



Towson University Service-Learning Grant Application

As part of the Towson University Strategic Plan, which calls for an increase in service-learning experiences for students, the Department of Civic Engagement is funding this service-learning grant opportunity. Faculty are eligible to apply for grant money to support service-learning course activities. Funds should be used to allow a professor to “take a course to the next level” in regard to service-learning and permit the class to engage in relevant activities it would otherwise be unable to complete. Funds allow the faculty member to enhance the integration of the service project and service-learning with the course.

Requests should include a concise description of what the funds will be used for, not to exceed 2 pages. A copy of the course syllabus must be sent with the request. All requests will be evaluated on whether the funds:

1. Support one of the three components of service-learning:
 - Student Preparation
 - Participation (the actual service project)
 - Reflection
2. Truly enhance the service-learning course for students. Funds should allow the faculty member to enhance the integration of the service project and service-learning with the course. For example, hiring a TU shuttle bus to transport students to a service-learning site would be an appropriate funding request. Hosting an end of semester celebration would not.

The application and supporting materials must be sent to the Service-Learning Coordinator in the Department of Civic Engagement: Katelyn Victor, kvictor@towson.edu.

Checklist

- ✓ Chairperson must review and approve the grant proposal via e-mail notification to kvictor@towson.edu
- ✓ Copy of the course syllabus
- ✓ Three parts of grant application included in proposal
- ✓ Funds must be used in a Fall 2010, Winter 2011, Spring 2011, or Summer 2011 course
- ✓ Faculty must assess student and community partner participation with surveys provided by the Department of Civic Engagement
- ✓ Faculty must complete a brief follow-up report provided by the Department of Civic Engagement at the end of the course

Section I Basic Information

Applicant Information

Name _____

Department _____

Contact Phone _____ Contact Email _____

Department Budget Contact Person Name and Email _____

Department Chair Name and Email _____

Project Information

Course Name and Number _____

Community Partner(s) _____

Terms funds are requested for (please check)

Fall 2010 _____ Winter 2011 _____ Spring 2011 _____ Summer 2011 _____

Service-Learning Component funds will support (please check)

Student Preparation _____ Participation (service) _____ Reflection _____

Section II Description of Service-Learning Project

Funds may only be used for a course that meets the established Service-Learning Course Criteria. Please specify how the service-learning project of the course meets each of the following criteria. Please do not exceed 2 pages.

I. Meaningful Connection to Discipline

Please describe how the service-learning experience is explicitly related to course content and how students are exposed to an array of diverse perspectives that exist beyond the confines of the university. Also, please indicate whether or not the service-learning course includes a minimum of 15 hours of service to the community partner (CP).

II. Preparation

Please describe how the course prepares students for the service-learning experience. This preparation may include research on the mission of the community partner and/or the population to be served. Preparation should include a thorough explanation, also included in the syllabus, of service-learning expectations and requirements. In-class preparation should include discussion of the value of the service-learning experience.

III. Partnership and Reciprocity

Please describe how the service project is mutually beneficial to the University and community partner (CP) as it meets an existing need for the CP and enhances student learning. Also, please indicate how the following expectations will be met: 1) The faculty member and CP should agree upon project details and timelines prior to the start of the course, 2) There should be a written agreement between the university and CP with course and project specific information, including project goals and any deliverables expected of students, 3) The faculty member and CP should be in continuous contact throughout the semester to ensure that the needs of both parties are being met.

IV. Reflection

Please describe how meaningful and structured student reflection occurs throughout the service-learning experience. Through reflection students demonstrate an understanding of the connection between course content and the service-learning experience. Reflections may include journaling, discussions, presentations, periodic logs, and/or other forms as stipulated by the faculty member.

V. Assessment and Evaluation

Please describe how evaluation of the service project is included in the project plan and is completed by the CP, faculty member and students in order to determine the project's effectiveness in meeting stated goals. Community partners also assess student performance based on measures agreed upon with the faculty member. This assessment should be reflected in the grading matrix. Some form of evaluation should occur halfway through the project to allow time for improvements if necessary. Evaluations should be reviewed to make future improvements in the service-learning experience.

Section III Itemized Budget

Itemize all costs of implementing the service-learning project. Provide justification for all budget items. Please identify any matching or supplementary funds that will contribute to the project in addition to the Service-Learning Grant funds. Following the disbursement of approved grant funds, if the cost of implementing a service-learning project is significantly less than expected, faculty should notify the Service-Learning Coordinator and transfer any excess funds back to the Department of Civic Engagement.