TO: Office of the Registrar

FROM: University Curriculum Committee

RE: Change to Service Learning course attribute

DATE: 12 February 2018

On Friday, February 9th the University Curriculum Committee voted unanimously to approve an update to the name of the Service Learning course attribute. A copy of the approved proposal is attached.

The changes in SIS should be:

	Current	New
Attribute	SVCL	SVCL
Attribute Descr	Service Learning	Community Based Learning
Attribute Descrshort	Serv Learn	Comm Base
Attribute Value	25 PLUS	25 PLUS
Attribute Value Formal Descr	Service Learning - 25 Hours or More	Community Based Learning – 25 Hours or More
Attribute Value Descr	Service Learning - 25 Hrs Plus	Cmmnty Bsd Learn – 25 Hrs Plus

If possible, the changes should be effective for fall 2018.

TO: University Curriculum Committee
FROM: Lisa Chambers, Interim Director of Morgridge Center for Public Service

DATE: 2018

RE: Proposal to change the designation "service learning" (SL) to "community-based learning" (CBL) in Course Guide

In 2011, the Morgridge Center for Public Service successfully proposed a campus-wide definition and recommended best practices for service learning, guidelines for best practices in service learning, and a process for designation of service learning courses in the Course Guide.

Since that time, the field of community-engagement in higher education has moved away from the term "service learning" toward the term "community-based learning" to better reflect the nature of this pedagogy.*

In addition, it is time to update the guidelines for the best practices of CBL in the Course Guide to keep pace with advances in the field as well as with the practice of CBL on our campus.

The Morgridge Center requests that the UCC vote on the following:
1. Accept the proposed language change of service learning (SL) to community-based learning (CBL).
2. Accept the proposed language changes in the recommended Criteria below (new text in red)

Community-based learning at University of Wisconsin-Madison Definition and Recommended Practices

Definition of Community-based learning
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.

* e.g. Hernandez, K. (2017). *Service learning as a political act in education: Bicultural foundations for a decolonizing pedagogy*. Abingdon, UK: Routledge.

Criteria:
1. Service or other engagement activity is integrated with course content and supports its academic focus, with a minimum 25 hours of community contact if direct service, or a deliverable (product or project outcome) to the partner if project-based community engagement, by each student in the course.
2. Students are involved in engagement of value to the community, as designed in

collaboration with the community itself. Evidence of contact and agreement from community partner/s is required in the course proposal.

3. Students receive appropriate preparation and training before entering communities, with particular focus on vulnerable populations.
4. Structured opportunities for guided reflection (processing, debriefing of experience) such as writing assignments, discussions, presentations, or journals are required during the course. Guided reflection activities:
   • Examine critical issues related to their community-based learning project
   • Connect the community-engaged experience to the coursework
   • Enhance the development of civic and ethical skills and values
   • Help students find personal relevance in the work
5. Clear explanations of learning outcomes and their assessment are included in syllabus. These must address both the academic and community engagement outcomes of the course.

Other Recommended Best Practices for All Community-Based Learning Courses
1. Include assessment criteria for student learning as well as assessment of community impact.
2. Make year-long or multi-year commitments to partnerships, folding in new students either each semester or, if possible, students make a year-long commitment to the same partner.
3. Provide a course syllabus to community partners in advance of the semester, and invite partners to make class presentations when possible.
4. Evidence of community-based learning agreements or memoranda of understanding outlining expectations agreed upon by the student, instructor, and community partner.
5. Agree on method of ongoing communication that works best for all partners.
6. Faculty, staff, students and partners review course content to assure that planned activities are safe for students and community members with special attention to unintended harms and cultural sensitivities.

UW-Madison Community-Based Learning Course Section Designation: Process Updates
2018

1. The Morgridge Center for Public Service requests that the following language be utilized in the Registrar's notes:
   "Community-based learning 25 hr"
2. Change all instances of "service learning" to "community-based learning".
3. Please note that "community-based learning" is an indicator, not an attribute.