

Community Engaged Learning Proposal

During the summer of 2022, a group of faculty and staff from UWEC and UWEC-BC met to discuss the potential for moving our undergraduate service-learning requirement to a new community engaged learning requirement.

The purpose of this proposal is two-fold

- 1) Primarily: pedagogical. Service-learning normally focuses on learning through direct service or volunteering at an organization. Community-engaged learning (CEL) is a broader practice that combines academic content with intentional, reciprocal, community partnerships. CEL should be beneficial for the student, the community partner, and the common good.
- 2) Secondly: alignment with our outcomes-based Liberal Education program. Currently, the completion of the service-learning requirement is measured essentially in hours completed. In our proposal, we focus first on the outcomes, and secondarily on hours fulfilled. We hope that as a consequence, more faculty will embed CEL projects in their courses, and that the current status of individual student (60%) vs course-based service learning (40%) projects will be flipped.

This transition will enable students to be engaged in more meaningful learning using evidence-based practices. It will also promote authentic, ongoing relationships with community partners.

L.E Outcomes

Existing Service-Learning Outcome

Students will serve their community by applying skills and knowledge gained through university coursework and / or experiences

Rubric:

- A. Student applies skills and knowledge from university coursework and/or experiences to service learning.
- B. Student explores a personal sense of responsibility to community through the service experience

Proposed Community-Engaged Learning Outcome

Students will work with their community in a reciprocal relationship to enhance learning and advance the common good.

Proposed rubric:

- A. Knowledge: Student applies knowledge from university coursework to community engaged learning and describes how the community experience has informed their own knowledge.
- B. Self-Reflection: Student reflects on experience in community engaged learning and describes what they have learned about themselves as it relates to community action/civic engagement.

- C. Contexts/Structures: Student demonstrates awareness of context in which community partner operates, and describes own ability to work across and within community structures to achieve a community aim.

Current requirement: 30 or more hours of approved service-learning activity. Courses may carry the one half (15hours) or the full (30 hours) service-learning requirement.

New requirement: Students must demonstrate meeting all three outcomes. It is expected that students will need to complete at least 15 hours of community-engaged learning in order to meet these outcomes. Courses that carry the Community Engaged Learning attribute will meet the entire outcome (no longer 15 or 30 hours).