



TEXAS TECH UNIVERSITY
Service Learning™

Faculty Fellows

2018-2019 Application

Please complete the following form and email your completed application documents to Erika Brooks-Hurst (erika.d.brooks@ttue.edu) by midnight on **Thursday, May 31, 2018**. For questions about the application, please contact Erika Brooks-Hurst via phone at (806)834-6871 or by e-mail at erika.d.brooks@ttu.edu.

Applicant Information

Name:

E-Mail:

College:

Department/School:

Department Chair:

Mail Stop:

Phone Number (please list the best number to reach you at):

Service Learning Description

Please identify a potential course for service learning course development and provide a brief description of the ways in which this course will improve student learning and enhance student understanding of course content. The course you identify can be a course you are developing or a course that you have taught previously and will be teaching again in the future.

Course Number:

Course Department:

Course Title:

Course Description:

How will service learning be integrated into the proposed course?

What service learning assignments/projects are you planning for the course?

Who do you imagine the community partner will be? If you're unsure of a specific partner, what types of organizations might you be interested in partnering with?

How will the community partner benefit from this relationship?

How will your students benefit from their service?

How will the service project link to your course content?

Signatures and Agreements

I have read, understand, and agree to meet the responsibilities of the Service Learning Faculty Fellowship for the **2018-2019** Academic Year.

- ☐ I understand that the Service Learning Faculty Fellows program is a learning experience intended to promote individual service learning skills that will better serve the university. I also understand that this program requires a time commitment on my part. I further understand and agree that I will do my best not to miss more than one of the planned meetings/workshops listed below, for whatever reason. I understand that the TLPDC will post the planned meeting/workshop schedule as soon as it is finalized, and the staff will keep me informed about meeting times and dates.

Fall Meetings/Workshops:

1. SL Invited Speaker/1st SL Meeting
 - This meeting is designed to orient you to the SLFF program and to provide an introduction to SL theories and best practices.
2. Getting your S Application Ready (*Optional* Roundtable)
3. Mandatory meeting with the service learning coordinator to discuss the S Application (This meeting may be moved to the Spring depending on when the fellow designates.)
4. Alignment Workshop
 - This workshop will address the importance of weaving SL throughout the entire course and showing students the alignment between the course content and the SL project. We hope for this to also be a time for fellows to work on their own assignments and gather feedback from their colleagues.
5. Assessment Workshop
 - This workshop will cover ways to assess student learning at both the project and course level. Potential topics might include rubric design as well as strategies for collecting data that could potentially be utilized in research.

Spring Meetings/Workshops:

These meeting/workshops be an emergent design. The SL team will collect feedback after the fall events and will meet with the fellows in order to determine what they desire to learn more about. We will then plan speakers and workshops to address these needs.

- ☐ Submission of an application for a new or re-designed course for "S" designation with in the year. Faculty who have been approved for "S" designation within the past academic year are eligible to participate as a fellow.
- ☐ Completion of at least one on-site visit with the community partner aligned with your "S" designated course.
- ☐ Selection of a graduate or undergraduate student who will be funded by the TLPDC and serve as a teaching/research assistant for the implementation of the newly "S" designated course. (optional)
- ☐ Participation in an Instructional Diagnosis, a confidential process in which anonymous student feedback is gathered about the learning experience, conducted by Erika Brooks-Hurst.
- ☐ Participation in a final program evaluation.

Applicant Signature: _____ Date: _____

I support the applicant's submission to the Service Learning Faculty Fellows program and will do my best to ensure that the faculty member will be provided with the opportunity to develop and teach an "S"-Designated course in **Spring 2019**.

Department Chairperson Signature: _____ Date: _____