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WHAT IS SERVICE LEARNING?

Service learning has been described as "learning by doing" and is viewed by many experts as the ideal way for college students to acquire knowledge and skills. Students taking a service learning course work in community agencies whose members help them relate course content to real life experiences. In order for service learning to accomplish its varied goals - to strengthen classroom learning, to contribute to the community, and to be beneficial to students' personal and civic development – it is important that the faculty member take an active part in planning and implementing the service activities.

This Handbook describes what you can expect of Tulane's Office of Service Learning and how you can be involved in the service learning program. First, let's consider essential features of a well-implemented service learning course:

Academic Ties/Identified Learning Outcomes for Participants

Student participants will develop skills and cultivate new knowledge as a result of their service experience. Course instructors should coordinate academic instruction with the community experiences of the students.

Meaningful Service

Meaningful service activities will benefit the community, relate to course content, and thereby, "make sense" to students. Course instructors should plan ways in which the students can learn about the community and cultural contexts in which they are carrying out their service.

Community–Based Partnerships

Best practice occurs when course instructors involve service providers in the planning, implementation, and evaluation of the service activities. Involvement of service learning students in these activities is also encouraged.

Reflection

An important aspect of learning is reflection upon our own actions and experiences. Research shows that reflection has a positive impact on student attitudes about their experiences in service learning. Students should have ample opportunities to reflect on their experiences, relating them to course concepts and to their developing understanding of the social context within which the service is taking place. Best practice occurs when students have opportunities to reflect both privately and publicly, using many forms of communication (writing, speaking, drawing, class discussions, etc.)

HOW IS SERVICE LEARNING DIFFERENT FROM OTHER COMMUNITY OUTREACH ACTIVITIES?

Service learning is distinct from other forms of student outreach because it attributes equal weight to both **service** and **learning** goals. The service is performed as a way of learning about concepts in a course or discipline.

Service learning is different from:

Volunteerism, where the primary emphasis is on the service being provided and the primary intended beneficiary is the service recipient.

Community Service emphasizes the service being provided and the benefits of the service activities to recipients. Students benefit by learning how their service makes a difference, increasing their interest and motivation for civic engagement.

Internships provide higher-level students opportunities for service in which they can apply concepts and skills from their major field of study as they develop a substantial project that benefits the community.

Field Experiences provide students with co-curricular service opportunities that are related, but not fully integrated with their formal academic studies.

– Adapted from: Furco, Andrew (1996) "Service Learning: A Balanced Approach to Experiential Education"

TEN PRINCIPLES OF GOOD PRACTICE

Howard (1993) identified ten principles of good practice concerning academic service learning pedagogy. These focus on the academic course, the service experience, and new experiences for the faculty member:

The service learning course should be rigorous and challenging.

1. Academic credit is for learning, not for service
2. Do not compromise academic rigor
3. Set learning goals for students

The service experience should enhance student learning.

4. Establish criteria for the selection of service placements
5. Provide educationally-sound mechanisms to "harvest" the service learning
6. Provide supports for students to learn how to harvest the service learning
7. Minimize the distinction between the student's service learning role and the classroom learning-role

Teaching a service learning course offers new opportunities for faculty.

8. Re-think the faculty instructional role
9. Be prepared for uncertainty and variation in student learning outcomes
10. Maximize the community responsibility orientation of the course.

INTEGRATING SERVICE LEARNING INTO THE COURSE SYLLABUS

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To be truly effective, service learning must be well planned and integrated into the course syllabus with a clear sense of how to structure the service component and why this service activity is being utilized in this course. The syllabus should define the nature of the service, introduce a service model for the course, and address the relevance of the activity to the course.

Some points to consider as you create your course syllabus:

A. Service as an expressed goal and objective of the course.

The course instructor should introduce the service learning component and clearly articulate the relevance of service to the course. Begin formulating course goals and objectives by answering these questions:

- What educational outcomes should students display upon completing this course?
- How will service learning effectively help them attain that mastery?
- What student behaviors will serve as evidence that this mastery has been achieved?

B. Specific service learning requirements of the course

The syllabus should lay out the specifics of the service learning component.

- Is the service optional or mandatory?
 - If mandatory, what are the options for students who cannot fit the service activity into their schedule?
 - If it is optional, does it replace a paper or some other requirement?
 - Is it an alternative way of gathering data for an end-of-semester paper?



- How many hours of service are students required to complete?
- What is the time line for the semester?
 - When should the service learning assignment be completed?
- What are the required training and reflection activities?

C. Specific information about the service placements

This section of the syllabus should address the specific service placements. There should be a brief description of each agency and the specific work or project that the student will do during the semester. This section should also include information about orientation and training, hours available to work at the agency, and any other site-relevant information.

Students' responsibilities to the community agency should be mentioned in the syllabus and discussed in class. Their responsibilities will include completing required hours over the course of the semester, following through on promised contributions, maintaining conversation with representatives, and dressing and behaving appropriately at the site.

D. Clear description of how the service experience will be graded

This section should include an overview of the grading policy. We recommend to course instructors that they evaluate student service primarily on learning outcomes. Please consider the recommendations below as you determine the way you will assign grades:

- A certain minimum of service hours (at least 20: 2 hours per week over 10 weeks) should be required to provide an experience of significant depth.
- To preserve the academic integrity of service learning, credit should awarded for demonstrated learning from service, with only a small portion of the grade derived from hours of service.
- We recommend that no more than 20% of the service learning grade be based on completion of service hours. Extra hours of service should not necessarily yield extra credit.
- Attendance at orientation, training sessions, and rap sessions should receive some credit in grading service learning.
- An assignment or activity, such as a journal or class report, can provide evidence of how the student connects the service to the course content.
- Evaluations by the site supervisor may be considered in grading.

E. A section on the reflective components of the course

All the service learning literature concludes that reflection about the experience is the aspect that most influences student learning. Reflection is the key by which service experiences are transformed into learning. Effective reflection:

- links service objectives by integrating the service experience with course learning;
- occurs regularly with the course;
- includes components that can be evaluated accordingly to well-defined criteria;
- provides opportunities for both private and public reflection;
- fosters civic responsibility; and
- is continuous, connected, challenging and contextual. (Bingle & Hatcher, 1996)

It is imperative that you set aside enough time for reflection, to allow for student processing of the service learning experience. An explanation of the purpose and requirements for reflection should be conveyed clearly and prominently in the syllabus.

DEVELOPING A SERVICE LEARNING COURSE

Let's work through the steps in preparing and offering a service learning course. The sections below describe steps that are involved and, for each step, the ways in which the Office of Service Learning will facilitate your work.

Before the Semester Begins

In order to begin planning your course, call the Office of Service Learning at 862-3358 and the Associate Director will put you in contact with one of the Service Learning Coordinators. That person will schedule a meeting with you, at which he/she will explain the process for course development and site selection.

Conceptualizing the Service Learning Component

Think about how service learning can enhance the goals of your course.

- What do you want your students to learn from the service experience?
- How does the service experience help students apply and understand course concepts?
Meet with your Service Learning Coordinator to review options for your course, clarify goals of the course, brainstorm ideas for service activities, and deal with other questions that may arise. During this meeting, you will review the Service Learning Course Development Calendar and Faculty Checklist. (Please see Appendix D).

Academic Credit Options

Service learning credit may be earned in several ways:

Required Service Learning Within a 3-Credit Course

Within a 3-credit course, all students are required to complete at least 20 hours of service following an on-site orientation and, in some cases, special conceptual or skill training sessions. A required reflective component will be integrated into class through inclusion in lecture, "rap" (discussion) sessions, and written assignments.

Optional Service Learning within a 3-Credit Course

Students are given an option of doing service learning or completing a research paper or other project. Students who participate in service learning are to complete at least 20 hours of service in addition to an on-site orientation and one or more rap sessions. A required reflective component will be completed through "rap" (discussion) sessions in class or at the Office of Service Learning, and through written assignments.

LAS Add-On Service Learning Credit Optional or Required (LAS courses only)

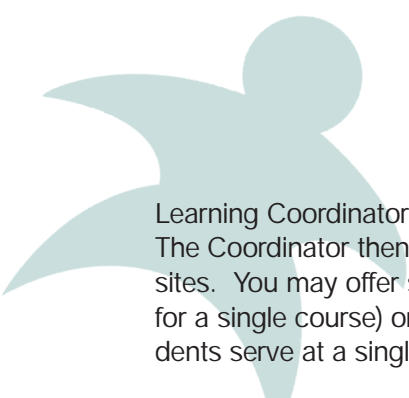
If a student is to obtain an extra add-on course credit for service learning, the following requirements, approved by the LAS faculty in 1997, must be met. The student must

- complete at least 40 hours of service (orientation and training sessions may be included, at your option)
- have a reflective experience (rap sessions, journals, class discussions), and
- complete a product that will be evaluated at the end of the semester (paper, presentation, other final product to benefit the community partner).

If you want students to sign up for the fourth credit for your course, contact Kim Echols, at the Registrar's Office (x5231), who will list a one-credit course in service learning in your department's course schedule. Each course offered with a one-credit service learning credit must receive a separate listing, using the Department's prefix plus the numbers "389" and a section number. (In the English department, the service learning number is 390.) Note that a student may NOT receive writing intensive course credit for a course in which s/he is earning the 389 credit for service learning. Also note that this option exists only for LAS courses.

Site Selection

You will discuss possibilities for community partnerships with the Service Learning Coordinator. This discussion begins with course concepts, reviewing the course syllabus and discussing the course in general. The Service



Learning Coordinator will ask questions that aid in selecting sites compatible with course goals and concepts. The Coordinator then searches for appropriate community partners and generates a list of six to eight possible sites. You may offer students choices of several different placements (we recommend no more than four sites for a single course) or you may create a class project in conjunction with a community partner in which all students serve at a single agency.

Service Project Description

After you decide on service learning sites, the Service Learning Coordinator will work with the community site representatives to identify suitable projects at those sites. Projects will be developed by the community partners to address ways in which students can help the organization, in line with your course goals and constraints on student time and activity. The Coordinator will arrange a meeting with you and the community partner in order to review and fully develop the projects. Service learning projects usually take one of three forms: pure service, problem-based service learning, or community-based action research.

Service Learning and Institutional Review Board

In some cases, a service learning project will involve research that has to be approved by Tulane's Institutional Review Board (IRB). Oral histories and archival projects sometimes fall into this category.

Research is defined as a systematic investigation designed to develop and contribute to generalized knowledge. The IRB is concerned about the following issues: Minimal risk ("risks of harm anticipated in the proposed research are not greater, considering possibility and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests"), informed consent, freedom to withdraw participation, confidentiality, researcher qualifications, and special concern for sensitive treatment of potentially vulnerable populations (e.g. minors, incarcerated persons, persons with limited literacy).

Any research conducted by Tulane students under the supervision of a course instructor employed by Tulane University must be submitted to the IRB for approval.

For more information regarding the IRB process, please refer to the following websites:

Uptown IRB policies:

<http://www.som.tulane.edu/researchadmin/IR%20procedures.html>

Training module:

<http://www.som.tulane.edu/irb/program> or call Tulane's Office of Research Administration at 865-5272.

Federal Guidelines:

<http://ohrp.osophs.dhhs.gov/humansubjects/guidance/45cfr46.htm>

and US OHRP: <http://ohrp.osophs.dhhs.gov>

Forms for Tulane IRB review may be obtained at

<http://www.som.tulane.edu/researchadmin/forms/irbforms.htm>

Proposals for research should be submitted to Tulane's Office of Research Administration by the last working day of a calendar month. The IRB will consider the proposal by the middle of the following month.

Reflection Opportunities Arranged by the Office of Service Learning

Office of Service Learning rap sessions: These discussion opportunities are offered to students who are carrying out their service in school settings. Such sessions allow students to share experiences and learn from students working at other sites or taking other courses. Some of the sessions are designed with particular themes, which are announced ahead of time, allowing the student to choose a topic of interest. These sessions are held at the Office of Service Learning. Dates, times, and topics are posted at the start of each semester.

In-class rap sessions: These discussions are held during a class period with the course instructor and Service

Learning Coordinator in attendance. In-class rap sessions allow for discussion of how course material and service work are related to each other. These sessions are usually offered in courses with mandatory service learning requirements so that the entire class can participate. The Service Learning Coordinator will contact you to discuss the format and theme of rap sessions that you have scheduled for your class.

Hybrid rap session: These are similar to in-class rap sessions, but are held outside of class time with the service learning students, the course instructor, and the Service Learning Coordinator present.

Journals: Journals are a common way to assess student learning in a service learning course. Description of the students' service activities as well as written thoughtful reflections about those activities should be included. Examples of common reflective journals include personal journals, in which students write about any aspect of the service learning experience on a weekly basis; and directed journals, in which students are asked to describe what they did at the service site after each session, to provide their reactions and feelings about what happened, and to analyze what happened on the basis of conceptual material from the course.

Encourage your students to write an entry after each visit. If they can't write a full entry, they should jot down random thoughts, images, etc. so that they can come back a day or two later and expand on their thoughts and observations.

Journals should be collected at varying points in the semester. Early and regular feedback for students' journal entries is critical in teaching students how to develop their reflection skills.

Additional structuring of journals may ask students to address varying levels of reflection, as indicated below. Students might be asked to address questions from each of these levels:

The Mirror (A clear reflection of the Self). Students will be concerned with questions such as:

- Who am I? What are my values?
- What have I learned about myself through this experience? Do I have more/less understanding or empathy than I did before my service?
- In what ways, if any, have my sense of self, my values, my sense of "community," my willingness to serve others, and my self-confidence/self-esteem been altered through this experience?
- Have my motivations for volunteering changed? In what ways?
- How has this experience challenged stereotypes or prejudices I have/had?
- Any realizations, insights, or especially strong lessons learned or half-glimpsed? Will these experiences change the way I act or think in the future?
- Have I challenged myself, my ideals, my philosophies, my concept of life or of the way I live?

The Microscope (Makes the small experience large). Questions at this level might include the following:

- What has happened since my last report? Describe what was experienced.
- What would I change about this situation if I were in charge?
- What have I learned about this agency, the people, and the community?
- Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, sadness?
- Do I feel my actions have had an impact? What more needs to be done?
- Does this experience complement or contrast with what I am learning in class? How?
- Has learning through experience taught me things that are different from or the same as the class? In what ways?

The Binoculars (Makes what appears distant, appear closer). Questions at this level might include the following:

- From this service experience, can I identify an underlying or overarching issue that influences the community? What could be done to change the situation?

- Do social issues have a different meaning for me as a result of this experience? In what way?
- How will this experience alter my future behaviors/attitudes?

Adapted from the Volunteer Action Center- Florida International University.

Other forms of reflection that you may choose to add to your course:

In-class discussions: Exchange of ideas about the subject matter of the course can provide service learners a chance to relate their service to course concepts and share their experiences with others, to process and relate what they are studying, doing and learning. It is also an opportunity for the course instructor to emphasize key concepts through examples provided by the students. This type of reflection will benefit all class members.

Directed writings: Students are asked to consider their service experience within the framework of course content. At the beginning of the semester, the course instructor identifies sections from the textbook or class readings and structures a list of questions for students in one or two pages.

E-mail discussions: Course instructor sets up a Blackboard for students to discuss their service experience via e-mail on a weekly basis. Course instructor posts questions for consideration and topics for directed writings.

Case studies: Students write up a case study of a dilemma they have confronted at the service site, including a description of the situation, the individuals involved and the event surrounding the dilemma. Case studies can be presented in class so students can discuss the situation.

Beginning the Semester

Service Learning Presentation to Class

Your Service Learning Coordinator is available to help you present the service learning component of the course to your students. This presentation should occur within the first two weeks of class and take about 20-25 minutes. We encourage you to take an active part in this presentation, so that students will understand the relationship of service learning to course content and what you hope students will gain from the service. Our past experience indicates that students feel service learning is more integrated with the course when faculty members lead this presentation. The presentation should include the following:

Surveys sponsored by the Office of Service Learning. The Office of Service Learning collects pre- and post-semester feedback from students in order to measure the effect of service learning on their course experience and receive critical feedback in order to improve the experience for students in the future.

Introduction to the service learning component by the course instructor

Introduction to the service sites and activities by the Service Learning Coordinator, who will also present the schedules for orientations and training sessions.

(Please see Appendix E)

Site Preference Rankings - Students are asked to rank their preferences for different service learning sites and to tell about interests, skills, and previous experiences that qualify them for their desired placements.

(Please see Appendix F)

Orientation

All students who participate in service learning are required to attend an orientation facilitated by a representative of the community agency with which the student will work. Most orientations take place at the organization where the service activity will be carried out, thus serving to introduce the students to their sites. The OSL helps the community partner prepare for the orientation and provides transportation for the students. The community partner is asked to present agency information and to clearly explain the agency's expectations and project descriptions, policies, modes of communication and scheduled meetings throughout the semester. On-site orientations are very important for students. It is our policy that students cannot begin their service until they have gone through an orientation. Make-up orientations are scheduled as needed. Course instructors are encouraged to attend all of their students' orientations.

Training for Tulane Students Working in the Community

Students' ability to tackle service learning projects/assignments is greatly improved when necessary training is provided. Most training takes place at the agency, but additional training is offered on campus early in the semester, with follow-up sessions provided as needed.

A collaborative training is organized to include students from all programs involving student service in the community (Service Learning, CACTUS, community federal work-study students). This training takes place within the first month of the semester, usually on a Saturday. Past trainings have included diversity training, tutoring tips, community histories, thematic training to give students necessary background on issues important to their service, including homelessness, HIV/AIDS, the public schools, and others. The training is carried out by community partners and others who are qualified to help prepare students for service. Please let the OSL know if you are interested in participating as an attendee or as a presenter.

Throughout the Semester

Service Activities

Students may participate in service activities that include on-site service, in which they work very closely with people in the community (tutoring or mentoring young people, working with the elderly, assisting with adult literacy classes, etc.)

Other service projects may involve projects in which there is less one-to-one contact with community members. For these, activities may include Internet research, research that involves identifying community resources and interviewing local professionals, or participation in community-based meetings or events.

Service Learning Coordinators monitor students to assure they are completing service as expected by the course instructor and the service learning community partner.

Rap Sessions and On-Going Reflection

To foster the reflective component, OSL offers rap sessions (as indicated above). Typically, the rap sessions will begin about four weeks after orientation. They continue throughout the semester, so that you can arrange sessions in ways that best fit your needs. The Service Learning Coordinator is available to support your students as they try to make connections between service and the course. The Service Learning Coordinator can also advise students on how to get service assignments accomplished efficiently and effectively.

Mid-Semester Site Evaluations

Both students and community partner representatives complete evaluations at mid-semester. The Service Learning Coordinators compile a report summarizing the evaluations, which is transmitted to the course instructor, students, and the site supervisors. Problems and suggested solutions are identified; the Service Learning Coordinator continues to monitor the problem and work through any continuing difficulties. (Please see Appendix G)

Transportation

The OSL provides regular transportation to most service learning sites. Tulane's Office of Service Learning provides transportation between the hours of 9:00AM and 5:00PM, Monday - Friday. The OSL shuttle leaves 1332 Audubon Street at times scheduled to minimize student travel time. Students who are going to service sites in downtown New Orleans may use Tulane's Uptown/Downtown shuttle. Schedule for the shuttle is available at the OSL and the University Center.

Bi-Monthly E-mails to Service Learning Participants

Service Learning Coordinators maintain communication between the course instructor, students, and community partners by contacting site representatives and students for feedback and announcements. The information gathered is sent out on a bi-weekly basis by e-mail to all participants.

Enhancement Grants – Education Sites

Limited funds are available to provide materials for service learning students working at education sites. Applications may be made by students working with community partners.

Bringing the Semester to a Close

Closure Activities

Closure, which involves final reflection on the semester's experiences, is an essential part of service learning. It helps students to bring the entire experience into perspective. It is very important that students create closure with the community partner by providing a completed final product or service or creating a special event to mark the end of the service experience. It is important for students to acknowledge the community partner's help with their accomplishments. The OSL helps create and facilitate closure activities appropriate to the site and the students' experiences.

Celebrations

Some limited funds are available to support end-of-semester celebrations, in which students, community partners and course instructors can come together to reflect on the semester, celebrate their accomplishments, and create closure.

End-of-Semester Evaluations

Community partners are asked to report on the performance of students who worked at their sites and to give feedback to the OSL on how the program worked for them, in general, during the semester. Community partners and course instructors are also contacted by OSL Service Learning Coordinators to bring the projects to a close and discuss successes and possible improvements for future placements. (Please see Appendix H)

USEFUL REFERENCES

(Many of these are available at the Office of Service Learning.)

Part I: General References

Campus Compact.

<http://www.compact.org/>

Introduction to Service Learning Toolkit

Howard, J. (Ed.) (2001). *Service-learning Course Design Workbook*. Ann Arbor: University of Michigan Press.

Heffernan, K. (2001). *Fundamentals of Service Learning Course Construction*. Providence: Campus Compact.

National Service Learning Clearinghouse.

<http://www.servicelearning.org/>

National Society of Experiential Education

<http://nsee.org/>

Service Learning Home Page

<http://csf.colorado.edu/sl/main.html>

Zlotkowski, E. (Ed) *AAHE Series on Service Learning in the Disciplines*.

Part II. Conceptual Writings and Research Articles

Issues of the Michigan Journal of Community Service Learning, available at the OSL.

[Service Learning as Pedagogy, Conceptualizing Student Cognitive Development](#)

Jacoby, B., and Associates (Eds.) (1996). *Service Learning in Higher Education: Concepts and Practices*. San Francisco: Jossey-Bass.

Reflection

Rama, D. V., & Battistoni, R. Using Structured Reflection to Enhance Learning from Service. <http://www.compact.org/disciplines/reflection/index.html>

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http://www.uvm.edu/~dewey/reflection_manual/

Community Partnerships

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Eby, J. W. (1998). *Why Service Learning is Bad*.
<http://www.messian.edu/agape/pdf%20files/wrongsvc.pdf>

Racial Identity

Jones, R. L. (Ed.) (1997). *African American Identity Development: Theory, Research, and Intervention*. Hampton, VA: Cobb & Henry.

Value of Service Learning to the Student

Eyler, J., & Giles, D. W., Jr. (1999). *Where's the Learning in Service Learning?* San Francisco: Jossey-Bass.



We look forward to working with you!



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APPENDICES

- A. Evaluating Instruction of Service Learning Courses at Tulane University
- B. Office of Service Learning Contact Information
- C. Office of Service Learning's Mission Statement
- D. Service Learning Course Development Calendar and Faculty Checklist
- E. Sample Service Learning Course Requirement Handout
- F. Sample Service Learning Site Descriptions and Sample Site Selection Sheet
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- J. Community Partner Testimonials on Service Learning
- K. Tulane Student Testimonials on Service Learning

EVALUATING INSTRUCTION OF SERVICE LEARNING COURSES AT TULANE UNIVERSITY

Service learning is a relatively new approach to instruction at Tulane. Because it is being adopted quite widely and is a unique pedagogical approach, evaluation of instruction with this focus should take into account standards of good practice emanating from the field of service learning. Creation of a service learning course, if done appropriately, requires considerable time and special effort from a faculty member. We hope that such efforts will be recognized and rewarded as deans and promotion and tenure committees evaluate faculty performance.

Service learning is a particular kind of experiential learning, in which there is a reciprocal relationship between classroom and community. Ideally, service activities enhance the student's acquisition of course concepts, while the knowledge gained through academic work enhances the quality of service the student provides. Research has shown that university students gain from high-quality service learning, reporting more positive self-evaluations and increased awareness and understanding of social issues, as well as improved academic learning (Eyler & Giles, 1999).

Theoretical bases for service learning as an instructional approach include David Kolb's model of experiential learning, based on John Dewey's articulation of an experiential model of inquiry (Cone & Harris, 1996; Deans, 1999); the views of Paulo Freire, the Brazilian literacy educator (Deans, 1999); and characterizations of learners and learning processes made by cognitive and cognitive developmental theorists (McEwen, 1996). These theories generally emphasize the learner as actively constructing a viewpoint through experience: The student brings a conceptualization to the learning situation, one that can be elaborated, changed, and developed through exposure to new concepts and through the active use of those concepts in service activities and in reflection. The instructor plays a crucial role in helping the student make connections between classroom and community (Cone & Harris, 1996).

From the work of Heffernan (2001) and others, we propose the following as important points that should be considered in evaluating service learning courses. Information can be gained from course syllabi, supporting materials, and faculty members' reports of their teaching efforts. In addition to the standards that apply in evaluation of any college-level course, well-taught service learning course should include the following:

1. A clear logical/conceptual connection between the service experience and the academic content of the course
2. Evidence of a well-planned service experience (clear goals/objectives for the service activity, consideration of student development over the semester in planning)
3. Service activities from which students can learn and apply course content (e.g., not routine clerical work), with the number of hours required ranging from 20-40 per semester -- appropriate to the course credits earned.
4. Assigned readings and writing activities (where possible) that link the service placement and course content
5. Opportunities for students to engage in guided reflection through written journals, classroom discussions, scheduled “rap” sessions, or discussions with the instructor
6. Opportunities for students to show what they have learned in their service, through journals, papers, or oral presentations
7. A clear indication is given of how the service experience will be evaluated and how service activities contribute to course grades
8. Provisions are made for students to obtain a sense of closure to the community service work, if possible including feedback to the community agency at the end of the semester
9. For LAS courses that include the ___389 add-on credit for service learning, students must complete at least 40 hours of community service during the semester and must complete a product that can be evaluated as part of the course grade (e.g., a review paper on an issue relevant to the service activity, or some product of value to the site).

References

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McEwen, M. K. (1996). Enhancing student learning and development through service-learning. In B. Jacoby, et al., Service learning in higher education: Concepts and practices. (pp. 53-91). San Francisco: Jossey-Bass.



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Tulane's Office of Service Learning's Mission Statement

The mission of Tulane University's Office of Service Learning is to engage faculty members, students, and community partners in an endeavor that combines community service with academic learning. Service learning aims to benefit students' education, further faculty research and teaching, and build community.

To achieve this mission, the office strives to help create a "classroom without walls" that is beneficial to community partners, college students, faculty members, and the university in the following ways:

For Community Partners, service learning:

- gives access to the services of university students
- increases volunteer diversity in sex, age, and race
- allows agencies to identify needs and meet those needs through the development of a service project
- builds on-going relationships between the university and the community partner
- offers support through a mini-grant program

For College Students, service learning allows them to:

- apply concepts from the classroom to their service at participating community agencies
- learn to work with a diverse community
- gain knowledge and expertise from the community
- evaluate, question and reformulate their civic values
- prepare to participate in internships and research
- explore career options
- provide worthwhile assistance to a community agency

For Faculty Members, the service learning office will:

- assist in the development of innovative approaches to instruction
- provide support for service learning courses (orientations for students, site monitoring, and reflection activities)
- sponsor programs, speakers, and symposia on service learning
- support faculty members' efforts to disseminate information through conference presentations or publications
- provide opportunities for collaborative community research and project development

For the University, service learning:

- furthers the goals of Tulane's strategic plan
- drives the university as an active, engaged partner in the community
- facilitates university teaching, research, and program development
- increases student retention

In conclusion, the Office of Service Learning aims to facilitate collaborative learning between the university, community members, faculty, and students by integrating each group's cultures with the New Orleans urban setting to foster mutual understanding and accessibility.

Service Learning Course Development FALL Planning Calendar

This is a suggested calendar for developing the service learning component of your course. During each stage of the process, the calendar makes suggestions towards the development and completion of the service learning project. The timeline suggested is a recommendation. If you feel that we need to have a different schedule in preparing your service learning component, please let us know and we will accommodate your schedule. It would be helpful to know your availability to assist us in scheduling appointments with community partners and for fine tuning SL projects.

Thank you for your help and we look forward to working with you!

February: Mardi Gras

Third Week: Faculty member informs OSL of their intention to teach a service learning course for the FALL

April: Finals

Second Week: Initial Conversation about service learning for next semester via e-mail and telephone. Schedule meeting date to conceptualize the course's service learning component. Meet this week if available.

Third Week: Meet to conceptualize the service learning component. *Goals and objectives of SL in the course? How many sites? What type of work? What type of interactions? How much on-site time? How to tie SL into course? What type of reflection (rap sessions, field logs, Blackboard postings)? How students will be evaluated?*

Fourth Week

Sites will provide project descriptions. We will provide faculty members with initial site list and project possibilities. *How should students reflect on their service to gain a better understanding of course concepts and how will students will be evaluated? If SL is optional, what is the difference in workload for students who do SL and those who do not?*

May - July: Summer Break

What days and times are faculty members available to meet with Community Partners to learn about the agency and to help develop service projects for students? Please let us know when you will be out of town for the summer and when is the best time to work on service learning project development.

Week varies depending on faculty member's schedule:

Meetings on-site, projects are being developed and modified via e-mail.

August: Classes Start

First Week:

OSL staff members will meet with faculty members to talk about the progress made with the service learning projects. Meetings on-site, projects continue to be developed and modified.

Second Week:

Our goal is to have as many of the service learning projects defined as possible by the end of this week with the help of community partners and faculty member's input on project descriptions, the course syllabus and academic calendar outlook.

Third Week:

Faculty members will receive copies of all the materials that will be distributed to their students during the class presentation.

Fourth Week: Registration and Classes begin

Service learning is presented to students during the first or second class meeting. Students sign an initial interest sheet for the OSL. Service learning staff collects informational sheet with students' contact information, project choice and availability and assigns students to the appropriate sites. OSL staff members notify students about their placement and remind students to attend the mandatory orientation.

September: Classes Begin

First and Second Weeks:

On-site orientations take place. Faculty members are invited to attend. If faculty members are interested in attending, please let your OSL coordinator know when you are available, especially during the late afternoon. **Students who have completed orientation may begin their service immediately.**

Service in the Community Training (includes diversity training, skills training, neighborhood histories) Takes place on Tulane's campus.

Third Week - Service begins. Shuttle service begins.

Fourth Week - Second week of service

October: Halloween

First Week - Third week of service: By this time, all students should have been on site at least once.

Second Week - Fourth week of service

Recommend first round of rap sessions to take place, mid-semester site assessment.

Third Week - Fifth week of service

Fourth Week - Sixth week of service.

November: *Thanksgiving*

First Week - Seventh week of service

Second Week - Eight week of service

Third Week - Ninth week of service

Fourth Week - Thanksgiving Holidays

December: *Winter Break*

First Week - Tenth week of service

Recommended second rap session

Second Week - Eleventh week of service. **Last day to do service is the last day of class.** All student timesheets and evaluations by site due to OSL on the last day of class. We request Service Learning Evaluation/Questionnaire to be distributed in class (recommend during same time as course evaluation) OSL staff will facilitate the distribution and collection.

Study period

Students' service learning information (total number of hours completed, record of completion of other requirements [e.g., field log entries on blackboard] turned in by OSL coordinator to faculty member during this time period. Please notify us if you would like the information sooner.

Service Learning Course Development SPRING Planning Calendar

This is a suggested calendar for developing the service learning component of your course. During each stage of the process, the calendar makes suggestions towards the development and completion of the service learning project. The timeline suggested is a recommendation. If you feel that we need to have a different schedule in preparing your service learning component, please let us know and we will accommodate your schedule. It would be helpful to know your availability to assist us in scheduling appointments with community partners and for fine tuning SL projects.

Thank you for your help and we look forward to working with you!

October: Halloween

Third Week: Faculty member informs OSL of their intention to teach a service learning course for the **SPRING**.

November: Thanksgiving Recess

First Week: Initial Conversation about service learning for next semester via e-mail, and telephone. Schedule meeting date to conceptualize the course's service learning component. Meet this week if available.

Second Week: Meet to conceptualize the service learning component. *Goals and objectives of SL in the course? How many sites? What type of work? What type of interactions? How much on-site time? How to tie SL into course? What type of reflection (rap sessions, field logs, Blackboard postings? How students will be evaluated?*

Third Week *(Thanksgiving week)*

Sites will provide project descriptions. We will provide faculty members with initial site list and project possibilities. *How should students reflect on their service to gain a better understanding of course concepts and how will students will be evaluated? If SL is optional, what is the difference in workload for students who do SL and those who do not?*

Fourth Week:

What days and times are faculty members available to meet with Community Partners to learn about the agency and to help develop service projects for students? Please let us know when you will be out of town for the holidays and when is the best time to work on service learning project development.

December: Winter Break

First Week:

Meetings on-site, projects are being developed and modified via e-mail.

Second Week: Last day of class

Meetings on-site, projects are being developed and modified via e-mail.

Third Week: Study period.

Our goal is to have as many of the service learning projects defined as possible before Winter break begins with the help of community partners and faculty members' input on project descriptions, the course syllabus and academic calendar outlook. *If the projects are not well developed by this time, when are faculty members available during the Winter break?*

Fourth Week: Faculty members will receive copies of all the materials that will be distributed to their students during the class presentation.

January: Classes Begin**First and Second Weeks** - Registration and Classes Begin

Service learning is presented to students during the first or second class meeting. Students sign an initial interest sheet for the OSL. Service learning staff collects informational sheet with students' contact information, project choice and availability and assigns students to the appropriate sites. OSL staff members notify students about their placement and remind students to attend the mandatory orientation.

Second and Third Weeks - On-site orientations take place. Faculty members are invited to attend. If faculty members are interested in attending, please let your OSL coordinator know when you are available, especially during the late afternoon.

Service in the Community Training (includes diversity training, skills training, neighborhood histories) Takes place on Tulane's campus

Fourth Week - Service begins. Shuttle service begins.

February: *Mardi Gras Break*

First Week - Second week of service: By this time, all students should have been on site at least once.

Second Week - ***Mardi Gras Break*** (varies depending on the calendar)

Third Week - Third week of service

Fourth Week - Fourth week of service.

Recommend first round of rap sessions to take place, mid-semester site assessment.

March: *Spring Break*

First Week - Fifth week of service

Recommend first round of rap sessions to take place, mid-semester site assessment.

Second Week - Sixth week of service

Third Week - Seventh week of service

Fourth Week - Eighth week of service

April

First Week - Ninth week of service

Second Week - Tenth week of service

Recommended second rap session

Third Week - Eleventh week of service

Fourth Week - Twelfth week of service **Last day to do service is the last day of class.**

All student timesheets and evaluations by site due to OSL on the last day of class. We request Service Learning Evaluation/Questionnaire to be distributed in class (recommend during same time as course evaluation). OSL staff members will facilitate the distribution and collection.

Study period

Students' service learning information (total number of hours completed, record of completion of other requirements [e.g., field log entries on Blackboard] turned in by OSL coordinator to faculty member during this time period. Please notify us if you would like the information sooner.

Faculty Checklist

Name: _____ E-mail: _____
Phone _____ Course Name: _____
Syllabus on file: _____ Class Schedule: _____

Purpose and objectives of Service Learning in this course:

Number and type of service sites and projects requested by faculty member for this course:

Would you like to visit the service sites? The OSL will assist with coordinating the visits at your request. When are you available to meet with a site representative? _____
Are you in town over the summer/winter break? _____
Faculty member's concerns/questions that need further attention):

SL Presentation to Class- Date: _____ Class Location: _____ Time _____
Presentation requires a minimum of 25 minutes. Inform faculty about student surveys if applicable.

If the community partner is willing to visit your class and make a small presentation, would you like us to set this up? Y or N When would you like them to visit? _____

Status- Service Learning in this course is: Optional Required

Number of Required Service Hours: _____
Generally this ranges from 20-40 hours. Orientation and training is in addition to 20 hour requirement but may be included within a 40 hour service hour requirement.

Timesheets/Field Logs: Students are responsible for keeping track of their service hours and for getting them approved by their on-site supervisor. We recommend that you require students to report on their service hours twice during the semester to the Office of Service Learning, once *during the mid-semester assessment* and the final timesheet, **NO LATER THAN THE LAST WEEK OF CLASSES**. The original final field logs should be turned in to OSL at the end of the semester.

Yes, this course has a 1-Credit 389 Course Designation (in the English department, 390) with Call Number: _____

One credit, under LAS rules requires that students do 40 hours of service, reflection (journal, class discussion or rap sessions) and a culminating project (paper, presentation).

On-Site Orientations-Faculty member is interested and available to attend on-site orientations during the first 4 weeks of classes at the following times: _____

Training Session: Required Optional

Students from this class would benefit most from training in the following areas:

Faculty member is interested in having their students attend anti-racism training whether or not the students will be placed in a setting that has them working with persons of another race.:
Race, Class and Community Workshop - An introduction to how race, class and culture affect service work, including discussions about identity, privilege, and institutional racism.

Rap Sessions

In-class rap session: Y or N

The Service Program Coordinator is available to attend a class session to assist with discussion about the service learning experience. Would you like to take advantage of this? If so, when? We recommend one about 5 or 6 weeks into the semester and again at the end of the semester.

Dates and Time _____

Would you like a planning meeting before the coordinator attends your class? Y or N

Hybrid rap session (for optional service learning): Y or N When? _____

Hybrid rap session involve faculty, OSL staff and participating SL students only. Most faculty dismiss non-SL students and hold hybrid raps sessions during class time.

Educational Settings: Number of Educational Rap Sessions at the OSL: _____

Themes that would benefit students?

Written Reflection and Progress Reporting

Journal Component: Y or N

When will journals be collected? What type of assignments will be given? Are the assignments integrated with course themes? Who will read and respond to journals?

Field Log: Y or N

We recommend that students submit digital field log entries to OSL Staff and Community Partners (or post on Blackboard) on a bimonthly basis for independent SL positions with little supervisor/student interaction.

Including: # of hours spent, summary of service, future tasks, brief reflection and problems/comments

Syllabus: Is service learning clearly defined in the course syllabus? (definition of sl, purpose of sl in this course, expectations: required number of hours, rap sessions, reflection exercises, final papers or projects, required participation in culminating activity, communication, grading guidelines) We ask that you stress, in your syllabus, that students **MUST** make a commitment to a community agency no later than four weeks into the semester.

Site Evaluations/ Trouble Shooting: Students may complete an evaluation of their service sites and experience, at mid-semester, allowing coordinators to target problems and make appropriate adjustments and improve students' service learning experiences. The evaluation would be evaluated by our staff, summarized and used to assist in making some changes to make the service activity more valuable.

Would you like us to distribute a site evaluation form to your students during the 5th or 6th week of class? Y or N When: _____ (We suggest following a Mid-semester Rap Session)

If the community partner is willing and able, would you like for them to assess your students' service with them? Y or N

Student Evaluation: We recommend against grading students solely based on the service hours they have completed. (If hours are graded, they should count for no more than 20% of the final grade, taking into consideration orientation and training time.) The following components should be factored into student evaluation: fulfillment of expectations agreed upon by professor/site/ student, ability to show better understanding of course concepts through reflection on service work, thoroughness in journal and written assignments, communication, final presentation, and quality of final product(s).

Throughout the semester, you and your students will receive bi-monthly e-mails from the OSL. They are a good source of information for what is happening on-site and issues that have arisen. Please urge your students to check their e-mails on a weekly basis. Please contact us with any questions. We are here to assist you in any way that we can.

PSYC 347-01 Brain and Behavior
Service Learning Course Registration PSYC 389-07 (23083)
Professor Paul Colombo

Students are given the option to participate in service learning for one academic credit and must register for the credit with the ID number listed above. Participating in service learning includes the following:

- Number of hours: Required service hours: 40 on-site hours (approx. 4 hours a week throughout the semester). 20 hours must be completed by mid-semester - February 28th. All service hours must be completed by April 23rd. This requirement will comprise 60% of your service learning grade.
- Orientation: On-site orientation: 2+ hours including transportation. Please bring a copy of your Immunization Record!
Meet at the Office of Service Learning, 1332 Audubon Street
Touro Infirmary - Rehabilitation Units (M6 and M9)
January 14, 3:15PM Office of Service Learning
Ochsner Hospital - Neurology Department TBA
Ochsner Hospital - Dr. Strub TBA
- Rap Sessions: 2 Rap Sessions : February 18th, 4:30PM and April 1st, 4:30PM. Both rap sessions will be held at the Office of Service Learning. Participation in these sessions will comprise 10% of your final service learning grade.
- Journal Component: Journals will comprise 20% of your service learning grade
- Final Project or Paper: Final Project or Paper will comprise 10% of your service learning grade.
- Site Evaluation: Students will be asked to evaluate their sites during the first rap session.
- OSL Contact: Vincent Ilustre, Associate Director
504.862.3358 (X3358) or by e-mail at vilustr@tulane.edu

As a courtesy to our community partners, there will be no
make-up orientation sessions scheduled.

PSYC 347-01 Brain and Behavior
Service Learning Course Registration PSYC 389-07 (23083)
Professor Paul Colombo

Service Learning Options

Touro Infirmary

1401 Foucher Street

Students will serve a minimum of 40 hours (4 hours a week) in the Rehabilitation Unit. While at the unit, students will assist the nursing staff with patient care. Activities include: assisting and observing therapy sessions (with permission from therapist), participating in diversionary activities with the patients, feeding patients at mealtime, and reviewing patient charts.

Availability: 7 days a week (9:00AM - 5:30PM)

Transportation: OSL will provide transportation from 9:00AM - 4:30PM (Monday - Friday)

Orientation: Friday, January 14, 3:15 PM C Meet at the Office of Service Learning

Ochsner Clinic Foundation - Elmwood Facility

221 South Clearview Parkway (a block from Elmwood Palace Theater)

Students will serve a minimum of 40 hours (4 hours a week) in the Neurology Unit. While at the unit, students will assist the nursing staff with patient care. Activities include: assisting and observing therapy sessions (with permission from therapist), participating in diversionary activities with the patients, feeding patients at mealtime, and reviewing patient charts. Students will also participate in the Legacy Project with patients in the Neurology Unit. The Legacy Project will provide doctors and nurses with a more detailed history of the patient by getting students to gather information about the patients using a scripted questionnaire.

Availability: 7 days a week (9:00AM - 5:30PM)

Transportation: Students must have their own transportation.

Orientation: TBA C Meet at the Office of Service Learning

Ochsner Clinic Foundation - Dr. Strub

221 South Clearview Parkway (a block from Elmwood Palace Theater)

Student will serve a minimum of 90 hours (9 hours a week) with Dr. Strub in the Neurology Unit. Student will shadow Dr. Strub and participate in patient rounds with medical interns.

Student will be assigned a patient to monitor and be responsible for presenting the patient's case during rounds. Other activities will be assigned by Dr. Strub.

Availability: Monday - Friday (shifts from 8AM-11AM; 9AM-Noon)

Transportation: Student must have their own transportation.

Orientation: TBA C Meet at the Office of Service Learning

Mid-Semester Site Evaluation

Name (Optional): _____

Site: _____ Site Supervisor: _____

Estimated Completed Service Hours: _____

Please answer the following questions.

What have you been doing on-site? Are you clear about your roles and responsibilities at your site?

Are you experiencing any problems at your site? If so, what problems have you been experiencing and what changes would you recommend for your site supervisor?

What are some of the positive aspects of your service site/activity?

Please use the remaining space to relay any information you want with regard to your service learning experience.

Thank you! We urge you to e-mail or contact us if you are experiencing any difficulties.

Tulane's Office of Service Learning is funded by Tulane's Office of Academic Affairs
and the Tulane/Xavier National Center for the Urban Community.

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 Inside Tulane, 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

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.

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.