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| **UW-Whitewater Community-based Learning Newsletter** |
| **CBL Coordinator’s Letter** |
| Hello! I hope everyone is staying safe and healthy! We have some new developments in Community-based Learning (CBL) that I am excited to share with you. It is with great pleasure that I write to inform you that, as a result of our campus-wide NASH Taking Student Success to Scale (TS3) grant work and the efforts of many dedicated practitioners of Community Based Learning, we have initiated a process that allows faculty and academic staff to receive **Community Based Learning (CBL) designation for their courses.** This process has received the approval of the Faculty Senate and the Provost's office and is now open for submissions!  Please see below for additional information.  **I encourage you to apply to have a Spring 2021 course designated as a CBL course.****The submission deadline is September 15, 2020.****Click** [**here**](http://uwwhitewater.co1.qualtrics.com/jfe/form/SV_abdKmH1qS2vekZf) **to apply**In service,Jodie ParysCommunity-based Learning Coordinator parysj@uww.edu**CBL Course Designation Process****Why CBL?** One of UW-Whitewater’s hallmarks is its ongoing commitment to community engagement and student success. As stated in Goal 2, Objective 2 of the Strategic Plan, UW-Whitewater is committed to “activities that enhance student learning and development” and has set a goal to “Increase student participation in High-Impact Practices (HIPs)….” Community-Based Learning (CBL) is one of these recognized high impact practices. CBL is a teaching and learning strategy that integrates meaningful community service/experiences with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their community experiences. We believe that faculty and staff can play in crucial role in communities beyond campus by forming reciprocally beneficial partnerships that *Inspire, Engage, and Transform* the learning experience for UW-Whitewater students while directly benefitting the community.**Formalizing a Process for CBL Course Designation:**Formalizing a process for CBL course designation provides a number of benefits to students, faculty and staff, assists us in meeting the goals of the Strategic Plan, and furthers our commitment to LEAP.  Benefit to Students:* Make informed decisions when selecting courses.
* Honors Students may receive honors credit for CBL courses (see Honors Program Director for more information)
* Advisors will be better equipped to help students select CBL classes and explain the benefits of participating in a HIP.

Benefit to Instructors:* Receive recognition for incorporating CBL into their courses.
* More readily communicate course components to prospective students.
* CBL courses will be searchable and easier to market to future students.

Benefit to UW-Whitewater:* CBL designation will allow UW-Whitewater to track participation in CBL and develop strategies to increase participation.
* Useful for reporting both internally (e.g. annual reports, audit and review, etc.) and externally (e.g. UW System).

**Application Deadlines:*** Fall semester offerings: February 15
* Spring semester offerings: September 15
* Summer offerings: January 15

**How to Apply for a New CBL Designation:**Take the following steps to officially designate your class as a community-based learning (CBL) course. The CBL designation will apply to a specific instructor and their section(s) of a course offered in a specified semester. **New Application:** **STEP 1**: Instructor uses this [**form**](http://uwwhitewater.co1.qualtrics.com/jfe/form/SV_d45tqRLW8bje4L3)to submit proposal and supporting documentation. * Indicate specific term, course, and section number(s).
* Attach a syllabus plus additional course material as necessary.

**STEP 2**: The proposal first goes to the Department Chair for acknowledgement; the Chair is affirming their support for this CBL offering.**STEP 3**: The proposal is then reviewed by the Community Based Learning Council, which is comprised of CBL practitioners from each UWW College and chaired by CBL Coordinator. **STEP 4:** If the proposal is approved, the CBL coordinator will direct the Registrar to add the CBL designation and a standard explanatory note to the relevant course section(s). * CBL Courses will be designated with the letter Z.
* The Registrar’s office will also create a course attribute for the CBL course sections.
* The following note will be added to the Course section: This is a community-based learning class that will engage students in collaborative learning experiences with partner community organizations*. It is possible that part of the work you perform with your community partner will occur off campus. Your professor will provide more details on the first day of class.*

**Expedited Process for Renewal of CBL Designation for a Future Semester:***This procedure is to be used for a course that has already been approved as a CBL course using the process explained above.***STEP 1:** Proposer updates existing approved proposal for new semester and section number(s) and, if necessary, makes other edits such as change of partner.**STEP 2:** Updated form is submitted to the Department Chair for acknowledgement.**STEP 3:** The proposal then goes to the CBL coordinator for automatic approval and forwarding of information to the Registrar’s Office. The Council will be informed of renewals but does not need to act unless substantive changes are being made.**NOTE:** If a proposal is not approved, the CBL coordinator will inform the proposer and provide feedback and suggestions for revision (either immediately or for a future semester).If you have any questions before or during the designation process, please contact the CBL Coordinator, Jodie Parys, at parysj@uww.edu , or the CBL graduate assistant at cbl@uww.edu. We are here to help you throughout the process. **CBL Designation Criteria** **Links to Curriculum*** Clear evidence in the syllabus and/or other course documents of a CBL project and/or experience
* Service outcomes are listed and clearly aligned with both course learning outcomes and campus-wide CBL SLOs

**Links to Reflection/Assessments*** Student reflection during and after the CBL experience
* Assessment of students’ engagement in complex community topics or issues, including their personal role in such issues
* Reflection affords students the opportunity to gain understanding of multiple perspectives**​**

**Articulation of Partnership/Meaningful Service** * Commits to working with one or more community partner (school(s), non-profit(s), business(es), or an on-campus unit) in a meaningful, reciprocal partnership
* The CBL partnership leads to attainable and measureable outcomes that are valued by the community partner
* Incorporates student choice and voice related to content or process of the CBL experience

**Duration and Progress Monitoring*** All students are engaged in at least 15 hours of CBL experience\* (direct contact, training/prep, project work, reflection)
* On-going communication with the community partner, students, and instructor to keep all parties well informed about activities, progress, and project measures (i.e. assignments, scheduled check-in dates, etc.)

\*Note: For 1- or 2- credit courses, this expectation would be reduced**To apply, please follow this online submission** [**link**](http://uwwhitewater.co1.qualtrics.com/jfe/form/SV_abdKmH1qS2vekZf)**.****The deadline to apply for a Spring 2021 course is September 15, 2020****STEP 1** |

**An Online Semester**

As you know, due to the COVID-19 pandemic, the University of Wisconsin-Whitewater has moved the rest of the semester to online learning. With this transition, we have offered resources for integrating community-based learning into online classes.

<https://illinoiscampuscompact.org/resource-posts/online-service-learning-webinar/>

(Illinois Campus Compact, 2020)

<https://www.pcc.edu/community-based-learning/faculty/resources-by-discipline/distance-learning/>

(Portland Community College ,2020)

<https://www.washington.edu/trends/engaging-online-students-with-their-communities/>

(University of Washington, 2020)

<https://files.eric.ed.gov/fulltext/EJ1120317.pdf>

(Missouri State University, 2015)

[https://www.unitedway.org/blog/3-ways-to-do-community-service-online#](https://www.unitedway.org/blog/3-ways-to-do-community-service-online)

(United Way, 2012)

<https://www.idealist.org/en/careers/how-to-virtual-volunteering>

(idealist.org, 2020)

<https://compact.org/covid-19-local-global-learning-and-civic-resources/>

(Campus Compact, 2020)

<https://compact.org/mobilizing-in-crisis/>

(Campus Compact 2020)

<https://www.timeslips.org/about/news/27>

(Campus Compact)

<https://iacampuscompact.org/resource-posts/coronavirus-and-the-engaged-campus/>

(Campus Compact)

[https://docs.google.com/document/d/1tT-BZgO5hALJTkyfImTvS94C1ZCq5nO2yiogS5ImNFM/edit#](https://docs.google.com/document/d/1tT-BZgO5hALJTkyfImTvS94C1ZCq5nO2yiogS5ImNFM/edit)

(Wednesday Check-ins for Wisconsin Liaisons)

**Upcoming Regional and National Events:** Campus Compact hosts a wealth of events related to community-based learning. For more information, please see <https://wicampuscompact.org/events/>.

**Webinars:** Campus Compact hosts a robust program of webinars on a variety of topics related to community-based learning. Please see their list of upcoming webinars:

**This month**

1. **April 16, 2020, 3:00pm – 4:00pm EDT** – Speak Up: How to Work Change in your Community

This webinar will teach participants how to engage in making change in their city, state, and country by becoming an advocate. The workshop will lead participants through the advocacy process, including why we should speak up for the issues that matter, how to effectively make your voice heard, how to engage your elected officials, and how to share powerful stories.

1. **April 28, 2020, 3:00pm—4:00pm EDT**—The Power of a Plan: How a Civic Action Plan Can Create Significant Impact

This webinar will provide inspiration and honest feedback from colleagues at Buffalo State and UNI about the initial reasons for creating a civic action plan, the process of creating the plan, the challenges encountered, and the unforeseen tremendous impact the plan has already had at both institutions. We will answer your questions about the process and encourage you to set up a framework for success through a civic action planning process. Staff from Campus Compact of New York and Pennsylvania will provide reflections on the process across other institutions and from Campus Compact.

**Next month**

1. **May 7, 2020, 3:00pm – 4:00pm** – Building Student Dispositions for Community Engaged Learning
2. **May 11 @4:00pm—May 13 @ 6:00pm, 2020** – Compact20 Virtual Gathering

**Upcoming Events:**

* **Community Engagement Professional Retreat- June 22 @ 8:00am – June 24 @ 5:00pm**

**Loyola Retreat and Ecology Campus**

Campus Compact has a long history of creating spaces for personal and professional growth for those leading the public purpose of higher education. This retreat is designed by and for Community Engagement Professionals (CEPs) to carry on that tradition and create a unique reflective learning space. We are seeking to create a diverse group of attendees representing a variety of contexts, cultures, identities, and experiences to enhance learning, reflection and growth for all. See below for more information. [**Applications**](https://iacampuscompact.formstack.com/forms/2020_cep_retreat_application)**to attend due April 24, 2020**.

* **Centering Social Justice in the Scholarship of Community Engagement Call for Proposals**

The Winter 2021 issue of the Michigan Journal of Community Service Learning (MJCSL) will be

a joint issue with the [National Center for Institutional Diversity (NCID)](https://hs-6289045.t.hubspotfree-hm.net/e2t/c/%2AW8pb3vd4Mc-h4N4XwsMsqkkVL0/%2AW4Bz36m7pf3xlW8yNbGx2T8B0c0/5/f18dQhb0S8378YXMxCN8Bpq8xHyjJqW8rBqZ-2zX3TgN3hHhdmXL0jYVnQ9Qq8-hZ2mW8Z-SB55nrYGCW32lyvZ5lt740W2MznrN567bYVW5lKvt_5420y5MJVPYMVVW1HW32p-C34cMfVrW3Kqlz72KFZxKN3Z77SfMNBCZVMMQxX80gSRfW97rB1b8yfMn6N5F3MGvXwvXTW38lNBK5v6YCRVdy5PB6QbZsbVY1DNJ8p-zQBW5vFx-d4SFjPbW5Fpk-k6SX0cCW4X2G2S63KjSMVYNG6Y63B8B4N8n16j7YgWlwN3Jd0RR-sFKvN63kDRjQsW13W5v-TtR7wTZy2Vx_tJK3ygvH8W8c3mpg8gfvx4W6cNxBW1tgGGtW6WjX7F2nRylcW5rNLjZ3PwXJ3W4z7pTY5_5lq_W6kvJRD7_NRKXW6w73L19jTd7WVrVprC56gBW-MSpg-n_h93F0), the University of Michigan. As

the publisher of MJCSL, the [Ginsberg Center](https://hs-6289045.t.hubspotfree-hm.net/e2t/c/%2AW8pb3vd4Mc-h4N4XwsMsqkkVL0/%2AW8QgTfb7TDgJ0W2z9b-68G3Fls0/5/f18dQhb0S8338XJblHN8Bpq8xHyjJqW8rBqZ-2zX3TgN3hHh8wVMsQMVnQ9Qq8_1N2wW53qKvr7KdRy5W1VN70j30rtfQW8HbRxP8j-gCZW55nSC91VJH71W4c2Rr97MPDNBW69NG1w6PqSg9W8mQMYT7NM5zGW4dDw0Q62nGyhW7d094f6G7FblW4DFfS36RT7N7W8rl8Q77dKkJVW36Ty_V3JQZWyW4KK2j18JFN9hW7dSHgy4sgfgTW8nvBFX5XrXLZW63GW6S6myNX4W3z2vDZ8xMVdpW7f1z_s3TG_QZW25_TFt7gnWrcVXQwfB4WHRnXW3V52hr4Trh6lW8n4LYb1VtrMPW3CRD2X7ZdjLrW73R1h2224l1fW6pycVP6wFW3BN6CCFnHSn_C5W24RqJ870Br0tW3ktxMp5m70R2W5H7cyx5KKwVkW6zB1RF7swsj7W8B_Zvs1MWhN-W1MKddg4qL9-K111) is partnering with NCID to highlight the challenges

and successes involved as scholars have made efforts to center social justice in their

community engagement. This special issue will be guest-edited by Tabbye Chavous (U.of Michigan) and Tania D. Mitchell (U. of Minnesota).

**2020-2021 National Webinar Series Call for Proposals**

Campus Compact is requesting proposals for its webinar series for the 2020-2021 academic year. Proposals will be open until April 15th. If you have any questions please reach out to Marisol Morales