Service Learning Grant & Designation Program

Individual Course Designations
Request for Proposal Spring 2016

The Service Learning Grant & Designation (SLG&D) program within the Learning Advancement division supports faculty who engage in high-impact pedagogies, specifically service learning. The SLG&D program also collaborates on an institutional level to create engaged departments/programs (see engaged department RFP for guidelines). The program is open to faculty who are designating for the first time as well as faculty who have previously designated but would like to revamp elements of their service learning class.

Service learning is a high-impact, experiential method of teaching and learning that integrates service opportunities with nonprofit organizations, critical reflective thinking, and civic engagement into academic coursework. This method addresses both course learning outcomes and community-identified needs. Service learning makes course content directly applicable to the real world.

The goals of the SLG&D program are to:

• Allow innovative practitioners to develop experiential, community-based, creative approaches to teaching and learning.
• Support faculty and departments with professional development opportunities and funding.
• Better retain students by supporting faculty and departments in their commitment to provide high-impact educational opportunities.
• Create mutually beneficial and sustainable college-community partnerships.
• Disseminate best practices to the greater college community with the intention that high-impact practices be adopted by others.
• Support SLCC’s Community Engagement efforts, accreditation, and the Carnegie Classification for Community Engagement goals.

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Program Guidelines

Eligible Applicants

• The SLG&D program is open to individual full-time and adjunct faculty members in all departments/programs including applied technologies and technical specialties. This RPF is for faculty designating their class with service learning for the first time and to those who are currently designated and would like to revamp the service learning experience. Individual faculty may submit a course designation proposal as a part of an engaged department proposal and funding.

Categories of Supported Projects

Service learning Course Development:

• Service Learning New Course Development **
  (“New Course” refers to an existing SLCC course never taught using service learning. It does not refer to an entirely new course never offered at SLCC.)

Faculty restructure the pedagogy of an existing SLCC course that is not currently utilizing service learning. Faculty incorporate partnerships with nonprofit organizations whose mission and projects correlate to course learning objectives. Faculty and community partners also facilitate critical thinking and reflection assignments that connect students’ work in the community to
course content and student outcome number five focused on civic engagement. Some instructors currently teach courses that informally include experiences similar to service learning (i.e. general community engagement), but have not yet refined and designated the course. They are encouraged to do so. Faculty using an existing course template are not eligible for funding but are still eligible for designation. Faculty receive $1000 (less applicable FICA and tax withholdings) upon completion of the course evaluation process.*

- **Modification of an Existing Service Learning Course**
  Instructors who have already designated their course may benefit from additional support to refresh the service learning experience. To be eligible for a modification grant, faculty must have taught the course with service learning for at least four semesters prior to re-applying. Faculty are encouraged to take advantage of this opportunity to refine elements of the service learning experience. Faculty receive $500 (less applicable FICA and tax withholdings) upon completion of the course evaluation process.*

* Funds for adjunct faculty are transferred to the department for processing. Adjunct faculty must submit a timesheet for the hours spent on SLG&D professional development and/or syllabus revision process at the hourly training rate of $21.33. Adjunct faculty may submit up to 23 hours for a modification grant and up to 46 hours for a new designation grant. Money is awarded only for time spent revising the pedagogy, not for teaching the course.

** NOTE: One of the following sub-categories must be selected.

- **“Service Learning Course”** designation: **Every instructor** teaches the course with service learning and **every section** of that course offers a service learning experience to students. Department/Division Chairs/Associate Deans must be aware of and supportive of the designation and the sustainability of the pedagogy.

- **“Service Learning Class”** designation: **Every student** is required to participate in the service learning experience. This designation is a **per-section/instructor** designation and interested students seek out a specific service learning section/instructor.

- **“Service Learning Component Class”** designation: **Students may choose** to opt into the service learning experience. This designation is a **per-section/instructor** designation and interested students seek out a specific service learning section/instructor.

<table>
<thead>
<tr>
<th>Processes for Individual Service Learning Course/Class Designation</th>
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</thead>
<tbody>
<tr>
<td>Course already approved through established SLCC course curriculum approval processes</td>
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<tr>
<td>Faculty member develops an integrated service learning experience/proposal</td>
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<tr>
<td><em>(Adjunct faculty should notify administration prior to creating a proposal to ensure compliance with HR part-time instructional hours and service policy)</em></td>
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<tr>
<td>Faculty notifies Department/Division Chair/Associate Dean, requesting approval signatures</td>
</tr>
<tr>
<td>Faculty member submits proposal to the SLG&amp;D Review Committee (via the service learning coordinator)</td>
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<tr>
<td>Designated classes forwarded to Department/Division Chair/Associate Dean for notification</td>
</tr>
<tr>
<td>The service learning coordinator notifies the Curriculum Committee, updates CCO/PCO, and coordinates Banner tagging</td>
</tr>
<tr>
<td>Each year faculty meets with the service learning coordinator and submits an updated syllabus</td>
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</tbody>
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Proposal Outline and Requirements

Proposal Outline for Individual Course Designation

Proposals must adhere to the following outline:

1. **Cover Page**, including all required signatures in *Appendix A*.
2. **Syllabus**, applicant must submit a course syllabus as it stands at the time of the proposal deadline.
3. **Proposal Narrative**, (see *Appendix B* for detailed guidelines):
   a. How will course learning outcomes be met through service?
   b. What community partnerships will be developed to meet course outcomes? Why were these specific partners chosen? You are encouraged to use the Thayne Center community partner database.
   c. Based on community need, what service learning activities and projects will be incorporated to meet course outcomes?
   d. What types of critical thinking and structured reflection assignments will be created that link service to course content?
   e. How will civic engagement be addressed?
   f. How will you share your service learning experiences within your scholarly discipline?

Proposal Submission

All proposals must be submitted electronically. The title of both electronic documents must indicate the last name of the applicant and the course seeking designation and/or department name. The **cover page must include original signatures** and can either be campus mailed (AAB 337) or delivered in person. Please direct any questions and submissions to: Lucy Smith, Service Learning Coordinator, at 801-957-4688 or lucy.smith@slcc.edu.

Deadlines & Approval Process

- **August 2015**—Request for Proposals released
- **19 October 2015**—Deadline to submit proposals
- **13 November 2015**—Awards announced
- **Between 16 November and 17 December 2015**—Awarded faculty members meet at least once with the service learning coordinator to discuss the course and SLG&D committee suggestions.
- **January 2016** — Awarded courses taught spring semester and/or department implementation begins.

Project Assessment and Evaluation

Every designated service learning class is required to conduct a three-fold evaluation at the end of the semester in which the designation is first awarded. Evaluation forms are distributed to students, community partner(s), and the instructor. After the semester in which the designation is first awarded, standardized evaluation instruments remain available for faculty to use. All designated courses will then be evaluated on a rotating basis.
Networking, Events, and Consulting Opportunities

Service Learning Designation Roundtables

Networking and Q & A events are offered as a consulting service for faculty and administrators who wish to brainstorm elements of their designation proposal. Attendance is optional. Lucy Smith, Service Learning Coordinator, and Sean Crossland, Community Partnerships Coordinator, will work individually with anyone who wishes to discuss service learning design. Individual appointments made by request.

- **16 September 2015**— Service learning Networking and Q & A
  - Redwood Campus STC 223, between 3:30 p.m.-5:00 pm
- **30 September 2015**—Community Partner Speed Dating Lunch
  - Miller Campus Culinary Arts bldg. (CART 116) 12:00-p.m.-1:30 p.m.

Evaluation Criteria & Procedure

All course proposals are competitively reviewed and judged as per the evaluation criteria outlined in *Appendix B*. An unlimited number of service learning course designations are awarded to viable proposals; however, only a limited number of service learning funding grants are awarded for exemplary proposals. The SLG&D review committee reviews all service learning course proposals and awards grant funding and designations. The SLG&D review committee is comprised of full-time and adjunct service learning practitioners and community partner organization representatives who have significant knowledge of service learning pedagogy. Reviewers are not applicants and do not hold a vested interest in the proposals.

Disclaimer Regarding Curriculum

The purview of the SLG&D committee is to verify that a proposed service learning experience is a viable experience; meaning it is academically rigorous, beneficial to students and community partner organizations, and is in line with best practices of the pedagogy. It is the decision of departments and divisions, in partnership with faculty members, to support these teaching practices and to support the creation of service learning courses and engaged departments. **Courses must already be approved by the Curriculum Committee** before they can receive service learning designation.
Service Learning Grant & Designation Program

Appendix A: Service Learning Designation Proposal Cover Page

Applicant Name: ___________________________ Department: ___________________________

Applicant Title: □ Full-time faculty □ Adjunct faculty S#: ___________________________

Applicant Phone(s): ___________________________ ___________________________
   (campus extension) (alternative number)

Applicant E-mail: □ SLCC Outlook email account or ___________________________
   (alternative account)

Proposal Category (select one category & one sub-category):

Service Learning New Course Development*
   ___ Service Learning Course (every instructor and every section of a course are taught with service learning)
   ___ Service Learning Class (per section/instructor designation and service learning is required for all students)
   ___ Service Learning Component Class (per section/instructor designation service learning is optional for students)

Modification of Existing Service Learning Course*
   ___ Service Learning Course
   ___ Service Learning Class
   ___ Service Learning Component Class

* Course name: ___________________________

* Course abbreviation (and CRN, if known): ___________________________

Signature of Applicant: ___________________________________________ (date)

If awarded, I understand the service learning experience in my course will be fine-tuned, in coordination with the service learning coordinator, (between 16 November and 17 December 2015). My course will be taught Spring semester 2016.

By signing this I acknowledge that the department receives the funding that adjunct faculty are awarded. The department is responsible for processing adjunct faculty payments on an hourly timesheet. Adjuncts are paid the standard hourly rate for training per HR procedure for part-time instructional hours and service.

Required Approvals:

(Department/Division Chair/Associate Dean) ___________________________ (date)

(Department/Division Chair/Associate Dean) ___________________________ (date)
### Service Learning Grant & Designation Program

#### Appendix B: Guidelines for a Service learning Course/Class Designation Proposal

## Service learning Grant & Designation (SLG&D) rubric

How viable is the service learning experience? Is it in line with the best practices of service learning pedagogy (i.e. does it fall into the intermediate to maximum impact category) or is it more general community engagement (i.e. minimal to moderate impact)?

<table>
<thead>
<tr>
<th>Academic/integrated Curriculum</th>
<th>Minimal Impact (1)</th>
<th>Moderate Impact (2)</th>
<th>Intermediate Impact (3)</th>
<th>Maximum Impact (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service learning pedagogy integrated into academic curriculum</td>
<td>Service learning supplemental to curriculum or not integrated into curriculum at all. Includes simple service projects and good deeds.</td>
<td>Service learning is part of the curriculum but classroom connections are weak, with emphasis on service.</td>
<td>Service learning as a teaching method with course content and service components concurrent. Some course learning outcomes linked to the service.</td>
<td>Service learning as primary instructional strategy with course content/ and service components fully integrated with course outcomes.</td>
</tr>
<tr>
<td>Academic skills/knowledge used in community settings</td>
<td>Skills and knowledge used mostly in the classroom; little or no active service in the community.</td>
<td>Application of classroom knowledge/skills to community service involvement is irregular and/or unclear.</td>
<td>Students have some active application of new skills or knowledge from the classroom applied in the community.</td>
<td>Students have direct application of new skills or knowledge from the classroom applied to a community identified need. Service can be direct, indirect, research, or advocacy.</td>
</tr>
<tr>
<td>Meets community-identified needs</td>
<td>Community needs secondary to what faculty or coordinator wants to do. Project considers only student/ academic needs and lacks communication. Charitable outreach only.</td>
<td>Project determined by assuming community needs. Partnerships mostly benefit the students and faculty. Partnerships may not be appropriate for learning outcomes identified.</td>
<td>Project determined by past research of community partner needs. Partnerships are mostly reciprocal. Partnerships are appropriate for learning outcomes identified.</td>
<td>Project determined by current needs research with community partners. Partnerships are mutually beneficial. Partnerships are appropriate for learning outcomes identified.</td>
</tr>
<tr>
<td>Collaboration with community partners</td>
<td>Community members are/will be coincidentally informed or not knowledgeable at all about the project. Charitable outreach only. For profit organizations utilized.</td>
<td>Community members are/will be informed of the project from students involved or through marketing. For profit organizations considered.</td>
<td>Community members act as/will be consultants in the project. Non-profit community partners and community assets are considered.</td>
<td>Active, direct collaboration with the community is/will occur by the instructor and students. Non-profit community partners and community assets are utilized.</td>
</tr>
<tr>
<td></td>
<td>Minimal Impact (1)</td>
<td>Moderate Impact (2)</td>
<td>Intermediate Impact (3)</td>
<td>Maximum Impact (4)</td>
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<tr>
<td>Critical Thinking and Reflection</td>
<td>Faculty do not make time for critical reflection; students provide a summary of events only or did not include reflection. Students are graded for the hours of service, not the learning demonstrated.</td>
<td>Students’ reflections occur sporadically and loosely connect the service experience to course learning outcomes. Students mostly graded for the hours of service, not the learning demonstrated.</td>
<td>Students critically think, share, and produce periodically throughout the experience. Reflection is linked to the service. Students are graded based on demonstration of knowledge.</td>
<td>Students engage in critical reflection based on their service throughout the experience. Students are graded based on demonstration of knowledge. Reflection is linked to service and course learning objectives.</td>
</tr>
<tr>
<td>Civic Learning and Democratic Engagement</td>
<td>Students’ develop a sense of social responsibility</td>
<td>Reflections/learning not intended to help students understand how their service can make a difference. Civic responsibility not included as a focus.</td>
<td>Reflections/learning intended to help students gain a limited understanding of the importance of civic engagement.</td>
<td>Reflections/learning intended to help students gain an increasing understanding of the importance of civic engagement and his/her ability to affect positive social change.</td>
</tr>
<tr>
<td>Civic Learning and Democratic Engagement</td>
<td>Project improves quality of life for person(s)/community/environment</td>
<td>Proposed changes mainly superficial with limited community benefit, or are not new and unique. Negative stereotypes may be reinforced. Short term impact.</td>
<td>Proposed changes mainly superficial, but new and unique benefits are realized in community. Mostly focused on short term impact.</td>
<td>Proposed changes enhance an existing community initiative and/or support community-driven problem solving. Sustainability is addressed.</td>
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</tbody>
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