# COMMUNITY-BASED LEARNING

## COURSE DEVELOPMENT RESOURCE GUIDE

Morgridge Center
for Public Service
UNIVERSITY OF WISCONSIN–MADISON

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# WHO IS THIS RESOURCE GUIDE FOR?

This guide offers resources for instructors who want to incorporate Community-based Learning (CBL) into their teaching. If you're reading this document, you probably already have an idea around what CBL is and why it can be a powerful pedagogical model for engaged student learning. With this in mind, the following guide offers some baseline information around understanding CBL but largely focuses on the mechanics of teaching a CBL course.

In the following document you will find tools and examples for incorporating CBL components into course design and syllabus, structuring reflection assignments, applying for specific funding opportunities at UW-Madison, and more. Throughout the guide, there will be links to CBL resources for further information and deeper learning.

You can also find these resources in Section 9 - Further Resources.

# WHY COMMUNITY-BASED LEARNING?

Community-based learning (CBL) is a pedagogical model that connects classroom-based work with meaningful community involvement and exchange. Within the context of equitable partnership, community organizations and students mutually benefit from the CBL experience both by meeting course objectives and addressing community-identified goals.

Before deciding to implement a CBL course, ask yourself the following questions:

1. What is the motivation for incorporating CBL into your course?
2. How does this motivation show up in student learning objectives and outcomes for the course?
3. What community partner will you work with? Do they have community-identified needs that the CBL component will address?
4. Do community-identified needs match course goals and student capacity? Is there a clear outline of responsibilities, timeline, and goals of CBL projects or activities?

Principles of Community-based Learning:

1. Faculty, students, and community groups collaborate toward mutually pursuing community-identified goals and academic course objectives.
2. Courses provide adequate reading, reflection, and evaluation through research and other coursework; faculty meet their course objectives by preparing students for community entry, providing meaningful outlets for critical reflection, and presenting methods of rigorous evaluation.
3. Academic credit is given for classroom and community learning, demonstrated in preparation, research, evaluation, and reflection. Academic credit is not given for participation in community-based activities. (source: Community-based Learning Toolkit)

Along with these core principles, the Morgridge Center has developed commitments to community engagement in collaboration with community partners.

Read more about the demonstrated impacts and characteristics of Community-based Learning courses.

# COMMUNITY-BASED LEARNING DESIGNATION

A Community-based Learning course is defined at UW-Madison as "a credit-bearing educational experience that integrates meaningful community engagement with guided reflection to enhance students' understanding of course content as well as their sense of civic responsibility while strengthening communities."

The Morgridge Center provides a CBL designation option for courses which meet the above definition and the criteria for Community-based Learning. CBL-designated courses are searchable through the course attribute selection within the UW-Madison course enroll platform.

## CBL Designation Benefits

Students looking specifically for community engagement opportunities on campus will more easily be able to find courses with a CBL designation. The Morgridge Center also makes certain resources available to CBL-designated courses, including:

- Funding (Section 4 – CBL Course Development Grant)
- Transportation resources (Section 3 – Transportation Resources)
- CBL resources and assistance (Section 3 – Educational Resources & Assistance)  through the Morgridge Center

## How to apply for CBL Designation

To determine whether your course meets CBL requirements, take a look at the five CBL criteria and essential learning outcomes. Find the steps and procedures for applying for CBL designation on the Morgridge Center Community-based Learning page.

The application will ask you to describe:

1. *Your proposed community partners*: What (local) organization(s) do you plan to work with?

2. *The value of course engagement to your community partners:* Why is it important for your class to engage with this community partner, and how will this partner benefit from student engagement?

3. *How community-based activities will be integrated into course content:* How will community engagement speak directly to the content and learning objectives of the course?

4. *How you will integrate reflection into the course:* What in-class activities and/or assignments will structure on-going reflection practice? (See

5. *Number of estimated hours of engagement:* How many total hours will students be involved with Community-based Learning activities throughout the semester?

6. *Proposed assessment for CBL component:* How will students be evaluated on their community engagement processes and/or products?

7. *Community engagement preparation for students:* What lectures, activities, assignments, or other material will be used to prepare students for meaningful and respectful engagement with community partners? (See Sections 5 & 6)

The application will also ask you to include your course syllabus (see Section 5 and the appendix for sample syllabi).

## Transportation Resources

For CBL courses, the Morgridge Center can assist with chartering large vans or buses for student field trips to community sites, including authorizing student drivers and reserving vehicles through the Morgridge Center Transportion Options website.

Transportation supports are also available to get students to local community sites on a regular basis, including BCycle passes or Lyft rides (when eligible). Learn more here.

Email the current transportation intern directly at: transportation@morgridge.wisc.edu. Requests for transportation coordination should be received at least one month in advance.

## Educational Resources and Assistance

CBL-designated courses receive access to Community-based Learning interns and a host of Community Engagement Preparation Resources through the Morgridge Center.

**Community-based Learning interns** are undergraduate students trained in CBL curriculum design and education.







Interns provide CBL support as needed throughout the semester, including: educational planning and CBL content assistance delivering CBL lectures and leading in-class reflection activities opportunities for community engagement preparation and follow-up.

Learning from an undergraduate peer invites students into nuanced conversations on power, privilege, empathy, etc. in different ways than learning from an instructor.

Students in the past have vocalized the Community-based Learning intern as a highlight of their semester.

**Community Engagement Preparation Resources** include:

**1**. *Online self-guided modules via Canvas:*

- Students can work through these modules as assignments or in-class activities
- Modules include reading and video content along with reflection exercises



*Community Engagement Education Intern Sammy Angelina presenting to students about the importance of relationship building on Oct. 15, 2021.*

**2**. *In-person workshops:*

- The Morgridge Center will facilitate an interactive workshop covering fundamental CBL topics including:
  - Introduction to Community Engagement
  - Entering, Engaging, and Exiting the Community
  - Understanding Power and Privilege
  - Unearthing Community Wealth
  - Preparing Students for Community Engagement
  - Special topics as needed relevant to individual courses
- Workshops typically last for an hour and a half but can be modified according to course needs.

**3**. *Library of community engagement literature and other resources:*

- Open to any faculty, students, and staff
- Living database of foundational articles, blogs and websites, videos, example projects, and professional development resources
- A variety of community engagement topics are covered, including Participatory-Action Research, Anti-Racism and Equity, and International Engagement
- [Enroll in the Community Engagement Resource Library on Canvas here](#)

These are great resources to integrate into assignments and course discussions to prepare students for community engagement.

# CBL COURSE DEVELOPMENT GRANT

The [CBL Course Development Grant](#) offers funding support (up to $5,000) for incorporating CBL into a new or existing course. For example, the grant can provide honoraria for community partners to guest lecture in class, or an hourly stipend for their time spent engaging with students outside of class. Funding can also be used to purchase materials for CBL projects.

## Criteria for CBL Course Development Grant Applications

There are six main criteria that reviewers look for in CBL grant applications. A few notes on these criteria:

- *The application should demonstrate a minimum of 25 hours of CBL-focused work through the course of the semester:* These hours can involve both in-class and out-of-class work time, including discussion activities around community engagement, assignments to develop community projects, project work time, and field trips.

- *A plan for reaching out to and involving under-represented students in the proposed CBL course:* Some courses, like the Nelson Environmental Studies capstone course, are only offered to junior and seniors majoring in the department, and are not available to a wider range of students. Acknowledge this in your application.

  - Other ways to address supporting underrepresented students in gaining access to CBL could include using inclusive language and assignment structures in your syllabus.

*Community-based Learning Intern Bertha Gonzalez leading a session on cultural humility in Faculty Associate Michael Maguire's community nonprofit leadership course.*
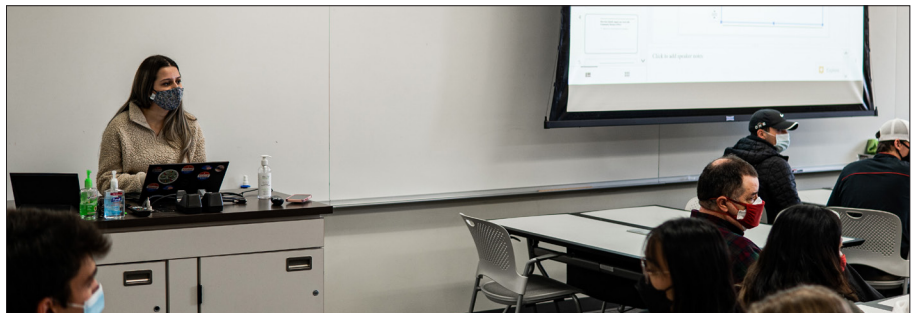


- *Plan for student preparation:* This is where Morgridge Center Community-based Learning interns & community engagement preparation resources can be useful. You might reference in your application that you plan to incorporate these resources into your syllabus.

- *Evidence of/plan for course sustainability is provided:* Ideally, funding used in a course development grant would support CBL courses that continue for years. However, not all graduate students have the opportunity or ability to commit to multiple years of teaching. This criteria is not a dealbreaker. If you are only able to teach one semester of a capstone course, for example, acknowledge this in your application.

  - You might also address how you could contribute to CBL sustainability in your department – for example, by passing on your syllabus or CBL resources to future graduate students.

How to apply for a CBL Course Development Grant

The grant application involves an application form and a budget form submitted through Qualtrics. Find the links to each component on the Morgridge Center website.

*This grant funding is available on a rolling basis, and applications typically open in July of each year. Funds are limited and have historically depleted quickly, so be thoughtful about how timely you are in applying.*

The **application form** will ask you to briefly describe: 1) the course and a rationale, 2) your community partners, 3) plans for ensuring an equitable partnership, 4) description of community engagement activities, 5) anticipated community impacts, 6) anticipated course goals and objectives, 7) student learning and community impact evaluation plans, 8) student preparation for CBL, 9) integration of critical reflection, 10) recruitment plan for underrepresented students, 11) sustainability of course, and 12) any other relevant information.

Contact Assistant Director of Community-Engaged Scholarship Haley Madden or Community-Engaged Scholarship Specialist Cory Sprinkel at the Morgridge Center with any questions about the grant.

**Example budget form:**

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**Community-based Learning Course Development Grant Budget Form**

**Maximum Funding Allowable = $5,000**

**Budget Categories:**

1) Student Personnel:  a) **Undergraduate:**

**%** Time: _____    Hourly Rate: _____              **$ 0**

b) **Graduate TA or PA:**

% Time: _____    Wage: _____              $ 0

c) **Community partner**

% Time: 10 hours total      Hourly Rate: $50/hr        $ 500

d) **UW staff**

% Time: _____ Hourly Rate: _____              $ 0

2) Supplies and Equipment (please itemize):   $150/group x 3 groups        $ 450

 – Based on estimated supplies for implementing projects in communities, e.g. Poster Printing costs at UW–Madison

3) Miscellaneous Other (please itemize):                      $ 1175

   – Honoraria for guest lectures ($150/lecture x 3) – $450
   – Honoraria for field trips ($150/trip x 3) – $450
   – Class meal at Brix Cider (est. $16/person x 16 + tax) – $275

**Total Community-based Learning Course Development Grant Request:**        $ 2,125

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# INCORPORATING CBL INTO COURSE DESIGN & SYLLABUS

How you incorporate CBL into your course will depend on the course level and student experience levels. CBL skill development and projects should match students' experience level. For example, structured service-learning might be more appropriate for a 100-level class while a capstone course could take on a more collaborative project.

The **Three Phase Model** depicted below is developed from Howe et al. (2014) "Student Development and Service Learning: A Three-Phased Model for Course Design." This model describes a scaffolded approach to CBL course design considering student capacity and level.

| | Phase I: Exposure | Phase II: Capacity Building | Phase III: Responsibility |
|---|---|---|---|

| | **Phase 1** | **Phase 2** | **Phase 3** |
|---|---|---|---|
| **Goals of this phase** | • Introduce CBL & reflection practice<br>• Initial skill development<br>• Build cultural & interpersonal competencies | • Increasing student responsibility for outcomes<br>• Practicing personal & professional development skills<br>• Higher levels of critical reflexive thinking | • High-level student accountability for outcomes<br>• Professional development skill application<br>• Mastering high levels of critically reflective thinking and expression |
| **Instructor Role** | **Primary project manager:** define project, facilitate student interactions with partner, outline processes & expectations, provide closing guidance | **Facilitator:** provide structure but require student project management, select partners and establish outcomes with student input | **Consultant:** suggest strategies and structure, but empower students to implement and innovate; instructor monitors progress |
| **Level of Student Responsibility** | **Participation:** students participate under instructor leadership, emphasizing skill-building | **Contribution:** students take more responsibility, contributing to project design, process, and outcomes | **Full Responsibility:** support students as they take charge of identifying and managing some or all of project components |
| **Intensity of Project** | **One-time or Discrete:** clearly defined and time-limited project, to which course content is applied throughout semester | **Course-basis:** clearly defined and time-limited project, to which course content is applied throughout semester | **Long-term Commitment:** project is central focus of the course (e.g. a capstone), requiring use of content knowledge from prior courses |
| **Community Contact** | **Non-direct:** instructor maintains control over student exposure to partners | **Indirect:** students engage with community but with carefully managed direct contact ("background support") | **Direct:** students work with community members and manage their own contact with partners |

Building out your capstone course around a particular learning phase at UW might help structure cohesive learning goals, readings, assignments, and discussions. However, not all courses may fit neatly into one phase. A capstone course at UW could be designed around Phase 3, but students may need initial skill development around reflexivity and cultural competency if they have never taken a CBL course before.

Consider including these components in your CBL Course Syllabus:

- A CBL statement
- An introduction to the community partner, including specific partner needs that the CBL component meets
- Course goals and learning objectives that relate course content to community engagement
- Explanation of direct connections between the academic content and the community experience
- Reflection readings, discussions, assignments, and activities
- Readings, discussions, presentations, and speakers related to the community experience
- A plan for assessing community experience as a component of course evaluation and grading

**The following sections include considerations and examples for incorporating Community-based Learning into a course syllabus and overall course design.**

Community-based Learning Statement

A CBL statement helps set expectations and the tone around community engagement for the course:

**Example statements:**

*This is a designated Community-Based Learning (CBL) course. Students will apply classroom content in real-world settings in collaboration with a community partner. Meaningful community experiences integrated with instruction and reflection enrich the learning experience, teach civic responsibility, and strengthen communities. Students in this course will achieve these CBL goals: [list goals]...  (from University of Wisconsin - Platteville)*

*This course uses a framework of community-based learning (CBL): CBL is a pedagogical model that connects classroom-based work with meaningful community involvement and exchange. Within the context of equitable partnership, community organizations and students mutually benefit from the CBL experience both by meeting course objectives and addressing community-identified goals. CBL principles include [list principles]...*

## Introduction to the Community Partner(s)

This introduction could be attached to your CBL statement or stand alone in the syllabus. Include a brief description of the organization and key partners with links to any relevant websites or information about the organization.

**Example statements:**

> *We will partner with Brix Cider, LLC, a Mt. Horeb-based farm-to-table restaurant, and other community members involved with The Brix Project. We will familiarize ourselves with The Brix Project and community partners in the first few weeks of the semester by [exploring the website](#) and [blog posts](#). One of the needs that The Brix Project has identified is opportunities for increasing community awareness and support of our local food system. Our capstone projects this semester will develop online or in-person content for community education and engagement.*

## Course Goals and Objectives

Include course goals and/or objectives in your syllabus that address CBL learning outcomes.

**Examples of CBL-oriented Course Goals:**

- **Identify** personal agency and power in the local food system and your community-engaged work
- **Implement** practices of community engaged scholarship and collaborative project execution
- **Evaluate** elements of the South-Central Wisconsin food system through an interdisciplinary lens.
- **Create** a professional and collaborative final product using research and visual design

## Course Assessments

The following is an example of a student evaluation framework for an upper/senior level course designed around community engagement. The focus of this framework is on **holistic student performance** considering both academic and community engagement and participation. This type of broad-level evaluation works best with small class sizes (~15-20 students) because it depends on in-depth feedback from the instructor at multiple points throughout the semester.

**In-depth, structured feedback was asset-focused**, including comments on what the student was doing well (e.g. the range of ways the student had engaged or participated in the course). This feedback also updated students on their general performance grade and provided explicit guidelines on maintaining or improving this grade. For example, "To improve your course grade, I would need to see you take a leadership role in guiding class or small-group discussion over the next class periods."

Beyond structured feedback, students were encouraged to reach out to the instructor whenever they had questions or concerns about their performance.

**Example Student Evaluation Framework:**

**Grading & Expectations:**

*Your individual grade will be based on the completion of your project deliverables, the quality of your final product, completion of your reflection journal and mid-semester quiz, and your participation and contribution to the class overall. Please note that although I have assigned relative percentages for each assessment, this represents the overall weight of each component of the course rather than specific points. Your grade for each component will be assigned holistically, based on quality and timeliness of performance and product. This grading scheme is designed to introduce you to post-graduation performance assessments. In a job setting, you are rarely assessed on point systems but your performance as a whole. I  will apply the same approach here.*

*I will provide feedback on your performance and grade at least every other week throughout the semester, and I encourage you to come chat with me at any point to talk about your progress. My top priority is to guide you through implementation of high-quality projects, self-reflection, and learning about local food systems. Keep in mind that this is your capstone experience, so I expect high quality work and participation in the classroom.*

Students overwhelmingly responded positively to this type of framework, noting that it allowed them to focus on their own learning and community engagement rather than "making the grade."

## PREPARING STUDENTS FOR COMMUNITY ENGAGEMENT

Students entering into any form of community service or partnership should prepare to effectively listen, engage, and critically reflect on their experience. Student preparation can include:

- Reading and discussing **CBL articles or literature** (or podcasts, videos, etc.)
- Participating in a **Community Engagement Workshop** from the Morgridge Center
- Participating in a **CBL lecture** from a Community Engagement Intern
- Completing a **Community Engagement Module** from the Morgridge Center's Community Engagement Preparation Course series
    - Module 1: Introduction to Community Engagement
    - Module 2: Contextualizing Community
    - Module 3: Engaging with Community
- Conducting **background research** on community-specific themes and community partners
- Mapping **community assets**
- Completing **reflection activities** that ask students to think critically about their experiences, assumptions, and beliefs pertaining to the community

> The Morgridge Center's Community Engagement Resource Library on Canvas has a list of foundational literature that can introduce, contextualize, or complement CBL experiences.
> Enroll in the Canvas Library here.

## Reflection Practice

Reflexivity (reflection practice) is a cornerstone of community based learning. Through reflection, students cultivate skills around understanding of their own positionality and privilege relative to their communities, self-awareness, and connecting academic content to experience. Reflection practice will ideally occur throughout the semester for students to develop and grow this critical skill.

The example reflection assignment below was designed to support students in developing reflexivity through **weekly journal reflections** and **journal highlights assignments**.

The weekly journal reflections were intended to be a safe, personal space for students to explore and deepen their reflexivity. The journal highlights assignments were designed to be evaluated to ensure student comprehension and reflection skill development.

| | Weekly Journal Reflection | Journal Highlight Assignment |
|---|---|---|
| **Goals** | • Develop critical reflection skills through weekly practice<br>• Relate academic course content to personal experience & identify biases and beliefs around community-relevant themes<br>• Prepare for community engagement | • Reflection on personal growth in understanding throughout the semester<br>• Critical thinking around how reflection practice has shaped their understanding of course themes and community partners |
| **Frequency** | Weekly | 2-3 times per semester |
| **Format** | • Students respond to weekly prompts provided by instructor<br>• Responses can be creative and in whatever format students prefer (e.g. typed or by hand) | • Students respond to prompts provided by instructor<br>• Students may use reflections from previous weekly journal entries along with new reflections |
| **Assessment** | • Graded on completion<br>• Entries are checked at the beginning of each class period, but not read through by instructor<br>• This was explained to students as a way to support them in writing and reflecting for themselves, rather than for the instructor or a specific grade. | • Graded on content<br>• Allows instructor to check in with student comprehension of key reflection themes and provide feedback |

**Example Reflection Practice Description:**

*You will complete weekly journal entries throughout the semester, following weekly prompts related to the topics we discuss in class. This journal is meant to be a practice in reflexivity, or the process of reflecting on your own experience, beliefs, privilege, motivations, etc. as you develop insight into your own agency in your community and local food system. I will check each journal entry at the beginning of class for completion. Note that I will not read each journal entry, so I encourage you to make your journal creative, personal, and engaging for you.*

*At three points throughout the semester, you will write a Journal Highlights brief, which I will read and grade. This brief will be 1–2 pages and summarize the main ideas you wrote about in your weekly journals up until that point, including a brief analysis of how your ideas and perspectives have grown or changed throughout the semester as a result of our discussions.*

**Example Weekly Journal Prompt:**

***In class this week we analyzed and discussed concepts of resilience, vulnerability, and transformation in our food system. For Week 5 Journal, I ask you to think critically about these concepts as applied to your own food system and community – both the global/industrial food system and the local food system.*** *Where do you see vulnerabilities in the food system? Reflect on a vulnerability that is personal to you, which might be based in: economic/financial, social/identity, or educational/knowledge contexts. Are these specific to a certain community or pervasive across Madison/your home? What specific structures and systems (historical, political, economic) caused these vulnerabilities?*

***Next, take a moment to think about resilience in your food system.*** *Where do you see moments of resilience? You might consider moments that grew from the pandemic, or ongoing conditions of resilience that you see everyday. What do these moments look like and who is involved? Take a few lines to describe these situations or contexts. Do these moments of resilience address the vulnerabilities you discussed above? How do these moments reflect (or not) the definitions/limitations of resilience we discussed in class?*

***Finally, let's think through transformation as an actualized tool for change.*** *Where do you see opportunities for transformation? What needs to be fundamentally changed in our food system to address those vulnerabilities? Who is responsible for this change? What feels hopeful and/or challenging about acting on transformation?*

**Example Weekly Journal Prompt:**

*Using your journal entries from this semester, please answer the following questions in ~2 pages or ~500 words. You may also draw on course materials and lecture not found in your journal entries:*

1. *What 2–3 ideas, themes, or learning moments have been your biggest takeaways from this class so far?*

2. *What has challenged you about this class so far, and why? If you haven't felt challenged, why do you think that is and what could you change in the future to embrace challenge as a learning experience?*

3. *This journal is a practice in reflexivity, which is a core component of community-based learning. How has this practice shaped your thinking about, and participation in, this class?*

# INTEGRATING COMMUNITY INTO THE COURSE

Reaching Out to Community Partners

In the months before the semester begins, establish communication and mutually agreed-upon expectations around what it will mean to be a community partner with this course.

Topics to cover before the semester begins include:

- The course description and expected student learning outcomes

- Student involvement with the partner organization

- Preferred forms of communication

- Anticipated impacts and outcomes of the partnership

- Expectations for time commitments

- Timeline of partnership (e.g. how does the time commitment fluctuate throughout the the semester)

- Compensation for partner time

*How do we ensure that our community partners are prepared for engaged scholarship?*
Another consideration is that the CBL curriculum focuses attention on student preparation for community engagement, but less often provides resources around preparing our community partners to engage with our students. In the conversations you have leading up to and throughout the semester, consider broaching this idea with your community partner. You might touch on how to communicate respectfully across difference, managing expectations, and what meaningful impact looks like.

Compensation

Compensation should be provided for community partner time whenever possible. Activities to  compensate might include: co-developing assignment descriptions and objectives; providing community feedback on projects; communicating with students (emails or interviews); guest lectures; and assisting with project implementation in the community.

The Morgridge Center CBL Course Development Grant is a great place to start looking for funding for compensation.

Make sure to reach out to your department financial administrator to determine how to best distribute payments as early as possible in the semester, and to communicate this process with your community partners.

Some departments at UW ask community partners to be entered into the UW System and then submit an invoice to be reimbursed. Make sure your community partners are comfortable with this process. Also, consider tracking all reimbursable hours in a spreadsheet to assist them in organization and aid in reimbursement at the end of the semester.

**Example Invoice Template:** Not all community partners will be familiar with sending invoices, so sharing a template with them when it comes time for reimbursement can ease barriers to entry. Make sure to confirm with your department on appropriate invoice formatting, as each department may differ in how they process payments.

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**Date:**
**Invoice:** *Course Title & Number*

**Date(s) of service**:
**Total hours**:

**Service description**: *As a consultant for (Course), I assisted students with their capstone / community project development. [Include a brief description of activities.]*

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## Community Assessments

Structuring community partner feedback into the overall course assessment or CBL project/activity grade is an important way to elevate and legitimize community experience and collaboration.

The following example was developed from the National Academy of Medicine's [Conceptual Model for Assessing Meaningful Community Engagement](#). Both students and community partners were asked to fill out the following worksheet, which was then factored into the final CBL project grade and overall course assessment.

**Example Community Assessment framework:**

## Community Evaluation

Based on the National Academy of Medicine's "Assessing Meaningful Community Engagement" Conceptual Model

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**Three categories or domains of measurable outcomes:**

**A. Strengthened Partnerships and Alliances**: relates to strengthened partnerships and alliances, defined as how participants emerge from engagement with new or improved relational benefits that are carried forward

*The Brix Project & UW–Madison partnership was strengthened and/or expanded through this capstone project experience.*

> *Fully agree – Agree to some extent – Room for improvement – Disagree*

> *Comments:*

**B. Expanded Knowledge**: refers to the creation of new insights, stories, resources, and evidence, as well as the formalization of respect for existing legacies and culturally embedded ways of knowing that are unrecognized outside of their communities of origin.

*New and relevant insights, resources, and/or tools were created that were grounded in and respectful to The Brix Project and the community of Mt Horeb.*

>   *Fully agree – Agree to some extent – Room for improvement – Disagree*

>   *Comments:*


**C. Thriving Communities**: refers to the impact of the overall community engaged project on moving the goals of The Brix Project forward and strengthening our local food system.

*The capstone project deliverables addressed and advanced the goals of The Brix Project and will overall contribute to a stronger local food system.*

>   *Fully agree – Agree to some extent – Room for improvement – Disagree*

>   *Comments:*


# COMMUNITY FIELD TRIPS

Community field trips can be one of the most rewarding aspects of a CBL course, but involve planning and logistics on both the university and community end. Plan accordingly to compensate community partners for their time used in organizing and participating in the field trip.

A few notes to consider as your plan your field trip:

Scheduling:

- Planning a field trip during scheduled class hours is the best way to ensure full student availability.
- However, not all community partner schedules will align with the class schedule, and/or you may need to schedule the trip over a larger block of time than in-class time allows.
- If you are planning the field trip outside of class time, consider finding alternative times to provide options to students with scheduling conflicts.
- You can wait until the beginning of the semester to poll students for a common time. However, student schedules fill up quickly and university vehicles are often reserved very early in the semester.

Transportation:

- Through the CBL Course Designation, the Morgridge Center can assist with transportation reservations. See above section on Transportation Resources.

- You may need to authorize student drivers if multiple vehicles are needed. Learn how to become an authorized driver at UW.

- If the field trip takes place after business hours (evenings or weekends), you may need to check out the vehicles before the office closes on Friday, and find somewhere on campus to park the vehicles. Factor this into your logistics. Some departments have temporary parking space permits that can be used.

- If you are not a CBL designated course, you may need approved funding from your department for vehicle reservation payment.

Vehicle Use Agreement:

All State Employees and UW System employees, students & volunteers driving a state-owned vehicle must complete the Vehicle Use Agreement form. To complete the Agreement, visit the Wisconsin Fleet Portal here and follow the instructions below.

1. Select employee type as "UW"

2. Select "UW-Madison" as campus

3. Login with your NetID and password

4. Underneath the "New Fleet Driver" section, select "Vehicle Use Agreement"

5. Enter your information. Out-of-state license holders will need to upload a PDF copy of their driving abstract and a legible copy of their license (front side only) via the portal. There are two upload buttons for this purpose in the Out of State section. If you need a copy of your driving abstract, email transportation@morgridge.wisc.edu a picture of the front of your driver's license, and we will order an abstract for you.

6. Contact the Morgridge Center Transportation Services (transportation@morgridge.wisc.edu) for the UDDS code and the Supervisor Name/Email.

7. Check the box indicating you are a UW student.

8. Submit your authorization.

After submission, it can take up to 14 days to become authorized (typically 5-6 days).

# FURTHER RESOURCES

On Campus Resources:

1. Morgridge Center for Public Service: connects University of Wisconsin-Madison students, staff and faculty to local and global communities to build partnerships and solve critical issues through service and learning.

2. WISCIENCE (Wisconsin Institute for Science Education and Community Engagement): offers courses and programs that are designed to enhance STEM students' Wisconsin Experience by engaging them in meaningful learning experiences within and beyond the classroom.

3. [Center for Teaching, Learning, and Mentoring](#): supports UW–Madison faculty and staff in their continuing growth as practitioners of the complex, challenging and dynamic craft of teaching.

Additional Reading:

1. [Making the case for Community-Based Learning: Why choose an engaged approach?](#) *Morgridge Center for Public Service, University of Wisconsin-Madison.*

2. [Community-Based Learning Toolkit](#). *Center for Public Service, Gettysburg College. 2015.*

3. [Assessing Meaningful Community Engagement: A Conceptual Model to Advance Health Equity through Transformed Systems for Health](#). *National Academy of Medicine. 2022.*

4. [Community Engagement Commitments](#). *Morgridge Center for Public Service.*

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# APPENDIX - SAMPLE SYLLABI

University of Wisconsin–Madison
Environmental Studies 600 - Sem 007
**Exploring Food System Resilience in Wisconsin Communities**
Tuesdays 2:25 - 4:55pm
Science Hall Room 110

**Instructor:** Jules Reynolds, PhD Candidate
  Department of Geography
  & Nelson Institute
**Email:** [jreynolds7@wisc.edu](mailto:jreynolds7@wisc.edu)
**Office Hours:** Tuesdays 1:30 - 2:15pm or by appointment
**Credits:** 3 (L&S)
**Designation:** Level - Advanced
**Requisites:** Junior or senior standing only
**Modality:** In-person

**Capstone Description**: Interdisciplinary investigation with an emphasis on real world challenges. Examine environmental issues and apply, often in a team context, a variety of academic perspectives and methodologies, and cultivate academic and professional abilities such as establishing connections within the larger community, developing strategies for analyzing and addressing problems, developing field skills in ecosystems, and working with others trained in fields different from one's own.

The credit standard for this course is met by an expectation of a total of 135 hours of student engagement with the course learning activities (at least 45 hours per credit), which include in-person class meetings, reading, writing, field trips, and capstone project student work as described in the syllabus.

**Course Description**: Local food is often presented as a sustainable and resilient alternative to the environmental degradations and social inequalities caused by our global food and agricultural system. Though a range of approaches to support local food systems exists in Wisconsin, our understanding of the actual economic, ecological, and social impacts of these approaches and their meaning for resilience remains limited.

This community-engaged capstone will explore the multidisciplinary and interconnected impacts of the local food system movement in South-Central Wisconsin, through the lens of The Brix Local Food Community Hub Project (The Brix Project). This is a three-year project to support local food system development and organizing in the Dane County area, and is spearheaded by the farm-to-table restaurant and cidery Brix Cider in Mt. Horeb. We will work directly with community partners who are involved in The Brix Project, including farmers and food businesses, to investigate how local food can support community and environmental resilience.

Over the semester we will develop tools to be shared with The Brix Project partners for evaluation of project impacts and/or communication of the project with the broader Wisconsin community. Course meetings will be used to explore and critically analyze local food system issues, and to work with partners to plan and implement evaluation and communication tools.

**Course Goals:**

1. *Community*: Introduce students to the multidisciplinary issues, opportunities, and challenges associated with South-Central Wisconsin's local food system.
2. *Group*: Produce a high-quality community-based tool that contributes to local food system organizing and education efforts.
3. *Individual*: Use critical thinking and community-engaged practices to explore personal agency in the local food system.

**Learning Outcomes:**

*Upon successful completion of this course, students will demonstrate the ability to:*

1. **Understand** the political, environmental, and economic opportunities and tensions associated with the local food system.
2. **Identify** personal agency and power in the local food system and community-engaged work.
3. **Implement** practices of community engaged scholarship and collaborative project execution.
4. **Evaluate** elements of the South-Central Wisconsin food system through an interdisciplinary lens.
5. **Create** a professional and collaborative final product using research and visual design.

**Assessments:**

1. Mid-Semester Report (5%)
2. Project Deliverables (30%)
3. Evaluation of community tool(s) (15%)
4. Reflection journal (20%)
5. Participation (30%)

**Course Structure:**

Our course is designed around two major components: 1) establishing a critical understanding of food systems issues, and 2) developing a community-based final product for The Brix Project's local food organizing efforts. The first half of the semester will focus on the first component, with class meetings emphasizing investigation into a specific topic related to food systems. We will supplement the remaining time with group discussion and in-class work time to develop our final community-engaged product.

The second half of the semester will focus on project development and community engagement, with time devoted to group work, community guest presentations, meetings with the instructor and the UW DesignLab, and group check-ins.

There will be a range of assignments, discussions, and other activities designed to help you work towards developing a final community-based project. These include weekly reflexivity journals, discussion on community-engagement practices, community learning agreements, a mid-semester report, and a final presentation and evaluation.

**Final Exam:**

There is no traditional final exam for this course. Instead, we will present our final projects in the Nelson Capstone Showcase on Friday, December 16th, from 2:45 - 4:45 PM. Your participation in the Capstone Showcase is **required** for this course. If you have a scheduling conflict with another final exam, please come see me as soon as possible.

**Community-Engaged Learning Overview:**

This course uses a framework of Community-based Learning (CBL): CBL is a pedagogical model that connects classroom-based work with meaningful community involvement and exchange. Within the context of equitable partnership, community organizations and students mutually benefit from the CBL experience both by meeting course objectives and addressing community-identified goals.

Principles of CBL include:

1. Faculty, students, and community groups collaborate toward mutually pursuing community-identified goals and academic course objectives.

2. Courses provide adequate reading, reflection, and evaluation through research and other coursework; faculty meet their course objectives by preparing students for community entry, providing meaningful outlets for critical reflection, and presenting methods of rigorous evaluation.

3. Academic credit is given for classroom and community learning, demonstrated in preparation, research, evaluation, and reflection. Academic credit is not given for participation in community-based activities (source: Community-based Learning Toolkit)

We will partner with Brix Cider, LLC, a Mt. Horeb-based farm-to-table restaurant, and other community members involved with The Brix Project. We will familiarize ourselves with The Brix Project and community partners in the first few weeks of the semester. One of the needs that The Brix project has identified is creating opportunities for increased community engagement and support of our local food system.

**Project Overview:**

The primary assignment in this class is the final product that will be developed in small groups in collaboration with our Brix Project community partners. Our goal will be to create visually-appealing, analytical tools that can be shared with community partners to communicate impacts of local food production and consumption. In other words, what real impact does eating (or producing) in our local food system have on our communities?

These projects will entail *applying course concepts and developing metrics* around local food production and consumption to current local food efforts by The Brix Project partners (restaurants, farmers, etc.). We will explore different metrics and frameworks for analyzing local food in class (e.g. food miles, carbon footprints, local food dollars). Ultimately, though, it will be up to you and your small group to identify which metrics or framework you use and how you communicate these impacts to your audience (i.e. the consumers of the local food system in South-Central Wisconsin). This metric/framework must be underlined interdisciplinary: you must include at least underline two different components in your analysis (environmental, social, economic, etc.).

I encourage you to draw on your own interests, skills, and experiences to make this project your own. While ultimately the final product should be relevant and useful to our community partners, it is also your chance to produce a high-quality capstone product that reflects the culmination of your learning and experience thus far.

Broad project outline:

1. Identify specific local food product or activity

2. Determine interdisciplinary metric or framework for analysis

3. Develop project proposal

4. Meet with UW DesignLab

5. Create final communication tool

**Project Deliverables:**

1. **Project proposal**: A 1-2 page description of your proposed project, including what specific food or farming product you will investigate and analyze, how your project fulfills the interdisciplinary requirement, who your project will benefit, what tools/skills you will need to complete the project, and what final format your product will take.

2. **Mid-semester report**: A class presentation highlighting project goals, background, progress to date, next steps, and plan for final deliverable.

3. **Final product**

4. **Community implementation**: Details TBD

5. **Final presentation**: All Env St 600 students will present their final products in the Nelson Capstone Showcase on Friday, December 16 from 2:45-4:45 PM (the assigned final exam timeslot). **Participation in the final capstone presentation is mandatory.**

**Grading & Expectations:**

Your individual grade will be based on the completion of your project deliverables, the quality of your final product, completion of your reflection journal and mid-semester quiz, and your participation and contribution to the class overall. Please note that although I have assigned relative percentages for each assessment, this represents the overall weight of each component of the course rather than specific points. Your grade for each component will be assigned wholistically, based on quality and timeliness of performance and product. This grading scheme is designed to introduce you to post-graduation performance assessments. In a job setting, you are rarely assessed on point systems but your performance as a whole. I will apply the same approach here.

I will provide feedback on your performance and grade at least every other week throughout the semester, and I encourage you to come chat with me at any point to talk about your progress. My top priority is to guide you through implementation of high-quality projects, self-reflection, and learning about local food systems. **Keep in mind that this is your capstone experience, so I expect high quality work and participation in the classroom.**

I encourage you to draw on your own interests, skills, and experiences to make this project your own. While ultimately the final product should be relevant and useful to our community partners, it is also your chance to produce a high-quality capstone product that reflects the culmination of your learning and experience thus far.

Weekly Journals

You will complete weekly journal entries throughout the semester, following weekly prompts related to the topics we discuss in class. This journal is meant to be a practice in reflexivity, or the process of reflecting on your own experience, beliefs, privilege, motivations, etc. as you develop insight into your own agency in your community and local food system. I will check each journal entry at the beginning of class for completion. Note that I will not read each journal entry, so I encourage you to make your journal creative, personal, and engaging for you.

At three points throughout the semester, you will write a Journal Highlights brief, which I will read and grade. This brief will be 1-2 pages and summarize the main ideas you wrote about in your weekly journals up until that point, including a brief analysis of how your ideas and perspectives have grown or changed throughout the semester as a result of our discussions.

Attendance

We meet once per week for 2 hours, which means that attending every class will be crucial for the success of your own learning, your group process, and the success of your final product. If you do need to miss class, **email both me and your team** ahead of time to let me know. Note that attendance is necessary for your class participation grade; although I will not be taking off explicit points for missing class, it will be considered in your overall grade.

Inclusive Class Environment

It is my utmost priority to make this class a safe, inclusive, and rewarding experience for all students and instructors involved. Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class will be expected to show respect for every other member of this class. In the first weeks of the semester, we will create classroom expectations and guidelines together.

If you have any special accommodations, please let me know at the beginning of the semester. I will work either directly with you or in coordination with the McBurney Center to provide reasonable instructional and course-related accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

## Broad Semester Outline

| Week | Lecture/Discussion Topic | Activities & Assignments Due<br>*\* complete readings and journals before class* |
|------|--------------------------|-----------------------------|
| WEEK 1 | *No class* | |
| WEEK 2: Sept. 13 | Introduction to Local Food Systems & The Brix Project | Week 2 Journal<br><br>*Explore: The Brix Project website*<br>*Read: "Putting the Farm back in Farm-to-Table" blog post* |
| WEEK 3: Sept. 20 | Introduction to Community Based Learning & Practices<br><br>Introduction to The Global & Industrial Food System | *Week 3 Journal*<br><br>*Read: Anderson, C., & Milg, J. (2020). Pivoting from local food to just food systems. 1.* |
| WEEK 4: Sept. 27 | Diving in: What the Covid-19 pandemic teaches us about our food system & resilience | *Week 4 Journal*<br><br>*Read: TBD* |
| WEEK 5: Oct. 4 | Diving in: Is local meat better for the environment? | *Week 5 Journal*<br><br>*Listen: Climavores Podcast, Episode 4 "It's Not the How, It's the Cow"* |
| WEEK 6: Oct. 11 | Diving In: The trials and triumphs of plant-based diets | *Read: Robin Wall Kimmerer, The Servieberry*<br><br>**Due: Project proposal & Journal highlights** |
| WEEK 7: Oct. 18 | Design Lab workshop - **meet in College Library Room 2252B**<br><br>Diving In: Influencing behavior & motivating change | *Week 7 Journal*<br><br>*Read: A Field Guide to Climate Anxiety Ch. 3* |
| WEEK 8: Oct. 25 | Mid-Semester evaluation | **Due: Mid-Semester Report** |
| WEEK 9: Nov. 1 | *Guest Speaker: Jonnah Perkins, Mythic Farm, Black Krim Creative* | **Due: Journal Highlights** |

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| WEEK 10: Nov. 8 | *Guest speaker: Lauren Asprooth, PhD Candidate* | Week 10 Journal |
| WEEK 11: Nov. 15 | *Guest speaker: Marie Raboin, DNR & owner of Brix Cider* | Week 11 Journal |
| WEEK 12: Nov. 22 Thanksgiving Week | Next steps in local food movement | Week 12 Journal |
| WEEK 13: Nov. 29 | TBD | **Due: Journal Highlights** |
| WEEK 14: DEC. 6 | Final Group Presentations | **Due: Final Project Deliverable** |
| WEEK 15: DEC. 13 | Last class: Wrap-up, evaluations, finalize & practice capstone presentations | **Due: Community Implementation** |
| **FRIDAY, DECEMBER 16 2:45 - 4:45 PM** | **Nelson Capstone Showcase** | |