Introduction

UWL Community Engaged Learning (CEL) Course Attribute Proposal

The Community Engaged Learning (CEL) designation will ensure the course section provides an opportunity for students to engage in a High Impact Practice (HIP) with a community partner through a mutually beneficial relationship. **Undergraduate course sections** will also connect at least one **Eagle Advantage competency** to a community-engaged Student Learning Outcome. Instructors are encouraged to indicate their CEL recognition in their teaching portfolios associated with personnel reviews such as annual review, retention, tenure, post tenure review, and promotion.

Submit this form in Qualtrics along with a detailed outline or syllabus (preferred). You have 30 days to complete the survey from the date it is opened in Qualtrics. If you exit the survey, the system will automatically save your responses within the 30-day window.

If your proposal is deemed not CEL ready by the Community Engagement Council faculty reviewers, your application will be returned along with feedback. You will be allowed one opportunity to revise and resubmit per semester.
Today's date:

Choose your academic department:

Course details:

Course number

Course title

Faculty contact information:

Name (first and last)

Title

Office phone

Email

**Semester the CEL designation should take effect** (please select one semester):

- Fall
- Spring
- Summer
- J-term

**In what calendar year should the CEL designation take effect:**
Frequency of offering:

- Every fall
- J-term
- Every spring
- Every summer
- Fall & spring
- Other

CEL designation is requested for:

the course section and the faculty member teaching this course section (Other faculty who teach a section within this course will not have their section designated CEL automatically. Other faculty will need to apply for CEL designation independently).

the course section is a pilot for one semester. Faculty will need to reapply to receive a CEL designation for subsequent semesters.
**Department support:** In order to help advocate for their faculty, it is helpful for the department chair to be aware of Community Engaged Learning activities. Please discuss your plans with your chair.

*This CEL proposal is submitted with the department chair's awareness.*

Yes

No

**Description of Community Engaged Learning partnership:**
Using the space below, write a few sentences that provide a short description of how faculty, students, and community partners will engage. (e.g., "Instructor, athletic director, and students will be working with stakeholders in the La Crosse community to gather information on interest and support for phase 2 of the Green Island tennis complex.")

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**Block 1**

**Rationale:** Using the space below, write a few sentences to give a brief summary of how the course section fulfills the 15-hour
requirement. **For undergraduate course instructors**, please include a minimum of one (1) community-engaged Student Learning Outcome into your summary.

Attach a document that provides evidence of the criteria requested by the rubric: This document can be a syllabus of a course that has already been taught or a detailed outline of a new CEL course/course section. If the course is non-credit bearing you do not need to attach a syllabus but please upload a document that explains in detail how students would be able to complete these learning goals (reading, activities, preparatory videos, etc.)

After uploading the document that provides evidence of the criteria requested by the rubric, please indicate which page the evidence can be found.
Duration and progress monitoring: Course sections must include at least 15 hours of community engaged work. The work can take place inside or outside of the classroom or a combination of both.

Please indicate approximately how many hours are dedicated to each of the following: (Select the category that applies and report the number of hours.)

Direct contact with community partner(s):

Training/prep:

Project work:

Reflection:

Other:

What mechanisms do you have in place in your syllabus/Canvas to make sure the community project is progressing in a timely manner and will be completed by the end of the semester? Please explain with objective measurements. (e.g., Week 2: meet with community partner, Week 4: project outline is due, Week 8: first draft of report is due, Week 12: presentation to community partner)
How is on-going communication planned and shared with the community partner, students, and instructor to keep all parties well-informed about activities and progress? Please explain with objective measurements. (e.g., All parties will receive a 1-page document with the following expectations outlined: Week 2: instructor will host first meeting with community partner in the classroom, Week 6: students required to email partner with updates and/or questions on the project, Week 8: instructor will email community partner for mid-semester check-in, Week 9: students required to email partner with updates and/or questions on the project, Week 12: instructor will organize a classroom presentation for the community partner)

The next section is for undergraduate course sections only. Please select if you are teaching a/an:

Graduate course/class
Undergraduate course/class
On what page in the course materials (syllabus/Canvas) is at least one Eagle Advantage Competency listed and identified, and clearly aligned with at least one student learning outcome with a focus on CEL?

Please identify which Eagle Advantage Competency (EAC) your course section will meet by mapping it to your community-engaged Student Learning Outcomes (SLO). If multiple competencies are met, please list only the three you focus on the most and upload the document in the space provided. An example is offered below.

Example of mapping EAC to SLO:
### Course Learning Outcomes

By the end of this course, you will be able to:

1. Construct, manipulate and use models of individual worker behavior to predict the impact of changes in nonmonetary income, wage rates, and government policy on the decision to work and, conditional on working, how much to work.
2. Decompose the impact of a change in wage rates into the substitution and income effects.
3. Extend the intuition from static models of labor supply to the lifecycle context, identify the basic anatomy of pension plans, and analyze the effects of public and private pensions on retirement.
4. Construct, manipulate and use models of individual employer behavior to predict the impact of changes in the price of output, wage rates, productivity, and government policies on hiring.
5. Decompose the impact of a relative change in factor prices into substitution and scale effects.
6. Decompose models to determine the impact of exogenous events and government policies on wage rates and employment levels under different market conditions, including competition and monopoly.
7. Analyze the impact of immigration on wages and employment levels of domestic workers using supply-and-demand models.
8. Apply theories of compensating wage differentials, human capital, search, and discrimination to explain employer-employee matching and the effects on the distribution of wages and benefits.
9. Select and use appropriate analytical models, available data, and high-quality objective sources of existing research to analyze the likely impact (private and social) of public or employer policies and provide recommendations.
10. Communicate the results of analyses and research in a written report/paper and oral presentations.

### Mapping

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<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Mapping</th>
</tr>
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<tbody>
<tr>
<td>EAC 5</td>
<td></td>
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<tr>
<td>EAC 2, 3</td>
<td></td>
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### Eagle Advantage Competencies

1. **Adaptability:** Recognize challenges as opportunities to improve. Embrace a growth mindset that allows for action, reflection, failure and resilience.
2. **Collaboration & Leadership:** Build mutually beneficial relationships and achieve common goals by understanding, valuing and leveraging strengths of others. Take responsibility for your own role and contributions within a team.
3. **Communication:** Effectively articulate thoughts and ideas to others. Understand the impact of communication on your professional work image. Use communication skills to motivate and develop others.
4. **Critical Thinking & Problem Solving:** Exercise reasoning to independently analyze issues, identify options and alternatives, formulate opinions, make decisions and overcome problems.
5. **Digital Literacy & Technology:** Leverage knowledge of information and communications technology ethically and efficiently solve problems, complete tasks that accomplish goals.
6. **Engaging Diversity:** Cultivate awareness of your own identity and that of others through exploration of diversity. Appreciate multiple perspectives and participate in society as a conscious global citizen.
7. **Integrity and Accountability:** Take ownership of your actions and learn from your mistakes. Act with the interest of the larger community in mind. Establish effective work habits.
8. **Self Management:** Identify and articulate your interests, skills, values and experiences. Explore and make decisions about academic and career options. Demonstrate the continual development of a positive personal brand.

### Explanation:

This course will include a semester-long community engagement project that will require students to use economic data and theories to analyze labor shortages in a particular industry. Students will work in teams for a minimum of 15 hours per student (6 in class, 6 out of class, 3 in formal presentations outside of class) to analyze labor shortages in a specific industry using publicly available data and (when feasible) structured interviews with industry stakeholders. Use of public data will involve some statistical computing skills training and a learning module to help students find and download data from public agencies. Students will prepare a group report (written) and a formal presentation (oral). Both deliverables will require submission of early drafts for constructive critical feedback from the instructor. Students must document the revisions made in response to feedback. Students will give oral presentations of preliminary work at the Economics Department Colloquium on December 13th. The final oral presentations based on feedback received from faculty and present in a webinar format to industry stakeholders. Ideally the community partnership will be with the La Crosse Area Chamber of Commerce.