

NEWSLETTER

UW-WHITEWATER COMMUNITY-BASED LEARNING



University of Wisconsin
Whitewater

Community-Based
Learning

STAY UPDATED!

VISIT OUR WEBSITE FOR
MORE INFORMATION:

WWW.UWW.EDU/CE/CBL

OR CONTACT US AT:

CBL@UWW.EDU

“
The way to achieve your own
success is to be willing to help
somebody else get it first.”

Iyanla Vanzant

FOLLOW US ON SOCIAL MEDIA!



COMMUNITY-BASED LEARNING DIRECTOR'S LETTER

Greetings, and welcome to another semester!

I hope that your Spring semester has gotten off to a wonderful start and is already full of engaging work that allows you to connect with our dynamic campus and surrounding communities. As you pursue your work this semester, I want to encourage you to look for ways to incorporate CBL into your existing or new courses and highlight several professional development opportunities, below. To help us focus our programming, I am also asking everyone to complete this brief, 3-question survey. Thank you!

In this semester's newsletter, we have included a spotlight on an international CBL course that was highly successful, as well as testimonials from several people involved in CBL, including Dr. Jeannine Rowe from the Department of Social Work; Danijela Gallo, Language Pathology/Spanish student; and the Whitewater Unified School District, a valued community partner. Their stories speak directly to the impact of this pedagogy. I'd also encourage you to spend some time hearing from other students on our testimonial page.

Are you interested in CBL, but not sure where to start? Check out this site or contact us for a 1:1 consultation.

For those who already are engaged in CBL, I strongly urge you to secure CBL Designation for any course containing community-based learning (which includes fieldwork, internships, etc.) or a community-based research component. If you want to learn more about CBL and the benefits to faculty, students, and the community, please view this CBL Impact Video. Our CBL Website also contains additional information.

The deadline for CBL Course Designation applications for **Spring 2025 CBL Courses** will be August 30, 2024. This application only takes about 10 minutes. Once you designate a course, you do NOT need to reapply for designation every semester. I will simply send you an email asking you if you plan to continue with CBL and to update any pertinent contact information. **To apply, please complete this Qualtrics Survey**.

You will need to have your course syllabus and supporting information.

I have three more important opportunities to bring to your attention:

- **We will hold a CBL LEARN Center workshop on Wednesday, April 17 from 2:00-3:30 via Webex. Register here:** You can find more information below in the newsletter!
- **We will hold our Spring CBL Celebration and Breakfast on Thursday, April 18 from 8:30-10:00 am in UC 259.** To register, please RSVP to cbl@uww.edu.
- **Annual CBL Awards:** We are soliciting nominations for the CBL awards, which will be presented at the Spring Breakfast. They are:
 - Exemplary CBL Practitioner (Faculty or Staff) for 2023-2024
 - Exemplary CBL Community Partner for 2023-2024
 - Exemplary CBL Student for 2023-2024

Please nominate yourself, your colleagues, your community partners, and/or your students! Nominations should consist of a 1-page letter that includes a description of the CBL student/practitioner/partner and why they are exemplary. You may submit multiple nominations. Nominations will be accepted through March 31, 2024, and should be submitted to parysj@uww.edu.

As always, we are here to help and are happy to meet 1:1 to guide you in your CBL work.

In service,

Jodie Parys

parysj@uww.edu

262-472-5070

3130 Laurentide Hall

CBL COURSE SPOTLIGHT

SPANISH 491/ PUBLIC HEALTH 491/ SOCIAL WORK 491 HEALTH AND AGING IN COSTA RICA

15 UW-W students recently participated in an international CBL travel study course in Costa Rica. This course was focused on studying Health and Aging in Costa Rica. The Spanish, Social Work, and Public Health students spent 1 days in the country learning about the different aspects of health and how each one plays an important and unique role in our overall well-being and longevity. This learning included:

- Interactive lectures on the country's "caja" or socialized medical system and how it works in conjunction with the privatized system.
- A visit to an Indigenous territory to learn directly from a shaman about their belief system and how it applies to healing and medicine.
- A 3-day stay in the Nicoya Peninsula, one of the world's 5 Blue Zones, where people live the longest and have the greatest health outcomes. While there, students prepared and enjoyed locally-grown, organic food cooked in solar ovens and met with elders in their 90s and 100s to learn their secrets to living the "Pura Vida!"
- A tour of an organic coffee farm to learn about the importance of biodiversity and sustainable agriculture.
- A visit to a medicinal herb farm, where an ethnobotanist taught about the healing power of specific plants. Here, students enjoyed a 6-course meal made entirely of food grown on-site.
- Two days at a senior day center in San José, engaging with elders through conversations, storytelling, and dancing. This CBL aspect of the course allowed students to learn and see the importance of social connection to promote longevity and overall well-being. Students could do this while directly impacting the lives of the elders they worked with and themselves.
- Homestays throughout the travel study allow students to practice their Spanish, live the aspects of health that they were studying, and learn first-hand the power of human connection and finding the "right tribe."



How to Apply for CBL Designation

Fill out form to submit a proposal and supporting documentation.

- Indicate specific term, course, and section number(s)
- Attach a syllabus plus additional course material as necessary

1

The proposal first goes to the Department Chair for acknowledgment, the Chair is affirming their support for this CBL offering.

2

The proposal is then reviewed by the CBL Council, which is comprised of CBL practitioners from each UWW College and chaired by CBL Coordinator.

3

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).

4



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**CLICK HERE TO
APPLY FOR
CBL DESIGNATION!**



**Real strength
has to do with
helping others.**

— Fred Rogers

CBL SPOTLIGHTS: Q & A

UW-W STUDENT: DANIJELA GALLO

Q: What was the most impactful part of CBL for you?

A: "The most impactful part of CBL was seeing it come to life. Learning about the topics in class was so interesting, but being immersed and experiencing everything firsthand was so eye-opening. I learned so much more by having it be a CBL course than a regular one."

Q: How has CBL prepared you for your future career?

A: "I want to work as a speech-language pathologist in the future. Being in this CBL class allowed me to learn so much more Spanish and immersed me in the culture to better my understanding of the Spanish culture. This is so valuable to me as I'll be working with students who share this background."



UW-W STAFF: JEANNINE ROWE

Q: What is the most impactful part of teaching a CBL course?

A: "Giving students the opportunity to apply the knowledge, values, and skills they've acquired through coursework. And, seeing the impact that learning by doing has on students. I love teaching CBL courses. They prepare students for the work world!"

Q: What are the benefits of students taking CBL courses?

A: Students have the opportunity to apply knowledge and skills, and hone them when working in communities. The experience benefits the student and the community. It's a win-win for both!"



COMMUNITY PARTNER: WHITEWATER UNIFIED SCHOOL DISTRICT

Q: How have CBL students from UW-Whitewater supported both teachers and students in WWUSD?

A: "UW-Whitewater CBL students are working in the classrooms, across different content areas, to support with content and language skills as needed and learn from our students, their achievements, challenges, and stories. It is lovely to see the relationships they are building with our staff and students, and the excitement to continue to come to our buildings and work with the students we serve."

Q: What improvements have you seen in WWUSD through the help of CBL students?

A: "Our Community-Based Learning partnership with UW-Whitewater has been a wonderful opportunity for our students. Bringing university students into our school district to volunteer with language learners offers benefits for both parties involved. University students practicing their Spanish can serve as role models and mentors for our younger students learning English, as they both are navigating their language journey and can inspire and motivate each other. This will foster a positive attitude towards language acquisition and cross-cultural understanding for both students and volunteers."



COMMUNITY-BASED LEARNING

2023 STATISTICS

15

CBL courses in Spring of 2023

13

CBL courses in Fall of 2023

362

**Students enrolled in CBL
designated courses in Spring of 2023**

207

**Students enrolled in CBL
designated courses in Fall of 2023**

15

**Minimum hours of CBL in the
community per student**

8,535+

Hours of CBL in 2023 alone!!

CBL LEARN WORKSHOP

Topic: This workshop will be led by members of the CBL Council and the CBL Director. It will provide an overall introduction to Community-Based Learning, including the following:

1. How to get started with CBL
2. How to find a Community Partner
3. Different Models for CBL courses
4. How to achieve CBL Designation
5. FAQs related to CBL with links to resources

WEDNESDAY, APRIL 17, 2024

2-3:30PM VIA WEBEX

[CLICK HERE TO REGISTER!](#)



UPCOMING REGIONAL AND NATIONAL ONLINE EVENTS



CENTERING INDIGENOUS KNOWLEDGE - INDIGENOUS PEOPLE AND PLACE: FIRST SESSION

MARCH 7, 2024/ 1-2PM CST

[REGISTER HERE!](#)

After a successful first year of Centering Indigenous Knowledge, Montana Campus Compact is excited to return in 2024! This four-part series will focus on the theme of indigenous people and place, and will explore people's millennia-spanning relationships with and the significance, history and power of place. Much like the series in 2023, native languages, which provide the worldview to see and understand these relationships, will feature prominently in the discussions.

FACULTY LEARNING COMMUNITY: DEVELOPING AND ALIGNING STUDENT OUTCOMES, PREPARATION, AND ENGAGEMENT

MARCH 14, 2024/ 2-4PM CST

[REGISTER HERE!](#)

Join faculty from across institutions, disciplines, and varying levels of community engagement expertise to participate in an interactive learning community. Drawing on Welch and Plaxton-Moore's *The Craft of Community-Engaged Teaching and Learning* (2019), the six Faculty Learning Community meetings will foster faculty learning about integrating community-engaged principles, practices, and pedagogies into their work.

FACULTY-CENTERED COALITION CONVERSATION: INTEGRATING CIVIC LEARNING INTO COURSES, RESEARCH, AND ENGAGEMENT

MARCH 15, 2024/ 11-12PM CST

[REGISTER HERE!](#)

Join this faculty-centered coalition conversation to explore leading innovative civic learning programs in engaged scholarship and teaching. Panelists will share practical examples and recommendations for how they each integrate civic learning into their teaching, research, and community engagement activities. Following a moderated conversation, participants will have the opportunity to explore the concepts further in smaller breakout groups.

ANTI-RACIST COMMUNITY ENGAGEMENT PRINCIPLES AND PRACTICES: DEVELOPING ANTI-RACIST LEARNING AND COURSE DESIGN

MARCH 26, 2024/ 3-4PM CST

[REGISTER HERE!](#)

Join the authors and editors of the recently published book, *Anti-Racist Community Engagement: Principles and Practices*, for a series of virtual author talks and workshops that explore how students, community members, staff, and faculty put anti-racist principles into practice at college and university campuses and in communities.

In this session: In this workshop, section editors for *Anti-racist Community Engagement: Principles and Practices* will lead discussions on developing strategies for intentional anti-racist learning in courses via anti-racist learning goals, course content, policies and assessment.

FACULTY LEARNING COMMUNITY: TAKING A CRITICAL APPROACH TO COMMUNITY-ENGAGED TEACHING

MAY 09, 2024/ 2-4PM CST

[REGISTER HERE!](#)

Join faculty from across institutions, disciplines, and varying levels of community engagement expertise to participate in an interactive learning community. Drawing on Welch and Plaxton-Moore's *The Craft of Community-Engaged Teaching and Learning* (2019), the six Faculty Learning Community meetings will foster faculty learning about integrating community-engaged principles, practices, and pedagogies into their work.

CREATING INCLUSIVE COMMUNITIES TOGETHER, SESSION 1: TRANSFORMING HIGHER EDUCATION THROUGH REFUGEE INTEGRATION

MAY 22, 2024/ 11-3PM CST

[REGISTER HERE!](#)

The training has five modules, which have been designed to be participatory, interactive, and action-driven with the goals of:

- Enriching your knowledge on forced migration and refugee resettlement;
- Empowering you to see the possibilities for your institution in refugee resettlement and integration support and related transformative curricular and co-curricular programming; and
- Equipping you with the tools to create a campus welcoming to refugees.