



## Service Learning Fellowships 2024-2025

### COVER PAGE

Faculty Name: \_\_\_\_\_

Faculty Rank: \_\_\_\_\_

Email address: \_\_\_\_\_

Title of the course: \_\_\_\_\_

Department(s) and College(s)/Division(s): \_\_\_\_\_

#### Email of Support from Department Chair

Applicants must request an email of support from their Department Chair. To submit, email Brian Heisterkamp at [bheister@csusb.edu](mailto:bheister@csusb.edu). An example is included in the application materials.

**Important Due Dates for Service Learning Fellowship recipients!** All work must be completed by the stated deadline to comply with Chancellor's Office timelines. Failure to complete reports by the deadline will influence eligibility for future funding opportunities.

1) Submit the revised course syllabus and a brief overview of the revised service learning course for the OCE Annual Report

2) Submit one copy of any publicity (photos, articles, etc.) or faculty scholarship that resulted from your Fellowship award to OCE.

Email complete application to: [leaveyourpawprint@csusb.edu](mailto:leaveyourpawprint@csusb.edu)

## Service Learning Fellowship Worksheet

- 1) Please provide a **brief abstract** for the proposed service learning course (150 words or less)
  
- 2) **Course Development and Timeline:**
  - a) Please describe the course development activities you will accomplish during the Fellowship.
  
  - b) Please provide a timeline for your course development efforts.
  
- 3) **Community Partners:** Please list all campus and Inland Empire community partners who will be involved and attach letter(s) of commitment from at least one of the major community partner(s). The letter of commitment should acknowledge the interest of the agency in hosting CSUSB students for a service learning experience and name the person(s) from the agency/school who will be involved in the project.
  
- 4) **Benefits to Community:** Please describe the expected benefits of the service learning component to the community. Describe how you will collaborate with community partner(s) to ensure the students' work addresses a community-identified need.
  
- 5) **Benefits to Student Learning:**
  - a) Describe how the service learning experience will be directly related to the specific learning objectives for the course.
  
  - b) Describe how the students' learning will be enhanced by the use of service learning in this course.
  
  - c) Describe planned reflection activities (ex. student journals, group discussion, presentations) that will help students connect the service experience with the course content. See the Frequently Asked Questions page for ideas on reflection activities.
  
- 6) **Frequency of Course Offering:** Please indicate when this course is typically offered and if the course is offered every year.

**Budget Worksheet**

Mini-grant budgets will be funded **up to \$2,000** to cover course-related supplies, services (duplicating, postage, etc.), student assistants, and conference fees. Feel free to contact Brian Heisterkamp at [bheister@csusb.edu](mailto:bheister@csusb.edu) if you have any questions!

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**PeopleSoft Account Number for Budget Transfer** \_\_\_\_\_  
(Contact your department's administrative support coordinator for this number)

Administrative Support Coordinator's name \_\_\_\_\_ phone # \_\_\_\_\_

<u>Category</u>	<u>Justification</u>	<u>Expense</u>	<u>In-Kind</u>
<u>Supplies</u>			
<u>Duplicating</u>			
<u>Postage</u>			
<u>Student Assistant</u>			
<u>Registration/Fees</u>			
<u>Other (please be specific)</u>			
	<b>TOTAL</b>		

## **Frequently Asked Questions**

### **How many hours do students typically serve in the community for a service learning course?**

It varies, but generally at least 20-30 hours. The service hours may include time spent researching or developing a product or paper.

### **What does the term “in kind” mean? Do I have to have an in-kind donation for my budget worksheet?**

“In-kind” means the goods or services are donated or funded from another source. The Service Learning Fellowship process does not require in-kind donations. The in-kind column may help explain your budget request (for example, if the project will cost \$6,000 and we can only award \$2,000, the review committee will wonder how you will fund the remainder of your request.)

### **How are service learning courses typically modeled?**

CSUSB follows the **S.E.R.V.E** model; here are the five steps for effective service learning: 1) **S**elect the Service; 2) **E**ducate and Inform; 3) **R**espond to the Need; 4) **V**alue Significance and Reflect; 5) **E**valuate and Celebrate.

More information can be found in our [Service Learning Webpage](#).

### **What is reflection and why is it important for service learning?**

The process of reflection is a core component of service learning. Service learning practitioners and researchers have concluded that the most effective service learning experiences are those that provide structured opportunities for learners to critically reflect upon their service experience. The opportunities for reflection can enable learners to examine and form their beliefs, values, opinions, assumptions, judgments and practices related to an action or experience, gain a deeper understanding of them, and construct their own meaning and significance for future actions.

There are a wide range of meaningful reflective practices and strategies that can be incorporated into service learning, including the frequently used approaches listed below.

- Discuss and/or have a speaker on an issue that relates to the students' service experiences.
- Lead guided discussion questions in large or small groups that challenge students to think critically about their service experiences.
- Find events in the community that students can attend together and debrief about afterwards.
- Find articles, poems, stories or songs that relate to the service students are doing and create and discuss questions around relevant social issues. Or, ask students to write or bring in these items and describe how they reflect their service experience.
- Use case studies or scenarios for students to discuss.
- Ask students to create a map that shows how their service learning experience connects to larger issues at the state/national/global level.

- Have students view a video or documentary to elicit discussion about critical issues that relate to their service experiences.
- Write letters-to-the-editor or to government officials that address key community issues.
- Have students make a collage to express how they view their service site and their service.
- Have students maintain a print or electronic reflective journal. Writing in journals is widely used in service learning courses to promote reflection. Journaling exercises are most meaningful when instructors pose key questions for analysis and description concerning their opinions before and after the service learning experience.

**Application checklist:**

\_\_\_ Completed Cover Page

\_\_\_ Complete Service Learning Fellowship Worksheet

\_\_\_ Complete Budget Worksheet

\_\_\_ Email of Support from Department Chair

\_\_\_ Minimum of one support letter from community partner (can be emailed directly to Brian Heisterkamp at [bheister@csusb.edu](mailto:bheister@csusb.edu)).