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. This form needs to be completed once every three (3) years.

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 Is your course in one of the accredited programs listed below? If yes, please select which program. If no, please select "does not apply."

The programs listed below systematically include community-based experiences for all students in the program through required elements in the curriculum (traditionally through required fieldwork, internships, or practicums). Students develop skills and integrate theoretical and practical knowledge while also providing a service to partner organizations.

- Occupational Therapy
- Physical Therapy
- Physician's Assistant
- Athletic Training
- Public Health
- Radiological Technology
- Nuclear Medicine
- Therapeutic Recreation
- Recreation Management
- School of Education Programs leading to licensure as K-12 teachers
- School Psychology
- Does not apply

Q4 Course details:

Course number _____

Course title _____

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Q5 Faculty contact information:
Name (first and last) _____
Office phone_____
Email _____

Q6 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).

Q7 Semester the CEL designation should take effect (please select one semester):
- Fall
- Spring
- Summer
- J-term

Q8 In what calendar year should the CEL designation take effect:
▼ 2021 ... 2025

Q9 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.)
  _____

Q10 How many sections of this course will you be teaching this semester?
▼ 1 ... 6

Q11 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 the other section will be taught without a community partner. Please list how many sections will have a community partner.)
▼ 1 ... 6

Q12 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

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Q13 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

Q14 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.")

_____
_____
_____

Q15 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) (in-person or online): _____
- Training/prep: _____
- Project work:_____
- Reflection: _____
- Other: _____
- Total: _____

Q16 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

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(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)

_____
_____
_____

Q17 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.)

Q18 On what page number can the evidence of the criteria can be found? _____

Q19 The next section is for undergraduate course sections only. Please select if you are teaching a/an:

- Graduate course/class
- Undergraduate course/class

The next section is for undergraduate course sections only.

Q20 On what page number in the course materials is at least one Eagle Advantage Competency listed, identified, and clearly aligned with at least one student learning outcome with a focus on CEL? _____

Q21 Please identify which Eagle Advantage Competency (EAC) your course section will meet by mapping it to your community-engaged Student Learning Outcomes (SLO). An example is offered below. (If multiple competencies are met, please list only the **three** you focus on the most and upload the document in the space provided.)

Q22 Example of mapping EAC to SLO:

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Course Learning Outcomes *By the end of this course, you will be able to:*	Mapping
1. Construct, manipulate and use models of individual worker behavior to predict the impact of changes in nonlabor income, wage rates, and government policy on the decision to work and, conditional on working, how much to work.	*EAC 1&4
2. Decompose the impact of a change in wage rates into the substitution and income effects.	*EAC 1 & 4
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.	*EAC 1 & 4
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.	*EAC 1 &4
5. Decompose the impact of a relative change in factor prices into substitution and scale effects.	*EAC 1 & 4
6. Construct, manipulate and use supply-and-demand models to determine the impact of exogenous events and government policies on wage rates and employment levels under different market conditions, including competition and monopsony.	*EAC 1 & 4
7. Analyze the impact of immigration on wages and employment levels of domestic workers using supply-and-demand models.	*EAC 1 & 4
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.	*EAC 1 & 4
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.	EAC 5
10. Communicate the results of analyses and research in a written report/paper and oral presentations.	EAC 2 & 3 *EAC 5 & 6

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*:** Articulate thoughts and ideas clearly and effectively through written and oral communication. Tailor messaging for different audiences and contexts. Understand the impact of communication on your professional work image. Use communication skills to motivate others and work collaboratively.
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 to ethically and efficiently solve problems, complete tasks, and accomplish goals.
6. ***Diversity, Equity & Inclusion*:** Cultivate awareness of your own identity and that of others through exploration of diversity. Demonstrate the awareness, knowledge, and skills required to equitably engage and include people from different local and global cultures. Engage in practices that actively challenge oppressive systems, structures, and policies.
7. ***Accountability*:** Knowing work environments differ greatly, understand and demonstrate effective work habits, and act with interests of the larger community and workplace in mind.
8. ***Career & Self-Development*:** Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships both within and outside of one's organization.

*added by Career Services

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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.

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