Application for Service-Learning and Community-Engaged Learning course funding

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| **OFFICIAL USE ONLY** |
|  |  |  |  |  |  |  | **Application No:** |  |
| **TOTAL VALUE: …………………………………………………** |  |  |  |
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|  |  |  |  |  |  | **Signed: …………………………………………………** |
|  |  |  |  |  |  | **Director: Community Engagement** |  **/ /2020** |
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| **SERVICE-LEARNING** | **COMMUNITY-ENGAGED LEARNING** |
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| **APPLICANT DETAILS** |
| Name and Surname: |  |
| Email Address: |  |
| Department: |  |
| Position: |  |
| Signature of Applicant: |  | Date: |  |

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|  | **COURSE OVERVIEW** |
|  | Course Name: |  |
|  | Dates that the course runs: |  |
|  | Academic Year: (i.e. 1st or 2nd or 3rd year, Honours/Masters)  |  |
|  | Number of students(Approximate): |  |
|  | Brief Course Description (including outlining community engaged activity in the course): |  |
|  | Time spent on community engaged activity in the course (Approximate hours, days etc.): |  |
|  | Community Partner(s): |  |
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**DEPARTMENTAL SUPPORT AND SUSTAINABILITY**

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|  | How much support is there from your department or Faculty for the course (a lack of support will not negatively impact your application, you are however encouraged to work with the Community Engagement Division to assist you in gaining support)? |  |
|  | Do you have a succession plan for the course in the case that you are not available to offer it in the future, or does the course being run depend entirely on your willingness to run it? |  |
|  | What other sources of funding would you be committed to pursuing to ensure the sustainability of the course beyond the lifespan of this grant (departmental, external, etc.)? |  |
|  | Is the community engaged activity a credit bearing aspect of the course (service-learning)? If not, what plans do you have to develop the activity towards academic recognition in the course?  |  |

**COURSE DETAILS (please attach your course outline)**

Service-learning and community-engaged learning activities may be undertaken in all communities other than the university community (Exception: working with university staff in Grades 1-5 traditionally marginalized in the university community and not covered by transformative teaching and learning policies). Activities in privileged spaces must be transformative in nature.

1. How will the community engaged activities in the course contribute to the development/transformation of the community in which it is located?

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1. Explain how the community engaged activities will address challenges identified by the community partner?

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Howard (1998) writes that “the service and the learning are reciprocally related, the service experiences inform and transform the academic learning, and the academic learning informs and transforms the service experience.” The service activity must be linked to the learning outcomes which are discipline specific. Combining discipline specific, curricular content + service activity = new learning which would be impossible in the traditional classroom setting.

1. Outline how the learning goals for the community engaged activities and the academic learning goals of the course strengthen and improve one another in order to:
	1. Improve the quality of academic learning for the RU student (within the course / discipline), or complement the academic goals of the course/department;
	2. Improve the leadership/civic/character development of students / strengthen personal values for responsible citizenship of students

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Service-learning and community-engaged learning place higher emphasis on reciprocal learning through mutually beneficial partnerships between the university and communities. Authentic partnerships are built, and community partners are essential in the teaching process.

1. To what extent have the community partner(s) been involved in planning the community engaged activities?

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5. Were the student learning objectives discussed with the community partner (or how will they be)?

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Service-learning and community-engaged learning place higher emphasis on learning through reflection on action rather than learning through action alone - as Dewey said “we do not learn from experience… we learn from reflecting on experience” (Dewey, 1933)

1. How have student reflective practices been incorporated into student learning?

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1. What reflection and evaluation tools have you planned to use with your community partner(s)?

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1. Discuss how you plan to prepare students for their community engaged activities and what plans you have to mitigate/resolve challenges you may face in the course?

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| **BUDGET** | **Please specify, in detail, what you intend to use the funds for** |
| **DETAILS OF EXPENDITURE** | **TOTAL** |
| Printing and stationery (basic costs only) |  |  |
| Transport (List possible trips) |  |  |
| Food (requires details and motivation) |  |  |
| Staff assistance (requires details and motivations)  |  |  |
| Other (please specify) |  |  |
| **TOTAL** |  |  |
| **AMOUNT REQUESTED**  |  |  |
| Details of all other funds available for this course: |

**PLEASE NOTE THAT A WRITTEN REPORT IS REQUIRED TO BE SUBMITTED AT THE END OF EACH YEAR. CONTINUED FUNDING IS CONDITIONAL ON THE SUBMISSION OF A SATISFACTORY REPORT.**

**ADDITIONAL INFORMATION (to be completed by all applicants)**

**RESEARCH OUTPUTS RELATED TO THE COURSE**

**ACCREDITED RESEARCH OUTPUTS:**

**NON-ACCREDITED RESEARCH OUTPUTS:**

**CONFERENCE PROCEEDINGS:**

**APPROVAL: HEAD OF DEPARTMENT (if applicant is HoD, then Dean of Faculty)**

**COMMENT**

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HoD name:

HoD signature:

Date: / /2020