Due Date: March 6, 2011

OVERVIEW
The Center for Public Service (CPS) announces a grant competition to support the development of five service-learning courses designed to serve as a capstone experience in distinct disciplines. CPS defines service-learning as an educational experience based upon a collaborative partnership between the university and the community that enables students to apply academic knowledge and critical thinking skills to meet genuine community needs. Tulane University defines capstone as “culminating” and “integrative” experience that must integrate, synthesize, and apply knowledge developed throughout the student's major or degree program. The capstone must be completed in the senior year or in the second semester of the junior year.

GOAL
The purpose of this award is to promote the planning and institutionalization of new public service offerings that satisfy the second tier of the graduation requirement in public service (http://tulane.edu/cps/about/graduation-requirement.cfm). Internal research has indicated that a gradual progression of service learning opportunities, with a second tier experience that emphasizes non-linear, abstract links between academic content and service activities, helps enhance students’ civic engagement during their time at Tulane. Faculty members are strongly encouraged to consult the Center’s staff in order to develop meaningful, reciprocal, and sustainable relationships with community partners in conjunction with their courses.

PROPOSAL REQUIREMENTS:
- The CPS Curriculum Committee will only review new proposals, courses not offered previously as service learning or not listed as part of the departments Planning Grant proposal.
- Proposals should include:
  - A letter of intent from the faculty member briefly explaining the course and its service learning component.
  - Syllabus (must be submitted through CPSIS (http://cpsis.tulane.edu/index.cfm). The on-line form should indicate the public service activity for students as well as the appropriate community partner. )
  - Letter from the Chair of the department/academic unit supporting the creation of the course and guaranteeing its continuous offering
    - Include beginning date of implementation and rotation of offering (Fall, Spring, both semesters)
- Proposed courses should be three credits and uphold the same academic expectations in terms of reading and written assignments of traditional three-credit courses
- Students’ participation in the public service activity must at minimum be 20 hours of service or 40 hours if a faculty decides to include a one-credit service learning option
- Proposed budget and budget narrative using the following guidelines:
Faculty Award: $3500
Department/Academic Unit: $1000
Community Partner Team Instructor (if necessary): $500

- Preference will be given to those proposals that include the following:
  - expressed student learning objectives that will be met through public service activities
  - potential for reciprocal and sustained partnership within the community

**CPS ROLE**
Selected proposals for the fall semester of 2011 will be announced once the courses have been approved by the CPS and NTC Curriculum Committees.

Proposals will be reviewed and selected by the Center for Public Service Curriculum Committee, an interdisciplinary body of Tulane faculty members, as well as the Newcomb Tulane College Curriculum Committee. All proposals submitted for implementation in the fall semester of 2011 must be received no later than March 6, 2011.

Recipients are encouraged to showcase their students’ work at the CPS end of the semester event.

For more information, please contact Dr. Agnieszka Nance, Assistant Director at the Center for Public Service, at (504) 862-3348.

Complete proposals (in addition to the electronic course submission on [http://cpsis.tulane.edu/index.cfm](http://cpsis.tulane.edu/index.cfm)) should be sent to:

Dr. Agnieszka Nance
327 Gibson Hall
6823 St. Charles Avenue
New Orleans, LA 70118

Applicants may also submit proposals electronically to anance@tulane.edu.