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TULANE UNIVERSITY

OFFICE OF SERVICE LEARNING

1332 Audubon Street
New Orleans, LA 70118
Phone: (504) 862-8060
FAX:(504) 862-8061

Hours: 8:30AM - 5:00PM

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SERVICE LEARNING AGREEMENT
BETWEEN
TULANE UNIVERSITY
AND

_____

This Service Learning Agreement is made by and between Tulane University ("Tulane") and
_____.

Whereas both Tulane and the Site desire to promote the education of Tulane students and to enhance the community served by the site by providing Service learning that integrates curricular concepts with real-world experience; the parties agree as follows:

1. Tulane agrees to:
   a)   Present only those students in good standing at Tulane who are academically prepared to meet the objectives of the service learning practicum;
   b)   Designate a Tulane representative who shall coordinate the educational objectives of the service learning activity with the Site's representative;
   c)   Insure that students understand the objectives of service learning and what Site activities are approved for student participation;
   d)   Require all students to attend orientation prior to beginning the service learning program;
   e)   Maintain records and reports on the student's service learning practicum for a period to be determined by Tulane.
   f)   Provide guidance to students and take administrative action in all matters pertaining to student academic performance or personal conduct while at Site. Withdraw any student from Site when student is determined unacceptable to Site due to performance, conduct, or other reasonable cause;

2. Site agrees to:
   a)   Designate a Site representative to coordinate with Tulane's representative the objectives of the service learning practicum and the activities approved for student participation;
   b)   Make available facilities for students participating in the practicum for the number of students and for the time period agreed to in advance;
   c)   Make available to students and instructors ancillary facilities such as cafeteria, conference space, and library, as is feasible;
   d)   Provide students and instructors with orientation to the rules and regulations including but not limited to proper attire, availability of parking and other Site requirements;
   e)   Provide supervision of service learning students and complete attendance records and any other evaluation forms as reasonably required by Tulane.

3.   Tulane and site shall at all times be considered by each other to be independent entities contracting solely for the purpose of carrying out the provisions of this Agreement. Site and its employees shall not be deemed the employer of any Tulane personnel, Instructor, or student and no Tulane personnel, instructor, or student will be considered the borrowed servant, agent or employee of Site.

4.   Neither Tulane or Site shall discriminate against any student because of race, sex, age, creed, national origin, handicap or veteran status.

5.   Tulane hereby agrees to defend, indemnify and hold harmless the Site, its officers, partners, employees, agents, successors, and assigns from and against all liability, loss, damage, claims, or causes

of action, costs and expenses (including reasonable attorney fees) arising out of or in any way connected with the negligent act or omission of Tulane or its employees.

6.   Site agrees to defend, indemnify and hold harmless Tulane, its students or employees from all liability, loss, damage, claims and causes of action, costs and expenses (including reasonable attorney fees) arising out of or in any way connected with the negligent act or omission of Site or its employees.

7.   The initial term of this Agreement shall commence on _____ and shall continue for a period of three (3) years. The Agreement shall automatically terminate upon the expiration of the initial term. Either party may terminate this Agreement by giving 30 days written notice. Students currently enrolled shall not be prejudiced by such termination and shall be permitted to complete the current semester practicum.

8.   Any notice required by this Agreement shall be in writing and deemed given at the time it is deposited in the U.S. Mail, proper postage prepaid:

    If to Tulane: Tulane University
                    Office of Service Learning
                    1332 Audubon Street
                    New Orleans, LA 70118

    If to Site: _____
                    _____
                    _____

9.   This Agreement shall be interpreted in accordance with the laws of the state of Louisiana. This Agreement may be amended at any time during the Term of the Agreement by mutual written consent of duly authorized representatives of Tulane and Site.

10.   Both signatories hereby warrant they have been and are duly authorized to execute this document and any amendments hereof.

Tulane University   _____
_____   _____
Title: Director, Office of Service Learning   Print Name: _____
Date: _____   Title: _____
                        Date: _____

Sample Community Site Descriptions

Class	Site	Project
Community Environmental Politics	Mayor's Office of Environmental Affairs	Service learners help design and create a website and newsletter, help organize the Mayor's Earth Day Celebration, educate local community groups, schools and others about recycling through brief presentations and help to revise "Recycle New Orleans" recycling manual/ agency directory.
Education Educational Psychology Child Psychology Child and Adolescent Social Development	Woodson Learning Academy	Service learners work with New Orleans Public School students one-on-one, as classroom assistants and with special projects. Service has been focused on building literacy skills.
Health Psycho-pharmocology	Bridge House	Service learners act as medical consultants by researching and educating clients about medications they are taking.

Office of Service Learning
Community Site Sign-In Sheet

_____
Location

Date	Name	Professor	Time In	Time Out	Total Hours

Tulane

Service Learning Student Evaluation

Student's Name: _____ Agency: _____

Supervisor's Name: _____Phone Number: _____

Rating System: 1   2   3   4   5
           Failing   Poor   Fair   Good   Excellent
                                         Circle One

1. Positive Behavior   1   2   3   4   5   NA
   (Punctual, responsible, congenial, appropriate appearance)
   COMMENTS:
_____
_____

_____
2. Positive Attitude   1   2   3   4   5   NA
   (Willing to work, cooperative, takes advice, aware of own strengths and weaknesses)
   COMMENTS:
_____
_____
_____
3. Goes Beyond Required Duties   1   2   3   4   5   NA
   (Works independently, handles problems well)
   COMMENTS:
_____
_____
_____
4. Makes effort to learn about Agency & Community   1   2   3   4   5   NA
    COMMENTS:
_____
_____
_____
5. Students overall performance   1   2   3   4   5
   COMMENTS:
_____
_____
_____

   I understand that my comments will be used to aid in grading the student's service performance.
_____   _____
Signature   Date

Thank you for your assistance!

Service Learning Enhancement Grants

Enhancement grants are made available to teachers, principals and other school officials to provide additional resources to schools. Awards range from $50 to $300. In the past, many service learning students have worked with school officials to create innovative projects which benefit students in the public schools.
Three projects that were funded by the Office of Service Learning include:

-GED Preparation in Spanish.
Two Tulane students worked with their site supervisor at Hispanic Apostolate to develop a curriculum to help the people in the GED preparation program get ready to take the test. Together the students and agency staff purchased educational videos from the Mexican Consulate to help individuals at a variety of ability levels prepare for the GED. The Enhancement Grant covered the cost of the materials needed. The grant application described the objectives of the program as well as of the grant and the role that the students were to play in its implementation. (Spring 2001)

-Starting Simple: Classroom Materials at El Yoyo
Several service learning students worked with the teaching staff at El Yoyo Headstart Center to purchase various materials for use in the infant and toddler classes as well as in the preschool program. The students realized that the purchase of materials may not be strictly innovative but they also recognized these school's need for materials such as books, puzzles, arts and crafts supplies and other classroom manipulatives. The students were careful to find developmentally appropriate materials and explained how these materials would help facilitate interactions between service learning students and the children at the school. In addition, the resources remain at the school for future use by teachers and service learners alike. (Spring 2001)

- Young Scientists
The purpose of this project was to introduce sixth grade students to some of the fundamentals of science. Service learning students worked with a science teacher at Carter G. Woodson Learning Academy to develop an appropriate curriculum. Together, they laid out the lesson plans on a weekly basis and ended the semester with an innovative lesson on ecology and resource conservation. The grant covered materials for the science labs. The students gained experience in helping to teach and in developing a curriculum. The teacher and students in the class benefited from the additional supervision during experiments. (Spring 2001)

You will find a copy of the Enhancement Grant Application on the following two pages. We encourage interested students to collaborate with school officials on new projects and look forward to seeing your ideas! Please feel free to visit the Office of Service Learning to view other examples of previous grants or to discuss your ideas with a staff member.

Service Learning Enhancement Grant Application

Please note that teachers may apply for the grant in one of two ways:

        A. Come up with an idea for a project to be funded by a Service Learning Enhancement Grant, complete the application in full, and submit it to the Office of Service Learning.
        B. Work with Tulane service learner(s) to come up with an idea, have the service learner(s) complete the application, review the application together, have the service learner make any changes, and have the service learner(s) submit the application to the Office of Service Learning.

1. _____ _____
   Applicant(s)

2. _____
   Date of Submission

3. _____
   Organization

4. _____ _____
   Telephone Number of Contact Person   Best time to call

5. _____
   Project Title

6. _____
   _____
   _____
   _____
   Brief description of Project

7. _____
   Names of organization members involved in project

8. _____
   Location of Project

9. _____
   Number of Service Learners involved

10. _____
   Number of public school students involved

11. _____
   Grant amount being requested

12. Answer the questions below, in a narrative format (2 pages minimum)

    a. What is the purpose of the project?

    b. What is innovative about the proposed project?

    c. How will your classroom or school benefit from the enhancement grant?

    d. How will Tulane Service Learners benefit from the project and how will they be involved in carrying the project out?

    e. Describe the project: Specify activities and approximate times they will take place.

    f. How will you tell whether the project accomplished its purpose? What information will you collect to evaluate this?

    g. Who will plan and carry out this project? Please supply a telephone number for the designated contact person.

    h. Describe the budget. What will you need to spend in order to carry out the project and why is that expense necessary? (Note: Please include order forms and invoices.)

Service Learning Celebration Grant Application

Tulane's Office of Service Learning has funds available for any interested agency that would like to celebrate the work of service learners. This money should be used to finance a small celebration near the end of the semester to let students know that their work was appreciated. The number of service learners you work with dictates the amount of money your agency can apply for: **Less than 10 service learners: up to 20 dollars**

10 - 20 service learners: up to 30 dollars
30 or more service learners: up to 50 dollars

If you are interested in taking advantage of the Service Learning Celebration Grant, please complete the information below and submit your application to Tulane's Office of Service Learning no later than a month before the planned event. Please include a brief description of your planned celebration and a budget indicating your planned use for the money. Please incorporate, as part of your description, a reflection component that will allow students to think critically on the work they have done throughout the semester and its meaning for them. An example of a reflection component is included below.

Agency Name:

Number of Service Learners:

Amount Requested:

Date of Planned Celebration:

Description of Celebration:

Reflection component:
*Sample Reflection Component: Students give an informal presentation to agency administrators. In doing so, service learners have the opportunity to think critically about the projects they were involved in, discuss project outcomes, and have the agency staff ask them questions about the work they have done.

Budget:

Please submit grant application to your Office of Service Learning coordinator
or fax it to 862-8061.

Building Reciprocal Partnerships
Amanda Buberger and Greg Chapuis*
Tulane University's Office of Service Learning

The best service learning partnerships are collaborative, with each participant contributing in a unique way toward a common goal. Service learning at Tulane depends upon the contributions of university students, community partners, and university faculty. Members of each group have their own expectations, needs, and constraints about the service learning partnership. We hope that the material presented below will be useful in thinking about the views and roles of each participant. The ways in which the Office of Service Learning staff members respond to needs of each group are summarized on the pages below.

STUDENTS

Initially:

What should students expect?	What will students need?	What are student constraints?
- To be given specific assignments that can be completed in the given time frame - For site and classroom to be well coordinated - To perform useful service in the community - To learn first-hand about academic concepts through application - To learn about the setting and the population with which they will be interacting. - To gain toward understanding of personal role in the agency - To be pro-active, critical thinkers - To be challenged in many ways - To understand project goals and have a commitment to completing the requirements - To be evaluated and graded	- An on-site orientation - Training to develop their skills - To schedule their weekly service hours - To fit the service schedule around their course schedule - To mark all deadlines on the calendar - Need to learn about agency - Guidance in establishing identity at agency	- Inexperience - Low confidence - Lack of motivation - Limited time - Regimented academic schedule/calendar - Pre-formed conceptions or generalizations about group or organization - Difficulty identifying or contacting site supervisors

Tools to meet the needs of students and inform them of expectations:

\# First Class Day Presentation   # On-Site Orientation

\# Orientation Reflection Exercise   # Community Training
                                                                                Session

\# Continuous support from OSL

Throughout the Semester:

What should students expect?	What will students need?	What are student constraints?
- To seek guidance and training they need to develop the project - To make a connection between the service experience and the class - To communicate with the site on a weekly basis - To keep a journal/field log documenting SL activities, noting problems, and asking questions - To engage in written and oral reflection	- To know what is expected from them by supervisor, by SL coordinator, and course professor - SL activities, assignments that correlate with class syllabus - Guidance from the site and from the professor -To be flexible and adaptable — know that projects may change due to unexpected events - Feedback from the professor and from the site	- Classes, exams, projects - School breaks and holidays - Limited contact with agency staff and clients -Time -Transportation (for some)

Tools to meet the needs of students and inform them of expectations:

Email updates   # Reflection sessions and Written Reflection

Mid-Semester Site Evaluations   # Office of Service Learning Newsletter

OSL Enhancement Grant   # Rap Sessions

Toward the End of the Semester:

What should students expect?	What will students need?	What are student constraints?
- To complete written assignments for the service learning class - To create closure with clients, agency staff members, and self - To complete and present a final project to the site staff members - To reflect on the experience with the agency staff members	- To turn in timesheets by their due date - To know how to create a sense of closure with those they have been working closely with all semester - Assistance in the self-reflection process - Feedback from the site and the professor	- The period of service is constrained by the University schedule -School and work obligations often serve as barriers for students who would like to continue service with their agency after the semester ends -Final exams

Tools to meet the needs of students and inform them of expectations:
Techniques on closure   # Celebration Grant Funding

Continued service opportunities through OSL Internship Program, volunteer work, other service learning courses

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FACULTY MEMBERS

Initially:

What should faculty expect?	What will faculty need?	What are faculty constraints?
- To define academic goals for service learning students - To give the agency syllabus or a description of class goals - To work with the agency to make the service project relevant to and integrated with the class - To schedule service learning activities on the syllabus (presentations, in-class rap sessions, etc.) - To attend the on-site orientation(s)	- Assistance setting up initial appointments with the agency - To visit the site before students begin SL - To know the agency's mission - To be familiar with each service project - To relate course schedule and goals with those of the site	- Academic calendar - Busy schedules - Limited knowledge of agency's day-to-day operation

To meet the needs of faculty and inform them of expectations, the OSL Program Coordinator will:

\# Suggest sites that have projects/missions that match the goals of course

\# Coordinate initial meeting between faculty members and on-site representatives

\# Help to combine the community partner's project descriptions with faculty's academic goals to create a SL position

\# Prepare and deliver in-class presentation, with SL placement opportunities clearly defined, during the first week of classes

\# Provide brief summary of the site's history and mission, as well as past accomplishments

- Amended in Fall 2003

Throughout the Semester:

What should faculty expect?	What will faculty need?	What are faculty constraints?
- To incorporate discussion of service learning in class, pointing out connections to course themes - To encourage students to make connections during class - To stay informed of student projects -To read journal assignments and respond as needed - To keep service learning staff or agency aware of student concerns	- Assistance monitoring students - Assistance trouble shooting - Students' responses and updates	-Limited knowledge of day-to-day operation of agency - Limited knowledge of project progression and stumbling blocks - Limited lecture time

Tools to meet the needs of faculty and inform them of expectations:
Email updates from students and site supervisors   # Mid-semester reports
Reflection sessions and Written Reflection   # Office of Service Learning Newsletter
Workshops by OSL on various topics   # Faculty Fellow Seminar
Regular face-to-face communication between OSL Program Coordinator, faculty
   member, students and community partner representatives

Toward the End of the Semester:

What should faculty expect?	What will faculty need?	What are faculty constraints?
- Students to turn in all required materials - To administer appropriate grades based on student learning (not just on number of hours completed) - To consider how SL could be improved in future course offerings	- Assistance collecting time sheets and evaluations from community partners - Feedback from students about the value of their experience	- Difficulty in assigning grades for service learning

Tools to meet the needs of faculty and inform them of expectations:
Student Evaluation   # List of requirements and how grades are measured

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COMMUNITY PARTNERS

Initially:

What should the community partner expect?	What will community partner need?	What are community partner constraints?
- To create a project description with faculty input, to build connections between service and academic course - To identify needs and provide students with realistic goals for project completion - To provide on-site orientation - To provide adequate training to students - To communicate with SL staff	- To know the difference between service learning and volunteerism/community service - To be informed about academic calendar and deadlines - To know the academic projects that will come out of the service experience - To know the timelines for each project - Commitment from students	- Unfamiliar with academic calendar - Students perform a very limited number of hours of service - Difficulty making work substantive, rather than task-related - Inability to create an accurate plan for students because of changing conditions at the workplace - Unavailable after traditional work day

Tools to meet the needs of community partners and inform them of expectations:

Community Handbook   # On-site orientations   # Timekeeping tool

Student contact information and work schedules

Training session (skills, professionalism, racism training, cultural sensitivity training)

Workshops by OSL on various relevant topics

Throughout the Semester:

What should the community partner expect?	What will community partner need?	What are community partner constraints?
- To be available to address concerns and answer questions on a weekly basis - To communicate with SL staff - Quality service from Tulane University SL students	- To be informed about student progress - Flexibility from students - Regular communication with OSL - Student responsibility in meeting commitments	- Limited work space - Differing demands for staff -- priorities change and availability changes - Limited resources to accomplish tasks

Tools to meet the needs of community partners and inform them of expectations:

Email updates   # Mid-semester reports

Reflection sessions and Written Reflection   # Office of Service Learning Newsletter

Site visits by OSL staff   # Enhancement Grants

Toward the End of the Semester:

What should the community partner expect?	What will community partner need?	What are community partner constraints?
- To provide closure for all participants - To receive a final product or summary from the students - To evaluate students and/or final products completed by students	- Awareness of their responsibilities in closure and evaluation - Ideas for closure activities - Assistance with the reflection process - An evaluation tool	- Inability to evaluate students, because of lack of interaction with them or for other reasons

Tools to meet the needs of community partners and inform them of expectations:

Celebration Grant Funding   # Student Evaluation Form

PRACTICAL TIPS FOR AGENCY SUCCESS

1.   REMEMBER, SERVICE LEARNERS ARE NOT VOLUNTEERS!

Supervisors must always keep in mind that not only do service learning students want to help meet important community needs, but they are also using the experience as the basis for understanding their college course materials. Students are receiving academic credit for learning through their service efforts. Help students think about what the experience means to them, the organizational context, and overall societal issues and impacts.

2.   PLAN AHEAD!

Clear service learning placement descriptions outlining tasks, responsibilities, skills, and assets needed must be prepared and given to the service learning staff and students. Often a needs assessment with key staff will allow you to more effectively and creatively use service learners within the framework of your agency. Are there tasks that you and your staff are now doing that could be divided up and given to one or more students? Is there a project that you've always wanted to do but never but never had time to organize? Positions that carry some degree of responsibility and involve client contact are ideal.

3.   ORIENT, ORIENT, ORIENT,….TRAIN, TRAIN, TRAIN,….SUPERVISE, SUPERVISE, SUPERVISE!

Students require carefully structured orientation to your agency, staff, and clients. This should answer such questions as "Where do I fit in? How do I get things done? What do I need to be aware of? What is expected of me? How do I get information/support if my supervisor is not available? What do I have to learn?" Introduce them to other staff, give them a tour of the facility, and make sure they feel comfortable and welcome. Students should also be familiarized with your mission and key community and societal issues facing your agency (i.e., "the bigger picture" - why you do what you do, and how the student can contribute to this end).

4.   BE REALISTIC WITH YOUR TIME COMMITMENT EXPECTATIONS OF STUDENTS. THINK SEMESTER!

Remember that you will have to be aware of the semester schedule and adapt accordingly (expect students for 10-12 weeks at the most).

5.   BE AN INVOLVED TEACHER AND MENTOR FOR OUR STUDENTS!

Throughout the assignment the supervisor should help the student interpret the service learning experience and the relationship between what s/he is doing and the work of the agency and others. The student-supervisor relationship is one of the most significant parts of the student experience and often determines the success of the placement. The supervisor is truly a partner in the student's education and should view him or herself as an "educator."

6.   SAY THANKS!

Like everyone, students want to be welcomed and appreciated. This may take many forms from letters of recognition, to a simple acknowledgement of a job well done. Or, you may apply for a celebration grant from the Office of Service Learning. Students also need to see how their work is important to your agency's mission. Ask the students how they're doing and what can be improved upon.

7.   TALK TO US!

Keep the service learning staff informed of any concerns, problems successes, or other

pertinent issues related to the placement and/or student. We are here to facilitate the entire process and ensure that all parties are satisfied.

*Adapted from Miami-Dade Community College's Community Agency Service-Learning Handbook

Community Partners' Views of the Service Learning Program

The Tulane Service Learning program has provided a wonderful service to our hospital. The students are so eager to learn that they stimulate the staff to teach and to dig deep to answer their questions. Our patients have benefited greatly because the students have the time to spend with them and to show interest in their recovery. We at Touro have been so pleased with our association with the Tulane Service Learning program. Each year we look forward to working with the Tulane staff and with the very bright students.

– Caroline Drumm, Director of Volunteer Services at Touro Infirmary

Service Learning works. In the few years that the Greater New Orleans Fair Housing Action Center (GNOFHAC) has participated in the Service Learning program, the students have become an invaluable part of our agency. Were it not for the students, several important projects would not have been done. These students' time and effort have not only benefited GNOFHAC but more importantly those citizens we serve throughout the greater New Orleans area.

– Jeffrey May, Executive Director of the Greater New Orleans Fair Housing Action Center.

The Positive Talk Pregnancy Prevention and Life Skills Program has an excellent relationship with Tulane's Office of Service Learning. Over the past five years our partnership has grown to become a true collaboration. Together we have created an opportunity for both parties to benefit from each other's resources. The Tulane students who worked with me this past year were well trained, organized, motivated, and open to the experiences our program offered. Over the semester they became a valued part of the Positive Talk family.

– Crystal Z. McLean, Program Coordinator, Positive Talk: Prevention and Life Skills Program

Service Learning has proven to be an invaluable addition to our "For the Children" literacy program. The dedication, genuine caring, and energy that our Service Learning students bring and share with our children is a sight to behold. By the same token, these students are learning a valuable lesson in good citizenship and how important it is to be involved in your community.

– Monica Ponoroff, Director of the "For the Children" literacy program at Lafayette Elementary School.

Faculty Members' Views of Service Learning

Service Learning has given me an opportunity to offer students challenging and interactive learning experiences. More importantly, my in-class discussions have been more exciting and participatory because students engage in interactive experiences throughout the city. I can also link the students' service learning experiences to abstract theories, which has facilitated concretizing concepts within the lecture and discussion sessions.

– Professor Michael Cunningham, Department of Psychology

Women's Studies began working with the Service Learning office several years ago because we wanted for our students to be able both to test the pertinence of readings and to enrich their understanding of them through involvement in community organizations that would allow them to learn more about the lives of women. Our students have worked with groups including Catholic Charities' Refugee Services, the YMCA Rape Crisis Center, prison G.E.D. programs, and Dress for Success, and the effect on students is such that we now consider service learning a key element in our curriculum. Every semester, one section of the Introduction to Women's Studies and one section of Feminist Theories are taught as Service Learning classes.

– Professor Anne McCall, Department of French and Italian and
Director of the Women's Studies Program

My students are learning about childhood disorders and then they work in special-education classrooms with kids who have some of the disorders they've been learning about. Most of the research that's been done in psychology has been done on white middle-class subjects, and yet the whole world uses the constructs we've defined using that population. So when you work in ethnically diverse communities – or in New Orleans when we work with African American kids and families in schools – the application of knowledge doesn't always fit. That's the important part of active learning and getting outside classroom walls.

– Professor Stacy Overstreet, Department of Psychology, quoted in <u>Inside Tulane</u>, Vol. 21, No. 16.

In addition to greatly enhancing student learning, service learning has allowed me the opportunity to become a better teacher. My students benefit from testing theories and applying knowledge in problem-solving activities in community settings, while I, in transforming a conventional course into a service learning course, uncover the warrants and critically analyze the objectives that underpin my course syllabi and teaching methods.

– Professor Molly Travis, Department of English

Students' Reflections on Their Service Learning Experiences

Consistent with the research findings reported above, Tulane students describe their service learning and internship experiences in positive terms, as illustrated by the following:

Service Learning has provided me, like many students at Tulane University, with an opportunity to apply what I have learned in my academic studies to events occurring in the real world. For three of my four years as an undergraduate student, I have worked at Hoffman Elementary School. The experiences that I had with both the teachers and students at Hoffman helped me grow personally and enhanced my understanding of issues that I covered in my classes.

– Katherine Shepard worked at Hoffman Elementary School for Professor Overstreet's Childhood and Adolescent Behavior course in the spring semester of 2000 and worked at the school during academic year 2001-2002 for her Honors Thesis under the supervision of Professor Moely.

As a Service Learner, I have gained a newfound appreciation for my Spanish studies. Witnessing the degree to which staff members here have helped the community by combining legal knowledge and bilingual abilities, has provided me with inspiration to sharpen and hone my own Spanish skills. By providing students with an off-campus environment in which the skills that they are learning can be exercised, Tulane University has created an opportunity that can both benefit and increase relationships between our daily studies and their real world applications.

– Alexis Bond worked at Catholic Charities for Professor Shea's Testimonial Literature course in the spring semester of 2001.

While Service Learning is only worth one credit, and takes a great deal of free time, I can honestly say that it has been, by far, the most important credit I have had in any of my classes. Perhaps not everyone will have the completely stellar experience I have when it comes to service learning, but if it is even half as rewarding, I'd say everyone should give it a chance.

– Mary Schmidt worked at the Loyola Center for Environmental Communications for Professor Potter's Latin American Environmental Politics course in fall, 2000.

Immediately I fell in love with the kids in my class. I really enjoyed working with young people but mostly I liked that the class seemed to have real life importance. I became very curious about the factors that affected children's development. I could see the nature/nurture controversy daily with these deprived middle-school children. Indirectly, this class led me to change majors, which in turn allowed me to participate in many different service-learning sites.

– Julie Healy worked at Woodson Middle School for Professor Daly's Child Psychology course, in spring, 2000.