

Center for Community Engagement, Learning, and Leadership (CCELL) 2025 Service-Learning Graduate Scholars Program

A CCELL committee will select a limited number of graduate students to participate in the Service-Learning Graduate Scholars Program in Fall 2025. We encourage applications from graduate students in all disciplines. If accepted, each Graduate Student Scholar will receive a certificate of completion at the end of the 5-week seminar and approval of a service-learning syllabus.

Graduate Scholars Expectations:

- 1) Attend a weekly 90-minute seminar for 5 weeks discussing and planning with other scholars. Discussion topics will include course design to meet academic and civic learning goals; civic responsibilities of universities; community-university partnerships; and liability, assessment, and reflection as they relate to service-learning courses.
- 2) Develop a service-learning course syllabus during the seminar series -OR- prepare for work as a Graduate Teaching Assistant (GTA) for a service-learning course taught by an LSU faculty member.
- 3) Commit to integrating service-learning into a course taught in 2026 or 2027.
- 4) Submit a short report regarding the service-learning course (or related article for publication) after teaching the course. The report is due within a semester of when the service-learning course was completed. For example, if one taught the service-learning course in Spring 2026, the report would be due by the end of the fall semester 2026.

**The application cover page and required documentation are due electronically
by 11:59 p.m. on Friday, August 15, 2025 to ccell@lsu.edu.**

Service-Learning Definition:

Service-learning is a credit-bearing, educational experience in which students participate in organized service activities that meet identified community needs and reflect on the service activities in such a way as to gain further understanding of course content, broader appreciation of the academic disciplines, and an enhanced sense of civic responsibility. [Adapted from Robert G. Bringle and Julie A. Hatcher (1995). Implementing Service-Learning in Higher Education. *Journal of Higher Education*, Vol. 67, No. 2.]

Goals:

(1) Encourage service-learning courses with lasting impact on students, (2) Promote institutionalization of service-learning course offerings, and (3) Advance objectives of the LSU Scholarship First Agenda.

Selection Process and Timeline:

All LSU graduate students are eligible. We seek students representing various disciplines and areas of expertise, with varying degrees of familiarity and experience with service-learning. Applicants will be notified of their selection for the program by the end of August.

Service-Learning Graduate Scholars Program Application Cover Sheet

Name: _____ Email: _____

Department: _____ Phone: _____

Course number, title, and number of students typically enrolled for the course(s) you are interested in adapting to include a service-learning experience: _____

Application packet should include the following:

1. 1 or 2-page vita highlighting teaching accomplishments and endeavors
2. Course you are considering adapting to include a service-learning component or description of a new service-learning course (Scholars may incorporate service-learning into a previously designed course or develop a new course that includes service-learning). Note if you are serving as GTA for a faculty member teaching the course or if the course is one you will teach. If you are a GTA, please copy your faculty supervisor on the email when submitting your application.
3. A copy of your fall schedule (to determine collective availability for meetings).
4. An additional sheet with answers to the following questions:
 - a. Have you been exposed to or used service-learning in the past? If yes, describe your experiences or course(s).
 - b. For your proposed course, what kind of service might your students offer that would serve the common good?
 - c. How would you envision service-learning enhancing the goals of the course?
 - d. Why do you want to participate in the Service-Learning Graduate Scholars Program? Please be reflective.
 - e. Do you have agreement from your department chair (or whomever determines teaching assignments) that you will likely be able to teach the proposed class in 2026 or 2027?

Applications will be evaluated using the following considerations:

- Feasibility of service-learning in the course
- Number of students impacted
- Extent that the proposed idea will contribute to the common good
- Thoroughness and quality of reflection of the application

I authorize that all information provided on this form, including any and all personal and academic data may be shared with the Center for Community Engagement, Learning, and Leadership (CCELL) to evaluate my application status for this program. The data will be securely retained indefinitely. To learn more about privacy at LSU, please visit the LSU Privacy Statement at www.lsu.edu/privacy

Student signature: _____ Date: _____

Department Head:

_____ Date: _____
(name) (signature*)

**signature attests to possible teaching assignment consistent with course planned*