

SPRING 2002 Service Learning Courses

Department	Professor	Course	Service Learning Sites	Number of Students	Service Learning Status	Rap Sessions
English	Koritz	ENLS 552 Capstone	Unity for the Homeless	15	Optional within 3 rd Credit	2 In-Class

Unity for the Homeless is a consortium of over 50 service providers to homeless people and families in New Orleans. Students working here were responsible for collecting and editing interviews with homeless people about their lives and experiences. These help Unity to educate policy makers and citizens about who the homeless are and how people become homeless. Each student attended several training sessions.

English	Travis	ENLS 365 Persuasive Writing	Equal Employment Opportunity Commission	4	Required within 3-Credit	2 In-Class
			Council for International Visitors	4		
			Mayors Office of Environmental Affairs	3		
			Urban Conservancy	4		

Students enrolled in Persuasive Writing had the choice of working at four different sites to fulfill the service learning aspect of the course. Individuals at the Equal Employment Opportunity Commission prepared a presentation about Equal Employment Opportunity laws, specifically in regards to immigrant workers, for EEOC staff to use when educating employers and employees in local businesses. Students choosing to work at the Council for International Visitors had various tasks including planning itineraries, researching resources, writing sponsorship and grant requests, and assembling a newsletter. Service learners at the Mayor's Office of Environmental Affairs were responsible for maintaining and improving website content and design. These students were required to attend at least one city council meeting over the course of the semester. The remaining students chose to work at the Urban Conservancy. Here, students interviewed key players surrounding local "good" development projects to gain an understanding of how each development was shaped by economic, political, and social forces. The students brought the information together into a visual, comprehensive presentation which is used to educate local citizens and future area developers about "good" development.

History	Bloom	HTEL 352 The Suburban Environment	City Planning Commission	3	Optional 4 th Credit	2 Hybrid
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Students at the City Planning Commission helped with the Lower Coast Algiers Area Plan by reviewing and analyzing the literature pertaining to the development standards and design strategies for environmentally sensitive areas that make it possible to maintain the rural character and preserve the natural features of the neighborhood. They presented to the CPC regulatory techniques including clustering, street design and lot size, standards regarding clearance of land, funding sources for possible land acquisition, etc. Students also assisted the City Planning staff by setting up and facilitating public meetings and presenting possible development scenarios for the Lower Coast Algiers.

History	Hurewitz	HISU 394 Investigating Urban Neighborhoods	Great Expectations	3	Required 3 rd Credit	2 In Class
			Felicity Redevelopment - Neighborhood Gallery	4		
			Woodson Learning Academy	2		
			Central City Economic Opportunity Commission (Senior Center)	4		

Service learners at Great Expectations assisted the Community Relations Director with a variety of projects and special events to help educate community members about Great Expectations' services. They helped prepare outreach materials, distribute information at community outreach events, and solicit for in-kind gifts. Some students assisted case workers with maintaining files and provided services through the HIV/AIDS program. This included interviewing clients, completing information on request-for-service forms, and faxing the forms to the appropriate service agencies. Student at the Felicity Redevelopment-Neighborhood Gallery assisted with set-up for weekly programs and events, worked with children in the community garden, helped organize a thrift shop, entered contact information into their database, and worked with the media to better publicize the Gallery's events. Students at Woodson Learning Academy worked with middle school students as reading tutors with the HOSTS (Help One Student to Succeed) Program. Each service learner was assigned 2-3 students and worked one-on-one with each

student outside of the classroom. Individuals at the Central City Economic Opportunity Commission worked closely with elderly people on a variety of activities, mostly on the computer.

frican Studies	Hirons	LAST 102 Cultural Heritage of Latin America	International School	2	Optional within 3 rd credit Optional 4 th Credit ^h	2 Hybrid
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Students at the International School worked with Kindergarten and 1st grade Spanish emergence students, came up with lesson plans for Art and Cultural celebrations, and spoke on art/movies/poetry, lessons, and buildings and architecture.

	Murchison	MUSC 495 African American Musics	WWOZ Offbeat Magazine	2 2	Optional 4 th Credit	1 OSL
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WWOZ is a listener-supported, volunteer-operated radio station broadcasting throughout the metro New Orleans area and beyond. Students working here had the opportunity to be a part of an organization integral to the New Orleans music scene. Students working at Offbeat Magazine assisted with the coordination of special projects such as the Louisiana Music Directory and assorted auxiliary to the Jazz Festival.

cience	Potter	POLC 366 Environmental Politics in Latin America	Mississippi River Basin Alliance Gulf Restoration Network Sierra Club Army Corps of Engineers	3 5 3 0	Optional 4 th Credit	1 Hybrid
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Students working at the Mississippi River Basin Alliance identified links and parallels between navigation issues on the Mississippi and South American rivers such as the Rio Paraguay. They acted as a liason for the MRBA with groups working on South American issues. Service learners at the Gulf Restoration Network were responsible for researching the current dynamics of the Latin American open seas aquaculture, exploring the affect of trans-boundary fishing management on the turtle population of the Gulf of Mexico, and website development and design for the organization. Students working at the Sierra Club researched and identified transportation alternatives and regulations in Latin America as well as the impact of NAFTA on cross-border transportation.

y	Cunningham	PSYC 361 Adolescent Psychology	Bishop Perry Middle School Upward Bound	3 4	Optional 4 th Credit	2 In Class
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Bishop Perry Middle School serves low-income African American males. The school provides students with tuition-free Catholic education and helps support students through Catholic high schools and after graduation. Students worked as tutors in various academic subjects either after school or on Saturday mornings. Students working at Tulane University's Upward Bound worked with high school students as tutor-mentors and helped prepare them for future social, academic, and college challenges. Students who selected this option received additional training through discussions with Dr. Dasher, the program's director.

y	Moely	PSYC 320 Educational Psychology	Hoffman Elementary School Positive Talk Upward Bound	10 7 6	Optional within 3 rd Credit Optional 4 th Credit	1 OSL 1 In-Class
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Service learners at Hoffman Elementary School worked with 4th grade students as tutors in math through Hoffman's HOSTS program. Each service learner was assigned 2-3 students and worked one-on-one with each of the students, following the HOSTS curriculum. Students at Positive Talk were small group leaders, working with three to four students once a week for about an hour, helping them to learn and prepare for the upcoming Iowa Test of Basic Skills and LEAP test. Students working at Tulane University's Upward Bound worked with high school students as tutor-mentors and helped prepare them for future social, academic, and college challenges. Students who selected this option received additional training through discussions with Dr. Dasher, the program's director.

y	Olson	PSYC 321 Child Psychology	Lafayette Elementary School McNair Elementary School	6 3	Optional within 3 rd Credit Optional 4 th Credit	2 In-Class
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Service learners at Lafayette Elementary School worked with elementary students as reading tutors through the For the Children reading program. Each service learner was assigned 2-4 students and worked one-on-one with each of them. Students at McNair Elementary School worked in one of several capacities with elementary school students either as tutors, in-classroom assistants, or leading after school extracurricular activities such as dance or creative writing.

y	O'Neal	PSYC 343 Introduction to Social Psychology	Hoffman Elementary School Lafayette Elementary School Woodson Learning Academy	0 2 1	Optional 4 th Credit	2 In-Class
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Service Learners at Lafayette Elementary School worked one-on-one with students listening to them read and helping them along or reading to them. Reading with children in this program involves take-home books which teachers can incorporate into lessons. Students working at Woodson Learning Academy worked one-on-one with eighth grade students, preparing for the LEAP test. They helped the students with academics as well as test taking strategies. Materials were provided, but students were also permitted to bring in their own resources.

y	Overstreet	PSYC 343 Childhood Behavior Disorders	Lafayette Elementary School Woodson Learning Academy Hoffman Elementary School	1 3 6	Optional 4 th Credit	1 OSL
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Service Learners at Lafayette Elementary School worked as one-on-one reading tutors with special education students. Occasionally, students also helped out in the special education classrooms. Students working at Woodson Learning Academy worked as in-classroom assistants to special education students placed in regular education classes for part of the day. They assisted the student in keeping pace with the lessons and discussed how to help the child with the classroom teachers. Students working at Hoffman Elementary School worked as in-classroom assistants in special education classes. They helped teachers as needed and generally helped with small groups or individual students.

y	Swan	PSYC 325 Psychology of Early Childhood	El Yo Yo Lafayette Elementary School Hoffman Elementary School	10 6 5	Required within 3 rd Credit Optional 4 th Credit	1 OSL 1 In-Class
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Students at El Yo Yo worked as in-classroom assistants. They assisted with small group activities such as arts and crafts or story time. The children with whom they worked ranged in age from 6 weeks old to 5 years. Service learners at Lafayette worked with elementary students as reading tutors through the For the Children reading program. Each service learner was assigned 2-4 Lafayette students and worked one-on-one with each of the students. Students at Hoffman worked with the school's HOSTS Program and tutored 1st and 2nd grade students in math. Each service learner worked with 1-3 Hoffman students.

	Elliot	SOCI 618 Wealth, Power and Inequality	Urban Conservancy	7	Optional within 3 rd Credit	2 Hybrid
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Students enrolled in this course worked at the Urban Conservancy. These service learners were responsible for interviewing key players surrounding area developments to gain an understanding of how each development was shaped by economic, political, and social forces. They also worked to create easily understandable and visually appealing presentations which help to educate area citizens and future developers about "good" development strategies/designs that fit with New Orleans urban fabric. These students worked together with students from a Persuasive Writing course to make sure that the material was interesting and appropriate for a wide variety of audience members.

	Frickel	SOCI 260 Environmental Sociology	Alliance for Affordable Energy Army Corps of Engineers Loyola Center for Environmental Communication Mayor's Office of Environmental Affairs Sierra Club	9 10 9 8 11	Required within 3 rd Credit Optional 4 th Credit	2 In-Class
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Some service learners choosing the Alliance for Affordable Energy helped with the preparation and support of regulatory meetings for the Utility Rate Payers' Bill of Rights; some students attended meetings, reported on, and help prepared presentations related to utility issues; and some students acted as the AAT webmaster, Researched Regulator Dockets, and Investigated

Electricity Outages. Other Service learners chose to work at the Army Corp of Engineers. Here, students assisted with the Louisiana Coastal Area, Louisiana project (Coast 2050) which aims to create a sustainable ecosystem, with the planning, design, and construction of wetland projects and restoration projects. The students assisted with team building efforts and exercises for the interagency collocated team (which includes development of specific team building products such as an interagency calendar, collocation guide, collocation directory, banners, photographs, slogan, and badges). Other students worked at the Loyola Center for Environmental Affairs. Here, students aided in the completion of phone surveys about the Louisiana Coastal Restoration Projects and the entry of these surveys into StatView (a statistics software package). Other students at the Mayor's Office of Environmental Affairs revised the Recycle New Orleans Handbook, which contains information about area recycling resources, and/or assisted with this year's Earth Day Event. Finally, service learners at the Sierra Club created a *Healthy Travel Alternatives Handbook* which will help to educate New Orleans citizens about transportation options other than personal automobile use.

	Morse	SOCI 670 Sociology of Law	Teen Court Fair Housing Action Center of New Orleans New Orleans Pro Bono Project Covenant House AIDS Law Independently Arranged Sites	3 5 3 4 4 2	Required 4 th Credit	---
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Teen Court represents an alternative approach to juvenile justice that holds offenders accountable for a sentence imposed by a jury of their peers, implementing a trial model program using youth and adult volunteers as an alternative to the formal means of diversion and arrest of first time juvenile offenders. Service learners working with the Teen Court served as mentors for the jurists during court cases, tracked current cases, checked on service of sentence, and followed up with volunteer attorneys. Students working at the Fair Housing Action Center of New Orleans researched city records for evidence of predatory lending practices and visually assessed construction sites for compliance with federal ADA requirements. Service Learners at the New Orleans Pro Bono Project reviewed outcome assessments, evaluating surveys to determine client satisfaction and to quantify results into narrative for internal and grant writing purposes, and performed service follow-up and tracking of volunteer attorneys. Students at Covenant House assisted with intake and assessment and provided tutoring for site clientele. Students at AIDS Law examined will and estate documents for proper execution, assisted in preparing affidavits and other intake and assessment work, and assisted staff in a variety of tasks to serve the agency clientele.

	Morse	SOCI 101 Introduction to Sociology	NO/AIDS Taskforce Bridge House	2 1	Optional 4 th Credit	---
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Service learners working at the CAN project, an arm of the NO/AIDS Task Force dedicated to preventing the spread of AIDS among gay men, assisted with intake duties as well as other various tasks. Students working at the Bridge House thrift shop coordinated the assistance of the court-mandated residents of the house and carried out basic chores in the shop itself.

	Howard	SPAN 203 Elements of Spanish III	International School of LA	1	Optional 4 th Credit	1 Hybrid 1 OSL
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Students Enrolled in Elements of Spanish III worked in the after-care program at the International School of LA. Here, the service learners assisted children with recreation after school and with extracurricular activities in Spanish such as gardening or Spanish cooking.

	Howard	SPAN 426 Spanish Phonetics/Phonology	International School of LA	2	Optional 4 th Credit	1 Hybrid 1 OSL
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Service learners at the International School of LA assisted children with recreation after school and with activities in Spanish such as gardening or Spanish cooking.

	Shea	SPAN 412 Social Problems in Latin American Literature	InterFest Hispanic Apostolate Great Expectations	1 4 1	Optional 4 th Credit	2 Hybrid
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The student working at InterFest was responsible for establishing better contact with Latin American and Caribbean cultural groups in New Orleans. The student also helped in developing a mailing list by doing an inventory of local cultural groups, wrote press releases on InterFest activities and events, and assisted with the production of an InterFest monthly Newsletter. Service learners at the Hispanic Apostolate worked with the Education component of the program. They assisted, taught, or participated in ESL programs, GED preparation and/or citizenship classes. Students at Great Expectations accompanied the staff as they visited the client families in their homes, where they performed home assessments, went over a safety check of the client's home,

accompanied clients during hospital visits, or taught in prenatal or parenting classes or GED classes.

Teacher's Certification	Davis	EDUC 200 Introduction to Education	Woodson Learning Academy Charter Middle School Clark High School	15 12 6	Required within 3 rd Credit	2 In-Cla
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Students at Woodson Learning Academy worked one-on-one with eighth grade students, helping them prepare for the LEAP test. Service learners helped the students with academic content as well as test taking strategies. Students at Charter Middle School worked as in-classroom assistants, helping teachers as needed or working as individual tutors. As much as possible, students worked with teachers in the subject areas in which they are interested. Students at Clark High School worked with high school students either one-on-one or in small groups, helping them to prepare for the ACT. Service Learners assisted the students both academically and with test taking skills.

Women's Studies	Reichard	WMST 390 Feminist Theories	YWCA/Crescent House Great Expectations	1 2	Optional 4 th Credit	
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Service learners at the YWCA/ Crescent House received training and worked the crisis line phones, making callers aware of resources available to them locally. Students at Great Expectations assisted with parenting and prenatal classes for low-income mothers and worked with the Sista Project, measuring and evaluating women's sexual behaviors and assisting with the teaching of AIDS awareness.

10 Departments		22 Courses		259		
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Service Learning in the Business School

Department	Professor	Course	Service Learning Sites	Number of Students	Service Learning Status
Business School	Edmundson	GMGT 414 Business Ethics	Levy Rosenblum Institute: Kids Entrepreneurship Program	22	Optional in 3 Credit Course
			Levy Rosenblum Institute: Individual Development Accounts (IDA) Program	1	
			Levy Rosenblum Institute - Volunteer Income Tax Assistance	25	

Service Learners in Business Ethics worked at the Levy Rosenblum Institute. Students at the Kids Entrepreneurship Program taught fundamental business principles that enriched the students' understanding of entrepreneurship and promoted growth of their products to be sold at a community fair. Volunteers met with approximately 20-25 students for one hour per week. Students working with the Individual Development Accounts Program performed background research to familiarize the student with the program and the community agencies to which he/she referred clients. Case management involved direct contact with IDA participants and assisted them in completing the required economic education and asset-specific classes, and referrals to appropriate professionals that helped the client reach his/her goal. Service learners at the Volunteer Income Tax Assistance Program helped families with their income tax and advised families on how to use tax refunds to enhance their own long-term economic capacity. This education focused on Individual Development Accounts as well as the benefits of opening checking accounts at local banks.

Service Learning in the Living Learning Communities

Department	Professor	Course	Service Learning Sites	Number of Students	Service Learning Status
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	Koritz	RBST 102 Urban Environment	Mayor's Office of Environmental Affairs Tulane University's Office of Environmental Affairs Farmer's Market Student Designed Projects	8 6 13 4	Required 1 Credit Seminar
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Service Learners at the Mayor's Office of Environmental Affairs attended a workshop at the office on the problem of lead poisoning in urban areas. Students researched the health and behavioral consequences of lead poisoning, and remediation and treatment efforts in New Orleans and elsewhere, and created an information and activities packet on lead awareness and poisoning prevention for use in elementary or middle-school classrooms. They presented this material to at least one class in a New Orleans school. Service learners at Tulane University's Office of Environmental Affairs researched background information on residential energy efficiency "best practices" in southeastern United States. They conducted an informal survey of local developers to determine degree of awareness of efficiency standards and best practices. Some students reviewed education policies and programs from other states that have been collected by the office as a part of the Bicycle Route Project. These students participated in at least one education program on bike safety at an area elementary school, developed a bicycle education program for Tulane students, and taught it at least once to a student group. Finally, service learners at the Farmer's Market attended and observed the Crescent City Farmer's Market Talk with vendors and shoppers and researched Farmer's Markets in other cities. These students developed educational materials that explain the local environmental benefits of Farmer's Markets to children visiting the market, worked with the Farmer's Market staff to develop programs and test-run projects on market days, and created a brochure on the history of public markets in New Orleans for distribution at the current Farmer's Markets.

Service Learning in the Graduate School

at	Professor	Course	Service Learning Sites	Number of Students	Service Learning Status	Rap Sessions
Molecular Biology	Grisbaum	CELL 800 Research	Touro Infirmary (Oncology, Rehabilitative, OB/GYN and Psychiatry Units)	8	Required within 3 rd Credit	2 In-Class

Graduate students from Cell and Molecular Biology rotated through two departments at Touro Infirmary. This is part of a year-long program that allows students to rotate through four different departments at the hospital. They tracked patients and researched information on the conditions of the patient for a thorough review of the disease for a discussion in their papers and oral presentations.

Internships

at	Professor	Internship Sites	Number of Students`	Credit Type
	Molly Travis	Start the Adventure in Reading Urban Conservancy Audubon Nature Center	1 1 1	3 Credit Course
science	David Jeffrey	MN Department of Children, Families, & Learning Mayor's Office for Public Advocacy Greater New Orleans Jewish Foundation National Center for the Urban Community Kid SmArt Mary Landrieu's N.O. Office Council for International Visitors National Organization for Women	1 2 1 1 1 1 1 1	3 Credit Course

		Friend s of Mary Landrieu Eddie Sapir Campaign National Conference for Community Justice Dress for Success Planned Parenthood Fair Housing	2 1 1 1 1 1	
y	Jeff Lockman and Barbara Moely	Upward Bound NO/AIDS Task Force	1 2	3 Credit Course
	Joel Devine	Upward Bound	1	3 Credit Course
ents			23	

TOTALS

AS Departments with Service Learning courses Business School Service Learning Project Living Learning Communities Project Graduate School Service Learning Project Internship Departments Community Partners	346 Service Learning Students (including 48 Business School Students in Service Learning Project, 31 Living Learning Communities Students in Service Learning Project, and 8 Graduate School Students in Service Learning Project) 23 Internship Students 369 Total Students
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