

REQUEST FOR PROPOSALS

SERVICE LEARNING CURRICULUM DEVELOPMENT

Due: Monday, December 2, 2007 @ 12noon.
in
Office of Undergraduate Studies - ADM 725

The Office of Undergraduate Studies invites faculty interested in developing service-learning as a required component of a **course in the major** to submit proposals for support to develop new or modify existing courses.

Faculty whose course proposals are selected will be eligible for \$500 to develop a new course or modify an existing course.

The policy that defines service learning and sets forth the criteria used to determine if a course shall be designated as service learning is provided to assist you in developing your proposal:

SERVICE LEARNING DEFINITION: Consistent with the special mission at Cal State L.A. to provide an educational experience that recognizes and takes full advantage of diversity, while emphasizing the knowledge, experience, and ethical concerns common to all people, service learning at California State University, Los Angeles:

- Is a teaching and learning strategy that provides students with organized and meaningful learning experience outside the classroom designed to enhance their understanding of information, knowledge and theoretical principles shared in the classroom;
- Is also defined as a pedagogical model that links course content with a community service component that is designed to address the needs identified by the community whether local or global; and
- Has, as an integral component, the use of reflective activities intended to integrate course content and skills and knowledge with community involvement and to develop or strengthen students' commitment to social responsibility and civic engagement.

CRITERIA FOR SERVICE-LEARNING COURSE DESIGNATION: All courses approved for a service learning designation must address the following criteria:

1. The service experience must relate course content to clearly articulated course objectives and student learning outcomes, which helps to foster or strengthen the students' awareness of social responsibility and sense of civic duty
2. The service learning requirement must link course content with a community service component that addresses a need identified by the participating community.
3. Since knowledge from the course informs the service experiences with which the students are involved, the service opportunities must be appropriate for the course.
4. Service learning courses must provide a method to assess the learning derived from the service, and academic credit must be based on learning outcomes—not the service itself.

5. Structured and organized opportunities for critical reflection of the learning gained through the service experience and how the service relates to the course content must be evident.
6. Number of hours devoted to the service learning component must be specific and sufficient to provide meaningful service while also meeting course objectives and student learning outcomes.
7. Opportunities must be available for community partners to provide input into the evaluation process of students' community service and activities within their agencies.

---Adapted from the Lowell Bennion Community Service Center, University of Utah

Expectations:

Grantees must:

1. Develop or modify a **course** in the major so that service learning is a required part of the course content.
2. The course modification may specify that only certain sections will require service-learning. However, all students enrolled in the designated service-learning section will be required to participate in service-learning.
3. Ensure that service-learning course proposals are approved through the normal curricular procedures at the department/school and college levels to facilitate approval at the University level by the end of Spring Quarter, 2006. All course proposals must be approved by the department and college curriculum committees and submitted to the Office of Undergraduate Studies by April 24, 2006 to allow adequate time for approval by EPC.
3. Obtain signature from Department Chairs stating that the Department has agreed that at least one section of the approved service-learning courses will be scheduled and offered at least once per year.
4. Respond to form/questionnaires regarding the number of service-learning course sections offered; number of students enrolled; number of students actually performing community service; whether the service learning component is required or optional; number of service hours completed by students; and name, number, and type of community agencies served.
5. Conduct student learning outcomes assessment each time the service learning course is offered.
6. Forward copies of service learning course syllabi to the Office of Undergraduate Studies.
7. Follow campus risk management policy for service-learning. The Office of Service Learning and EPIC (Educational Participation in Communities) currently maintain partnerships with a number of community agencies that are in compliance with the campus Risk Management Policy. Faculty interested in developing new partnerships must familiarize themselves with campus risk management policy and agree in writing to implement it. Recently, risk management procedures have been streamlined and the Office of Service-Learning is available

to provide support for the development of new partnerships and the navigation of risk management policy.

Format and Application Materials Required:

- 1) Cover Page: See attached application cover page.
- 2) Narrative: No more than 3 single-spaced pages that address the topics listed below:
 - A. Project Description
 - a) Title and number of the course to be developed or modified
 - b) Concise, but detailed description of the proposed course
 - c) Proposed goals, objectives, structure, and expected student learning outcomes of the proposed course
 - B. Explanation of the ways in which the proposed course would satisfy or address the Service-learning definition and the criteria for service learning course designation.
 - C. Describe criteria for the selection of community service placements for each course.
 - D. Describe potential assessment methods to evaluate student service-learning outcomes.
 - E. Explain your expertise and/or interest in the relevant subject matter, and what teaching experience or interest you have in incorporating service learning into your course.
- 3) Final Report:

The final report must be a service learning course proposal that has been approved by the applicant's department and college curriculum committees before the end of the **Spring Quarter, 2008**.

Course proposals will be reviewed by an *Ad Hoc* Service Learning Curriculum Development Committee, and selection will be based on the strength and clarity of the proposals as well as consideration for equitable representation from all six colleges. Faculty will be notified of the status of their proposals no later than **January 9, 2008**.