

UWL Community Engaged Learning (CEL) Proposal

The Community Engaged Learning (CEL) designation will ensure the instructor teaching the specified 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.

Q1 Today's date:

Q2 Choose your academic department:

▼ Accountancy ... Not UWL-affiliated

Q3 Course details:

Course number _____

Course title _____

Q4 Faculty contact information:

Name (first and last) _____

Office phone _____

Email _____

Q5 The CEL designation is requested for:

One-Time experience

Every time this instructor teaches this course section. (Other instructors who teach a section within this course will need to apply for CEL designation independently).

Q6 Semester the CEL designation should take effect (please select one semester):

- Fall
- Spring
- Summer
- J-term

Q7 In what calendar year should the CEL designation take effect:

▼ 2021 ... 2025

Q8 Frequency of when you will be teaching this course section with the CEL attribute:

- Every fall
 - Every spring
 - Fall & spring
 - J-term
 - Every summer
 - One-Time experience or Other (Explain in the space below.)
-

Q9 How many sections of this course will you be teaching this semester?

▼ 1 ... 6

Q10 How many sections of this course should be designated as CEL? (i.e., You are teaching two sections of this course. One section will be taught with a community partner and one section will be taught without a community partner. Please list how many sections will have a community partner.)

▼ 1 ... 6

Q11 If you are teaching a section of this course that should NOT receive the CEL designation, please help identify that course in the text box below. (e.g., specific modality, T/TH class, etc.)

The course with the explanation below should **NOT** receive a CEL designation:

Does not apply

Q12 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

Q13 Description of Community Engaged Learning partnership: Using the space below, write a **few sentences that provide a short description or show evidence of** how faculty, students, and community partners will engage in a meaningful project and/or research.

This could include:

- A developing or on-going relationship/contact with partner(s)
- Outcomes/deliverables shared with partner and/or suitable audience
- Student choice and voice related to content or process of the CEL experience

(i.e., "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.")

Q14 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: _____
- Total: _____

Q15 Duration and progress monitoring rationale: Using the space below, please write a **few sentences to give a brief summary** or show evidence using objective measurements of the following:

- On-going communication (i.e., assignments, scheduled check-in dates, draft reports due, presentations, etc.) with the community partner, students, and instructor to keep all parties well-informed about activities and progress
- Progress measures are clearly stated in the syllabus/Canvas

(i.e., 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)

Q16 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.)

Q17 On what page number can the evidence of the criteria can be found?

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 CTC conference on December 13th. They will revise their 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.

For Reference