COURSE DEVELOPMENT
GRANT APPLICATION
Basic Information Cover Sheet

Applicant Information
Applicant’s name:

Department:

Contact Phone: Contact Email:

Department Budget Contact Person Name and Email:

Department Chair and Email:

Project Information
Course Number and Name:

Community or Agency Partner(s):

Terms funds are requested for (please mark)
☐ Fall 2017 ☐ Minimester 2018 ☐ Spring 2018 ☐ Summer 2018

Checklist
☐ Basic information cover sheet (this page)
☐ Grant application (Please submit as a Microsoft Word document)
☐ Evidence of articulated agreement with the community partner (i.e. MOU, letter of support, or agency-integrated syllabus)
☐ Copy of the course syllabus that includes the following (please highlight):
  ☐ Service-learning described in its own paragraph or section
  ☐ Number of service-learning hours to be completed
  ☐ Service-learning in assignments
  ☐ Service-learning in the course schedule
  ☐ Service-learning in assessment
☐ Itemized budget
☐ Assessment results (for previous grant recipients only):
☐ Your course has been tagged with Class Note #24

The Class Note #24 reads: “This section contains an experiential education opportunity in which students connect concepts learned within the classroom to practical situations within the surrounding communities. Service-learning courses require a minimum of 10 hours of service (up to 30 hours of service), outside of scheduled class sessions, dispersed throughout the semester. Please contact the instructor for additional information.”

1 Continued funding is contingent upon submission of data from previously funded semester(s).
As part of the Towson University Strategic Plan TU 2020, which calls for Academic Excellence and Student Success and an emphasis on internships and experiential learning, the Office of Civic Engagement & Leadership has created a grant opportunity for courses with Service-Learning. Faculty may apply for grant money to support a significant community service project within their course. The funds allow faculty to structure a pedagogical service-learning experience to “take a course to the next level.”

Each request should include a concise description of the pedagogical service-learning experience and how the funds will be used to achieve the learning outcomes of the course. A copy of the course syllabus (that highlights service-learning in the description, assignment, course schedule, and assessment) must be sent with the request. The application should be no more than three pages, in addition to an itemized budget and course syllabus. Grant awards range from $50-$2,000 per application. All requests are evaluated on the following criteria:

1. The integration of the community service experience into the course curriculum (e.g. service-learning described in its own paragraph or section).
2. Number of students enrolled the class and number of service-learning hours to be completed.
3. Evidence of articulated agreement with the community partner (i.e. MOU, letter of support, or agency-integrated syllabus)
4. The community service experience addresses a community need.
5. Structured student reflection is integrated into the service-learning component of the course (e.g. reflection assignments in the syllabus).
6. Preference is given to courses that will be taught regularly (at least once an academic year).
7. The Office of Civic Engagement and Leadership requires faculty to collect and submit course outcome measures such as assessment data and/or academic artifacts (e.g. assignments).
8. Budget justification is itemized and clearly outlined.

Submission Dates for the 2017-2018 Academic Year:

- Fall 2017, Minimester 2018, Spring 2018, & Summer 2018
  - 1st Priority Deadline: August 6, 2017

- Spring 2018, Summer 2018
  - 1st Priority Deadline: January 14, 2017
  - 2nd Priority Deadline: February 11, 2017 (contingent upon funds available)

The application and supporting materials should be sent to the Coordinator of Community Engagement & Outreach, Stephanie Easterday, at sea@towson.edu or servicelearning@towson.edu.
Description of Service-Learning Experience

I. Meaningful Connection to Discipline

Please describe how the service-learning experience explicitly relates to course content and student learning outcomes. Include the number of service-learning hours.

II. Preparation

Please describe how the course prepares students for the service-learning experience.

1. Description of site(s) and how students are assigned
2. Describe number of students enrolled and number of community partners
3. Description of the assignments and assessments that relate to their service-learning experiences (e.g. reflection activities)
4. Includes an introduction of service-learning concepts (and the value of service-learning) before site placement. For example, providing sufficient preparation may include but is not limited to:
   a. Class readings
   b. Discussions with service-learning practitioners
   c. Civic Engagement & Leadership service-learning presentation
   d. Community partner presentation

III. Partnership and Reciprocity

Please describe how the service-learning experience is mutually beneficial to the university and community partner (CP) as it meets an existing need for the CP and enhances student learning.

For example: Describe agreements between the faculty member and CP upon project details and timelines. Is there a written agreement between the university and CP with course and project specific information, including project goals and any deliverables expected of students?

IV. Reflection (Informal & Formal)

Reflection is an essential component of the service-learning experience and should be directly tied to the service and content of the course. Reflection should also be included in the grading matrix of your course. Please describe how meaningful and structured student reflection occurs throughout the service-learning experience.

For example, reflections may include journaling, discussions, presentations, periodic logs, and/or other forms as stipulated by the faculty member. Research has shown that through reflection, students demonstrate an understanding of the connection between course content and the service-learning experience.

V. Assessment and Evaluation

Please describe who is being assessed (i.e. students, community partners, the project, etc.) and how evaluation/assessment of the service experience 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.

Should your grant application be accepted and funds be awarded, we ask that your students complete the Community Service Attitudes Scale (CSAS) Pre/Post survey along with any additional assessments you choose. Your assessment results will need to be submitted to the Office of Civic Engagement & Leadership.
VI. Itemized Budget

The Service-Learning Grant Committee will review each application and budget. In the budget please provide an itemized list for the total budget. Please be as detailed and specific as possible, and support amounts with documentation (i.e. quotes) from official agencies. Understand that the grant money cannot be used for personal payments (e.g. honorariums or stipends).

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Grand total