Service-Learning Integration Grant

Center for Internships & Community Engagement

Service-Learning Grants

Request for Applications

Purpose

To expand experiential learning opportunities for students, the Center for Internships & Community Engagement (CICE) seeks applicants for grant funding who wish to integrate service-learning pedagogy into a course. Service learning allows students an alternative mode for exploring the course topic by including 20 to 40 hours of service that meet an identified community need, combined with reflective exercises to connect the service to the learning objectives for the course. Grant recipients will modify the curriculum of an established course, or create a new course, to include a **required** service-learning component.

Grants awarded through the Center for Internships & Community Engagement are funded by the CSU Chancellor's Office *Call to Service Initiative* and/or the *Student Success Initiative*.

Eligibility

Open to current CSUF faculty members and lecturers, regardless of race, sex, color, ethnicity, national origin, or other protected statuses. Applications accepted on a rolling basis until funds are depleted.

Amount and Disbursement of Award

$2,500

Maximum one award per faculty member/course.

Funds will be disbursed as **Faculty Additional Employment** to compensate the faculty member who develops and implements the grant-funded activity. *Compensation is subject to taxation and tax withholding* and will contribute to the 125% CSU employment maximum. **Faculty are responsible for ensuring that they may receive this compensation in full prior to application.**

Funds will typically be disbursed upon submission of the completed syllabus. Applicants may include a rationale for earlier disbursement in their application for CICE consideration. Precise terms for release of funds will be included in the grant contract.

Disbursements are subject to CSUF prevailing policies and procedures and may be subject to change.

Evaluation Criteria

Applications shall be evaluated taking into consideration the following:

- Service Integration: How clearly service will be integrated into the course as “text”, and not as extra credit, alternative assignment or a side project, such that it augments the student learning experience.
- Civic Learning Goals: Extent that students are exposed to and evaluated on understanding of civic and social implications, particularly in reference to their service.
- Reflection Integration: Evidence that reflection assignments will be consistently integrated into the course and appropriately graded.
- Sustainability: Evidence that the course will be structured, and partnerships developed, such that the course may continue to be offered as a service-learning course for several future semesters. Department Chairs will be asked to confirm their support for continued offerings of this course as part of the grant application process.

Requirements

Grantees will be required to:

- Have their course formally designated as a service-learning course by completing the Community-Engaged Learning Tool (CELT). Refer to the Community-Engaged Learning Faculty Administrative Requirements document for more information.
- Attend a "Service-Learning Fundamentals" FDC workshop (if not already completed). Recommended prior to application.
- Meet with CICE representatives to discuss course and assignment design, policy compliance, community partners, risk management, and/or other particulars of accomplishing your project as needed both prior to grant award and during award period.
- Modify your syllabus and curriculum learning objectives and grading to integrate service and reflection.
- Grant CICE the right to share your final syllabus and curriculum with other faculty and staff as an example.
- In conjunction with CICE, establish relationships with and seek approval of sufficient partner organizations and service opportunities to accommodate students.
- Ensure all service opportunities are fully approved by CICE and all students enrolled in the course complete the CICE Placement prior to engaging in any service.
- Ensure the course is offered and operated in accordance with UPS 411.600 CSUF Policy on Service Learning and with any other campus or department protocols governing course proposals or modification.
- Sign a grant contract which details the conditions and deliverables of the grant.

Deliverables

- Submit a copy of the final syllabus to CICE by the end of the first week that the course is taught.
- Complete all documentation and processes for service-learning sites in collaboration with the partner organization as prescribed by CICE at least 4 weeks prior to the semester of first course offering.
- Offer service-learning course developed under this grant within one year of award with intent of offerings continuing with annual regularity for five years.
- Submit a brief service vignette (maximum of 1,000 characters) highlighting your experiences teaching your service-learning course for inclusion in the California Call to Service annual report. The vignette should include service details, who was involved, what the outcome was, who was impacted and how, and significant findings, if any. Use simple, direct content that speaks to a diverse audience (i.e., higher ed., community, students, public affairs officers, national service-learning organizations, etc.). Include photographs as appropriate.

Application

To apply for this grant please complete the Service-Learning Grant Application.

Recommendation

We recommend that faculty new to service learning read the faculty guide, *Service Learning at CSUF*, prior to applying for a service-learning grant. The document contains a wealth of information about service-learning tenets and principles in addition to practical resources to help you understand and practice service-learning pedagogy.

Additionally, CICE offers complimentary hard copies of *Service-Learning Essentials* (Jacoby, 2015) and *Learning Through Service* (Cress, C. M., Collier, P. J., Reitenauer, V. L., & Associates (Eds.), 2013). Contact Community-Engaged Learning Specialist, Katie Herbst, at kherbst@fullerton.edu to request a copy.