



Morgridge Center for Public Service

UNIVERSITY OF WISCONSIN-MADISON

Community-Based Learning Course Development Grant Proposal Overview 2026-27

The Morgridge Center for Public Service is pleased to offer a funding opportunity to advance the high impact practice of community-based learning at UW-Madison. This grant provides up to \$4,500 to a faculty member or instructor to design and/or implement a new community-based learning (CBL) course or course component. Note that the course or course component may be first taught in a future semester.

Grant funds are intended to support courses in any discipline and at all levels that demonstrate:

1. Strong community relationships and voice
2. Clear evidence of benefit for community partners
3. Sustainable community relationships
4. Sustainable, positive student impacts
5. Student diversity, with a special focus on identity, discipline, and/or viewpoint diversity

Funds may be used for wages for an undergraduate or graduate student to assist a faculty/instructor with course development and implementation, to pay community partners, and/or for supplies/expenses associated with the course.

This document provides an overview of the Course Development Grant and related application process. For more information or questions, please contact Dave Lassen, Assistant Director for Community-Engaged Scholarship (dlassen@wisc.edu).

Eligibility Criteria

To be eligible for funding, proposed courses:

1. Must align with the [UAPC-approved guidelines](#) for Community-Based Learning
2. Must demonstrate sustainable, positive student impacts
 - Proposed courses must have clear student learning outcomes and assessment practices (see [Essential Learning Outcomes](#) for UW-Madison students).
 - Proposed courses must demonstrate how the curriculum/instructor will adequately prepare students to engage in collaborative and mutually beneficial partnerships.
 - Proposed courses must demonstrate how the course will engage a diverse array of students.

3. Must demonstrate sustainable, positive community impacts
 - Proposed courses must address a community-identified priority.
 - Proposed courses must include sustainable mechanisms for community voice to be included in as many elements of the course as align with community partner interests and resources.
 - Proposed courses must demonstrate anticipated short- and longer-term, positive impacts on community partner(s) and their constituents.

Extra consideration will be given to proposals addressing previously identified university priorities, [including the goal](#) to “support innovative models of community-based learning and student engagement that create sustained partnerships and sustained student engagement that complement the common/typical one semester course (university-centered) time frame.”

Application Fields

Proposals must provide the following information. Final proposals must be submitted through [this online form](#).

Instructor Information

- Instructor name(s)
- Instructor(s) department(s) and title(s)
- Instructor(s) email address(es)
- Instructor(s) cell phone number(s)

Course Information

- Course name
- Course department, number, and section, if known
- Geographic location of student activities
- In what semester(s) do you anticipate teaching this course?
- Is the proposed CBL component part of a new course?

Financial information

- Financial administrator name
- Financial administrator email
- Funding string to be used for the transfer of funds

Course Overview

- Briefly provide an overview of the proposed course. (Note that if you are using grant funds to develop a new course (versus implementing a new course), responses in these fields may necessarily be comparatively more general.)

Course Rationale

- Briefly provide a specific rationale for the course: why do you believe this course is needed on campus and in the community?

Partnership Information

Describe the following aspects of the partnership associated with this course:

- What community partner(s) will students be working with? What roles will they have in the course?
- Describe your relationship with your community partner(s). How did the partnership originate? How are you creating and sustaining an equitable partnership?

Course Goals

- What community-engaged activities will students undertake as part of the course? Provide specific examples whenever possible. Describe how students will address community-identified priorities that are connected to the educational goals of the course.
- What are the anticipated community impacts of this course?
- What are the anticipated course goals for students? Please include course objectives (goals and purpose of the course) and learning outcomes (products of the course and evidence that goals were reached—i.e., what students will be able to do/show at the end of the course).
- What practices will be used to evaluate student learning goals and community impacts of the course?

Preparation and Reflection

- How will you prepare students to do thoughtful, meaningful, and culturally appropriate community engagement?
- How will you integrate critical reflection into your course?
- How will your course support social justice and social change?
- How does this course further the goals of engaging a diverse array of students with community-based learning (whether that be based on student demographics or disciplinary diversity)?

Sustainability

- How will you ensure that your course can be taught in future semesters?

Other Information

- Is there anything else you'd like to share about your course?

Budget

Provide summary budget information below. You may also attach a more detailed budget and/or budget narrative if you wish.

Maximum Funding Available = \$4,500

Budget Categories:

1. Staff members (list hourly rate and hours for each category)
 - Undergraduate students \$ _____
 - Graduate TA \$ _____
 - Community members \$ _____
 - UW staff \$ _____
 2. Supplies and equipment (please itemize): \$ _____
 3. Miscellaneous other (please itemize): \$ _____
- Total Community-based Learning Grant Request: \$ _____**