DaVinci Two-Year Scholar
Service Learning Award
Proposal

Students in the 21st Century face many challenges, one of the most important being the necessity to make learning meaningful as well as improve the lives of others in their community. *How will I use what I'm learning? When will I ever need this? How can what I learn help those around me?* Service Learning projects are often seen as a way to address some of the recurring problems in education and society.

Service Learning is a pedagogy that utilizes interdisciplinary/cross curricular to encourage involvement in classroom and community service. Students apply information from classes in authentic settings, while addressing critical needs in the community. The classroom-based lessons are designed for students to see the connection and apply this knowledge to formulate and execute problem-solving strategies, often in a novel approach. These real world situations encourage communication and collaboration. Research suggests that learning tends to proceed from the concrete to the abstract, therefore, service learning is a powerful tool for impacting student achievement.

The purpose of the DaVinci Two-Year Scholar Service Learning Proposal is to show evidence that the applicant knows his or her content and can integrate creativity, innovation, and sustainability into a service learning project. Additionally, it will give readers an insight into the applicant's educational background, writing skills, and creativity.

The Proposal Criteria

Design a Service Learning Project to be accomplished on the college campus, the surrounding community in which the institution is situated, and/or the greater society. The formal proposal must not exceed five (5) pages. It must be double-spaced, using Times New Roman in 12 point font. The written proposal is all that is required in this application—**not the implementation of the plan**.

A well-planned service learning project should include:
1) Stated academic and service goals that are linked
2) Identification of the reciprocal benefits of service for both the student and the community partner
3) Creativity and Innovation
4) Strategies for assessment with an approved project supervisor
5) Opportunities for reflection

The narrative should at a minimum include:
a) Project Title
b) Projected Outcomes
   - What students will know or be able to do after completing the unit
   - Expected Academic gains
   - Expected Societal gains
   - Expected Impact/Outcomes
c) The Service Component
   - The Need
   - Community Partners
d) Timeline
   - A sequential listing of tasks to be completed in this unit
e) Sustainability
   - An explanation of how the project will continue once the nominee is no longer directly involved