I have a few suggestions:

POL 606 Seminar and Administration and POL 647 Public Personnel Policies (misnamed in the proposal and inadvertently mis-numbered in your e-mail) are fine for inclusion. Your students would be welcome in those classes.

POL 524 and POL 557 are fine and correctly identified in the proposal; however I suggest substituting POL 551 Productivity Improvement in the Public and Nonprofit Sectors for POL 523 which is seldom taught. You should be aware that POL 551 is a course taught in the evening each year as a workshop in Summer 1. If that doesn't work for you, another possibility would be POL 522 Introduction to Graduate Public Administration.

Good luck with this worthwhile initiative.

Best,

Jonathan West
Interim Chair, Political Science

Richard Grant

Laura, I emailed my chair and asked him to endorse your new Ph.D. initiative. As Urban Studies Director, I strongly endorse the initiative.

Richard

Richard Grant, Professor
Director, Urban Studies
Department of Geography and Regional Studies
University of Miami
215 Ferre Building
Coral Gables
FL 33124-2221
USA
phone: 305-284-6689
fax: 305-284-5430

From: Kohn Wood, Laura
Sent: Friday, November 16, 2012 12:11 PM
To: Grant, Richard J.
Subject: Re: Master's Meeting Agenda, Friday 11/16, 12:15

Hi Richard,
We are working on a proposal for a new Ph.D. Program in
"Community
Well-Being" for the School of Ed.

3 - If you are so inclined, we would love a letter of support from you. You can just informally emailing me back indicating that you support the creation of this new Ph.D.

Thanks!

Dr. Jose Szapocznik



UNIVERSITY OF MIAMI
MILLER SCHOOL
of MEDICINE

November 15, 2012

Isaac Prilleltensky, PhD
Dean, School of Education and Human Development
Professor of Educational and Psychological Studies
Erwin and Barbara Mautner Chair in Community Well-Being
University of Miami
313 E Merrick Building
P.O. Box 248065
Coral Gables, FL 33124-2040

Marie Guerda Nicolas, PhD
Chair and Associate Professor
Department of Educational and Psychological Studies
5202 University Drive
Merrick Building Room 310-K
Coral Gables FL, 33146

Dear Drs. Prilleltensky and Nicolas,

In my role as Director of the Miami Clinical and Translational Science Institute (CTSI) and Chair of the Department of Epidemiology & Public Health, I am delighted to endorse your proposed Doctor of Philosophy in Community Well Being.

Dr. Nicolas, as one of the leaders of the Miami CTSI, is well aware of the extraordinary emphasis we are placing on community engagement and cultural diversity. In fact, the overarching theme of our Miami CTSI is "culturalized health sciences." The School of Medicine and the Miami CTSI are both committed to improving the health of our highly culturally and racially diverse community. A PhD such as you have proposed would make a major contribution to the mission of the Miami CTSI and the School of Medicine. We hope to collaborate with the proposed PhD in many aspects of the proposed doctoral program, including collaborations with our community engagement and cultural diversity component which you co-direct as well as with our ethics component.

In the Department of Epidemiology and Public Health we focus on population health. That is on identifying risk and protection for health and disease at a population level, developing research design and biostatistical methods, and developing, testing and disseminating interventions that impact health systems and populations. A PhD in Community Well-Being is complementary to our educational programs, and we look forward to working in close collaboration with your proposed PhD. This is particularly true for the doctoral program we intend to develop in the next year or two in "Prevention Science & Community Health." This doctoral program will have an emphasis on research methods, the development, evaluation and

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implementation of evidence based preventive interventions, and could capitalize on your emphasis on organizational theory and change, community applications, as well as inequality, diversity and social justice.

Please do not hesitate to contact me if I can be of help.

Un caluroso saludo,



Jose Szapocznik, PhD
Professor and Chair
Department of Epidemiology & Public Health
Principal Investigator and Director
Miami Clinical & Translational Science Institute

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Dr. John W. Murphy

Dear Dr. Kohn-Wood.

In my role as Professor of Sociology, and as an Affiliated Faculty member of the proposed new Ph.D. Program in Community Well-Being in the School of Education and Human Development, I am happy to offer my full endorsement of this proposed program. I believe this program builds on the current efforts in the School of Education and Human Development and is complementary to the program we offer in Sociology. I am pleased to offer my support by including students from the new program in classes, along with research and community engagement activities.

Best,

John Murphy, Ph.D.

John W. Murphy
Professor of Sociology
University of Miami
305.284.6157
j.murphy@miami.edu

Gina Maranto

UNIVERSITY OF MIAMI
ABESS CENTER
for ECOSYSTEM
SCIENCE & POLICY



26 February 2013

General Welfare Committee
Faculty Senate
University of Miami

Dear General Welfare Committee Members:

On behalf of Dr. Kenny Broad and the Leonard and Jayne Abess Center for Ecosystem Science and Policy, I am writing to express our enthusiastic support for the proposed Doctor of Philosophy in Community Well-Being (CWB). The CWB, with its goal of promoting social justice through rigorous theoretical analysis and community-based research, will fill an important gap at the University of Miami and in the Southeastern U.S., and will support our institutional commitment to graduating doctoral students who are prepared to face the challenges of the 21st century and to enact positive social change in the South Florida community and beyond.

As the National Task Force on Civic Learning and Democratic Engagement recently wrote in its report *A Crucible Moment: College Learning and Democracy's Future*, "A socially cohesive and economically vibrant US democracy...require[s] informed, engaged, open-minded, and socially responsible people committed to the common good and practiced in 'doing' democracy.... Civic learning needs to be an integral component of every level of education, from grade school through graduate school, across all fields of study." The CWB program would contribute to that enterprise and foster deeper understanding of how best to incorporate civic engagement through education, whether formal or informal.

To be truly successful, such education, whether in formal or informal settings, needs to be based on a thorough understanding of how and why change takes place in communities. The CWB program as proposed will provide Ph.D. students with tools to extend and expand such understanding, providing them with essential grounding in principles of pedagogy, social change, and organizations, and preparing them to carry out research projects using qualitative, quantitative, and mixed method research approaches. CWB will build upon the School of Education and Human Development's existing assets in terms of faculty, inter-institutional ties, and community outreach.

We at the Abess Center believe CWB will also complement our efforts. Already several of our Ph.D. students in Environmental Science and Policy have found fruitful terrain for collaboration with faculty in the Community and Social Change program, and we view with excitement the potential for future affiliations with CWB faculty and students.

All best,

Gina Maranto
Director, Ecosystem Science and Policy
Graduate Program Coordinator, Environmental Science and Policy