Abstract: Considered an underdeveloped field, student voice in higher education has the potential to transform teaching methods and curriculum development. In the way Jane Seale words it, some institutions prefer student voice to be defined as “a voice that expresses views but doesn’t necessarily demand equality or empowerment, in other words a voice that does not impel action.” (Seale, 2010) With an overarching theme of student voice and empowerment, this poster presentation will uncover the unique experiences that are available when community-based learning is available to students. Ashlyn Branan, Sarah Herring, and Katlyn Bark collected qualitative data through open-ended interviews with students who participated in the Art and Social Justice course at Georgia College during 2014 and 2016. The interviews were transcribed, coded, and analyzed to find themes and patterns. Considered “radical colleagues,” (Fielding, 2004) students Ashlyn, Sarah, and Katlyn worked in collaboration with professors Valerie Aranda and Sandra Godwin to address some of the challenges of community-based learning. Their study addresses the multidimensional partnerships that characterize the course, including disciplinary alliance between art students and non-art students as well as an alliance between the local, Milledgeville community and the university. This type of “research-based teaching” has contributed to student voice in higher education by allowing students who participated in the class to have an impact in the improvement of future community-based courses. (Kindon, 2009) This poster provides a summary of the themes found in each of the multi-level collaborations that took place within two semesters of the Art and Social Justice course and how participatory principles (Freire, 1970) within- and outside of the classroom can improve the learning experience for instructors, students, and the community.