UWL Community Engaged Learning (CEL) Proposal

Start of Block: Introduction

Q1

Q2
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.

Q3 **Today's date:**

Q4 **Choose your academic department:**

▼ Accountancy (1) ... Not UWL-affiliated (37)

Q5 **Course details:**

○ Course number (4) _____

○ Course title (5) _____

Q6 **Faculty contact information:**

○ Name (first and last) (1) _____

○ Title (2) _____

○ Office phone (3) _____

○ Email (4) _____

Q7 **Semester the CEL designation should take effect** (please select one semester):

☐   Fall (1)

☐   Spring (2)

☐   Summer (3)

☐   J-term (4)

Q8 **In what calendar year should the CEL designation take effect:**

▼ 2021 (1) ... 2025 (5)

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

▼ 1 (1) ... 6 (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 (1) ... 6 (8)

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: (1)

_____

○ Does not apply (2)

Q12 **Frequency of when you will be teaching this course section with the CEL attribute:**

○ Every fall (1)

○ Every spring (2)

○ Fall & spring (3)

○ J-term (4)

○ Every summer (5)

○ Other (6) _____

Q13 **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). (1)

○ the course section is a pilot for one semester. Faculty will need to reapply to receive a CEL designation for subsequent semesters. (3)

Q14
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 (1)

○ No (2)

Q15 **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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End of Block: Introduction

Start of Block: Block 1

Q16 **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.

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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 **After uploading the document that provides evidence of the criteria requested by the rubric, please indicate which <u>page number</u> the evidence can be found.**

_____

Q19

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): (1) _____

☐   Training/prep: (2) _____

☐   Project work: (3) _____

☐   Reflection: (4) _____

☐   Other: (5) _____

Q20 **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)

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Q21 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)

_____

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Q22 The next section is for undergraduate course sections only. Please select if you are teaching a/an:

○ Graduate course/class (4)

○ Undergraduate course/class (5)

Q23
On what <u>page number</u> 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?**

_____

Q24 **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.

Q25 **Example of mapping EAC to SLO:**

End of Block: Block 1