

PRELIMINARY DRAFT

Dear Community Representative,

I am delighted to hear of your interest in Tulane's Service Learning Internship Program! The Office of Service Learning hopes to collaborate with your organization to develop an effective internship experience for Tulane students that will also be worthwhile to your organization.

This handbook gives information about The Office of Service Learning's Service Learning Internship Program and about procedures that we have developed for working with our community partners. However, this is a draft version of the Internship Community Partner Handbook. Before we print a final document, I ask you to please provide feedback about the helpfulness of its content and suggest any changes or additions.

Please contact me if you have questions about any aspect of the program.

Sincerely,

Cinda Clark
Internship Program Coordinator
Office of Service Learning
Tulane University

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How and Why the Service Learning Internship Program Was Created

Tulane's Service Learning Program began in the Spring of 1997 and has grown rapidly over the past years, adding the Internship Program in the Spring of 2000. The strength of the service learning program offered a foundation upon which to build additional and more intensive experiences for Tulane undergraduates. Previously, students had no systematic follow-up to a service learning experience. The Internship Program began in Psychology and Sociology and allowed students to extend their service learning experiences in a meaningful way, working under supervision, but exercising more creativity and self-regulation than is possible in a basic service learning course. Today, the program has expanded to also include the departments of English, Sociology, Political Science, and Women's Studies.

Different Types of Service

Andrew Furco, a distinguished researcher in experiential learning, differentiates types of service into the categories of volunteerism, community service, service learning, and service learning internships. Noting the differences among these types of service is helpful in determining the purpose and goals of service learning internships. Below are Furco's definitions of different types of service:¹

Volunteerism

Volunteerism is the engagement of students in activities where the primary emphasis is on the service being provided and the primary intended beneficiary is clearly the service recipient.

Community Service

Community Service is the engagement of students in activities that primarily focus on the service being provided as well as the benefits the service activities have on the service recipients (e.g., providing food to the homeless during the holidays). The students receive some benefits by learning more about how their service makes a difference in the lives of the service recipients. As with volunteer programs, community service programs imply altruism and charity. However, community service programs involve more structure and student commitment than do volunteer programs.

Service Learning

Service-learning programs are distinguished from other approaches to experiential education by their intention to equally benefit the provider and the recipient of the service

as well as to ensure equal focus on both the service being provided and the learning that is occurring. To do this, service learning programs must have some academic context and be designed in such a way that ensures that both the service enhances the learning and the learning enhances the service.

Service Learning Internships

Internship programs engage students in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning or understanding of issues relevant to their particular area of study. As students begin to place greater emphasis on the service being provided and the ways in which the service recipients are benefiting, the closer the internship moves toward becoming like service learning.

Students participating in the Service Learning Internship Program work with community agencies whose members help them relate knowledge from their academic major to real life experiences. In order for the program to contribute to the community and be beneficial to students, it is important that the community partner take an active part in planning and implementing interns' service activities and assignments. This handbook describes what you can expect of Tulane's Office of Service Learning and how you can be involved in the Service Learning Internship Program.

What is Tulane's Service Learning Internship Program?

Goals of the Internship Program

- Provide a more intensive community-based learning experience for past service learning students that builds on knowledge gained from their course-based service learning participation
- Increase student commitment to service in their future professional life
- Encourage self-directed learning
- Raise social consciousness and self-awareness (Who am I? What stereotypes or biases do I have? What do I want to explore? How can these interests affect my community? What is my role in social change?)
- Provide opportunities for vocational reflection and preparation

Community Sites

Service learning interns are placed in many different local agencies, schools, hospitals, and government offices, with sites selected that will provide experiences consistent with the students' particular knowledge and learning goals in their academic major. Past placements have included the following sites:

New Orleans City Hall, New Orleans Public Schools, Charity Hospital Mental Health Services, Children's Bureau, International School of Louisiana, Make-a-Wish Foundation, Fair Housing Action Center of New Orleans, Innocence Project, and American Routes.

How do we select and place service learning interns?

The Service Learning Internship Program offers internships to junior and senior-level students in five departments: English, political science, psychology, sociology, and women's studies. Students must maintain a minimum 3.0 grade point average to qualify for the program.

When applying for an internship through the Office of Service Learning, students complete the following steps:

1. Applicants submit a completed application form; a cover letter describing why they are interested in a service learning internship, future professional goals, and any specific internship sites that interest them; an updated resume, and an official copy of their academic transcript from the Tulane Registrar's Office.
2. After submitting a completed application packet to the service learning Internship Coordinator, applicants meet with the Internship Coordinator to discuss students' individual interests and goals and decide on possible internship sites most appropriate for them. During this meeting, the Internship Coordinator will set up an interview for the student with the student's first site preference.
3. Applicants set up an appointment with the service learning Internship Coordinator after their site interview to discuss the interview and the student's interest in the site.
4. The Internship Coordinator will contact the site to discuss the student's interview. The Internship Coordinator will contact the student regarding the site's interest in having the student as an intern.
5. Once a site has accepted an intern, the Internship Coordinator will arrange a meeting with the site supervisor to further discuss how both the organization and the student can benefit from the internship.

What is involved in a Tulane service learning internship?

Generally, students' internships last for the duration of one semester, although a few students choose to continue interning or volunteering at their site even after their required hours are completed. Some students go on to secure jobs at their internship sites.

Interns work at their sites approximately 6-7 hours per week for at least 10 weeks. Interns must keep time sheets throughout the semester. The site supervisors should initial the time sheet before it is due to verify the students' presence at the internship site. Timesheets should reflect a minimum of 60 hours spent at the internship site throughout the course of the semester (for psychology interns, timesheets should reflect a minimum of 70 hours completed).

Interns also simultaneously participate in a weekly, one-hour academic seminar as part of the requirements for successful completion of their internship. The goal of the seminar is to offer opportunities for students to discuss issues relating to their internship experience. The seminar, grounded in systems theory, provides a directed, reflective, academic component that helps interns think critically about the environmental factors affecting both individuals and communities.

The seminar includes several academic assignments of which you should be aware:

1. Students will be expected to keep a weekly journal of their experiences during the course of the internship. Journal entries will include reflections on the weekly seminar readings as well as directed reflections on the internship experience.
2. Each intern will present a site review after the first few weeks of the semester. This review should be a brief, 3-4 page written analysis of their internship agency. Students are encouraged to consult with their site supervisors and other agency staff when preparing this assignment. The following site information should be included: Background of the agency, its mission and goals, structure, problems the site addresses, funding, service delivery, people/co-workers, and culture.
3. Interns will be required to prepare a final assignment that they will present at the end of the semester. The final assignment can take one of two forms: a research paper or a project. Either option should reflect the student's particular internship experience. Research papers should be 10-12 pages and include research pertinent to their internship agency. Projects should ideally be of use to their site. Interns are encouraged to consult with their site supervisor for suggestions. In the past, interns have developed resource directories for clients, parent education brochures about childhood learning disorders, and an anger management curriculum for young teenagers.

The following are examples of past interns' final projects:

Site: New Orleans Outreach—Charter Middle School

Final Project: Organized and coordinated a week of activities for students to expose them to the Vietnamese culture. Taught a class lesson (including group activities) about Vietnam, arranged

for the students to eat at a Vietnamese restaurant, visit a museum displaying information about Vietnam, and other related activities and field trips. Created a portfolio to display materials created/used during the week and included pages describing the process of planning this special education unit for the students.

Site: Innocence Project

Final Project: Submitted a written report of findings from his investigation into the Orleans Parish Clerk of Court's handling of evidence. The report included a definition of the problem, consequences of failure to act, the problems he identified and suggestions solutions, long-term goals, and implications. With the report, the student submitted statues he researched pertaining to evidence collection and preservation in Orleans Parish; transcripts of his interviews with the Jefferson Parish Clerk of Court, Orleans Parish Clerk of Court, and Orleans Parish Deputy Clerk; and email correspondence between himself and the Jefferson Parish Clerk of Court.

Site: Charity Hospital Mental Health Services

Final Project: Research paper on Hepatitis C and its prevalence among the hospitalized mentally ill population.

How does an agency prepare for a service learning intern?

Choose a site supervisor. The site supervisor should provide guidance to interns, offer them feedback and constructive criticism, monitor their progression towards achievement of learning goals, and evaluate their performance. During the first week of the internship, the site supervisors should meet with their interns and clarify the students' job descriptions in writing by developing an internship learning agreement. This learning agreement will guide students in their internship experience. It will also assist the site supervisor in mentoring the intern and evaluating his or her performance. The agreement includes three sections: Job description, goals of the internship, and strategies to achieve these goals. A copy of the Internship Learning Agreement form is included in the appendix of this handbook. Interns also have a copy of this form.

The site supervisor should also set aside time each week to meet with the intern. During these meetings, interns can report on the status of their projects, ask questions, discuss concerns, receive feedback about their progress toward goals, learn about how their work is contributing to the work of the agency, and find out about possibilities for increasing responsibility.

Decide how many interns your organization can accommodate per semester.

Interns need appropriate working space and resources in order to have a successful experience. Determine before they arrive where you will put them. Also consider whether you can assist them with parking, if necessary.

Prepare a semester-long job description or project for interns, keeping in mind that interns will be at your site 6-7 hours per week for at least 10 weeks. A large part of creating effective job descriptions involves the development of substantive and challenging assignments that complement students' academic disciplines. A good way to prepare intern assignments is to first make a preliminary list of work activities that would benefit your organization or department. Later, when you meet with the intern, you can review the possible assignments and modify them based on the particular intern's knowledge, interests, and learning goals.

Because service learning interns are earning three 400-level credit hours in their academic major for successful completion of their internship, their work assignments should focus on projects directly related to their particular academic discipline. While many interns may work (or have worked) part time jobs, internships do not fall into the category of a job. The internship is actually part of their academic program and should offer regular opportunities to connect their classroom knowledge to experience in a community setting. Examples of community partner intern job descriptions are included in the appendix of this handbook. Potential projects for service learning interns could include the following:

- Writing handbooks, manuals, or grants
- Designing posters, charts, graphs, or databases
- Conducting studies and surveys
- Creating academic lesson plans
- Conducting research
- Generating marketing plans

Decide what kind of academic or work background experience you want in an intern.

If specific skills training is required for an intern at your agency, determine who will provide that training and what it will involve.

Develop and offer an internship orientation to your site.

Although many interns may have previously participated in service learning courses, college jobs, or volunteer opportunities, these experiences may not have exposed them to organization politics, the need for confidentiality, the importance of teamwork, or the self-directed learning aspect of internships. Therefore, the sooner your service learning interns understand what your organization does and how it operates, the sooner they can assume assigned responsibilities and become productive. You can help this process by providing the following kinds of information about your site:

- Specific work standards and procedures
- Special professional jargon
- Times the site supervisor is available
- Tasks that can be completed without a supervisor's approval
- Mail and telephone systems

- Safety regulations
- Periodic forms or reports to be completed
- Security and confidentiality issues, if relevant
- Acceptable dress and appearance
- Personnel who can answer different kinds of questions
- How your agency wants the intern to deal with clients or customers

You can communicate this information in several ways:

- Take your interns on a tour of the facilities and introduce them to the other employees
- Give your interns company materials to read such as newsletters, annual reports, an organization chart, or memos from the agency director
- Encourage your interns to spend break and lunchtimes in places where employees gather
- Schedule regular one-on-one meetings with your interns
- Give interns opportunities to observe (or participate in) professional meetings

What support does Tulane's Service Learning Internship Program Provide?

Student internship orientation.

The Office of Service Learning will provide a general orientation for all service learning interns at Tulane. At this orientation, the Internship Coordinator will review our student internship handbook and discuss some guidelines that all service learning interns should follow (confidentiality, dress code, timesheet procedures, the importance of scheduling, etc.). The Internship Coordinator will provide your agency with a copy of the student internship handbook.

Contact with your agency

The success of a service learning internship depends on the partnership between representatives of the agency, Tulane's service learning Internship Coordinator, and the student. The service learning Internship Coordinator will make visits to the site, answer questions about service learning internships, offer suggestions, and serve as a liaison between students and community partners, as needed.

Opportunities for Site Supervisor Feedback

Site supervisors will have two opportunities to evaluate interns. The first evaluation will be at mid-semester and the second will be at the end of the semester. The final evaluation completed by the site supervisor will be more comprehensive and count as 20% of the student's final grade. A copy of each evaluation form is included in the appendix of this handbook.

¹Furco, Andrew. Service Learning: A Balanced Approach to Experiential Education. Expanding Boundaries: Serving and Learning. Washington, D.C.: Corporation for National Service, 1996, 2-6.

Office of Service Learning

Cinda Clark
Internship Program Coordinator
Office of Service Learning
Tulane University
1332 Audubon Street
New Orleans, LA 70115
Phone: (504) 862-3356

Office Information

Hours: 8:30AM - 5:00PM
Phone: (504) 862-8060

FAX: (504) 862-8061
<http://www.tulane.edu/ServLrng/>

APPENDICES

- A. Internship Learning Agreement
- B. Sample Intern Job Descriptions
- C. Student Timesheet
- D. Mid-Semester Site Supervisor Evaluation of Intern
- E. Final Site Supervisor Evaluation of Intern
- F. Sample Internship Seminar Syllabus
- G. Office of Service Learning Mission Statement

Internship Learning Agreement

Name: _____

Site: _____

Phone: _____

1. Internship Job Description

2. Internship Goals

3. Strategies to Achieve Goals

Intern's Signature: _____ Date: _____

Site Supervisor's Signature: _____ Date: _____



Communities In Schools of New Orleans, Inc. is a non-profit organization whose mission is to champion the connection of needed community resources with schools to help young people successfully learn, stay in school, and prepare for life.

CISNO currently serves McDonogh 42 Elementary in the 7th Ward which is a PreK-7th grade school of 450 students. We reach over 100 students weekly through our weekly tutoring/mentoring programs and social service programs and the entire student body with our enrichment programs. CISNO also serves the parents and families of the school by offering monthly parent programs. We

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could not be successful without our numerous partnerships and community volunteers.

The relationships and connections that will develop during the course of your service learning experience will provide networking with public and private entities giving you a taste of several environments and experiences.

The CISNO director is the only paid staff member and will work directly with the service learning student to provide supervision and direction during course of the semester.

Outlined below is a general description of a CISNO internship:

- Direct involvement with the mentoring/tutoring of CIS students
- Tracking of CIS student grades, attendance, and behavior levels through report card monitoring as well as teacher consultation
- Recruiting, Training, Scheduling and Managing of CIS volunteers
- Research on potential programs and resources for tutoring/mentoring program
- Design survey instruments for parents, staff, volunteers, and students
- Evaluation of program data every quarter (9weeks)
- Any other duties assigned by the Executive Director

Hours are flexible, but mainly from 12-4:30pm M-F

American Routes needs interns!

American Routes is a locally produced, nationally syndicated radio program distributed by Public Radio International (PRI) to over 200 stations weekly. **American Routes** focuses on traditional forms of American music--jazz, country, blues, roots rock, gospel and more--stressing the music's cultural connection through time (roots) as well as the lateral movement and crossing over of music (routes). The host, Nick Spitzer, a folklorist by training, has spent over 25 years as an author, anthropologist, record producer, radio host and music festival impresario.

At **American Routes** interns will have the opportunity to be a part of a national network level public radio program from conception, music selection, artist interviews, editing and distribution. Specifically, interns may:

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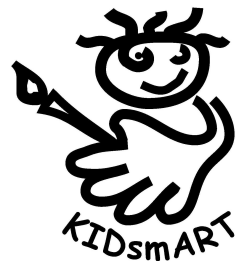
- do research on artists, creating framework questions for interviews, work with record labels and independent producers to set up interviews, participate in the interview and take part in the editing process;
- research potential music selections for thematically-based programs (Valentine's Day, Election Day, Newport Jazz/Folk Festival, etc.);
- review archival artist interviews for print;
- write and review content for the AR website;
- aid in archiving artist information/interviews and music; and
- assist in the writing and editing of grant applications and press material.

Interns at **American Routes** should have an interest in music and the media. The office is located at 1118 Royal Street, with off street parking available. Students may do intern hours at times between Monday - Friday, 10 a.m. - 5 p.m. The show airs locally on WWNO, 88.9 FM, Sundays from 8:00 - 10:00 p.m. Visit our website (<http://www.americanroutes.org/>) to learn more.

For more information or to arrange an interview contact:

Scott McCraw
Editor and Research Associate
539.9634

KID smART is a 501.c.3 organization created to teach positive life skills through hands-on arts activities to under-resourced children. By introducing children to the arts, KID smART provides a safe, nurturing place for them to learn valuable skills that will make them more successful in all areas of life: discipline, self respect, teamwork, creative problem solving and pride of accomplishment.



Internship Description: Internships at KID smART can encompass a variety of activities, focusing on one of the areas listed below or cutting across several of the areas:

Program

- Work as artist assistant in the classroom (times are approximate – depending on the school's hours)
M & W from 2:30 – 5:00 or

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T & TH from 2:30 – 5:00 or
Friday 3:00 – 5:00 (at KID smART offices)

- KID smART will also be creating a public art project at one of our schools and could use assistance with that project (dates not yet determined)
- Interns could follow an area of study while working with children (psychology, sociology, etc.) under direction of KID smART staff.

Development

- Assist staff with the writing and compiling of grant applications
- Work to support fall fundraiser (Nov. 4)
- Assist with year end solicitation (mail)

Public Relations

- Assist organization in receiving coverage for programs
- Create press kits
- Document programs while happening

Spring Semester only – Art Jam 2005

- Assist with the creation and presenting of our annual children’s arts festival, Art Jam

Qualifications of Interns include:

- Interest in working with children
- Willingness to work as a team player
- Ability to commit to a full semester of interaction with KID smART
- Commitment to children, program, goals and purpose
- Knowledge of an art form is a plus, but not a necessity.

Candidates must be flexible in nature and of good humor. Interns must have the ability to travel to the job site. For more information please contact Echo Olander or Elise Gallinot .

KID smART ○ 1920 Clio Street ○ New Orleans, LA 70113 ○ 410-1990
echo@kidsmart.org or elise@kidsmart.org
www.kidsmart.org .

**Tulane University Office of Service Learning
Intern Timesheet**

Name _____ Phone _____

Service Site _____ Site Supervisor _____

Phone number of Site _____

Date	Time In	Time Out	Total Hours

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Student Signature _____ Total Hours Worked _____

Site Supervisor Signature _____ Date: _____

**Tulane University Undergraduate Internship
Mid-Semester Evaluation
Site Supervisor Feedback**

Student's Name: _____ Site: _____

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**Tulane University
Undergraduate Internship
Final Evaluation of Student Performance**

Student's Name: _____

Site: _____

Site Supervisor: _____

Site Phone: _____

Scale: 1 = Lowest 5 = Highest

Intern meets time, workload, and accountability expectations of agency. 1 2 3 4 5

Intern maintains reasonable neatness in appearance and work environment. 1 2 3 4 5

Intern shows up each week ready to participate in agency functions 1 2 3 4 5

Intern shows a willingness to work with diverse populations. 1 2 3 4 5

Intern respects, tolerates, and is sensitive toward values, beliefs, lifestyles, and cultures that might be different from his or her own. 1 2 3 4 5

Intern understands the purpose, structure, function, and philosophy of the agency or institution. 1 2 3 4 5

Intern has adjusted to the agency or institution. 1 2 3 4 5

Intern shows maturity during interactions with members of the agency staff. 1 2 3 4 5

Intern has a positive attitude toward supervisor. 1 2 3 4 5

Intern understands and protects confidentiality. 1 2 3 4 5

Intern has a positive attitude towards work assignments. 1 2 3 4 5

Intern respects the rights of clients. 1 2 3 4 5

Intern is aware of his or her limitations. 1 2 3 4 5

Intern demonstrates a willingness to learn. 1 2 3 4 5

Student shows signs of professional growth. 1 2 3 4 5

Additional Comments:

**Psychology/Sociology Undergraduate Internship Seminar
Office of Service Learning
Spring 2004
Monday 6:30-7:30 p.m.**

Instructor: Cinda Clark
Email: cinda@tulane.edu
Phone: 862-3356
Office: 1332 Audubon Street
Office Hours: By appointment

Course Advisors:
Barbara Moely, Psychology
Email: moely@tulane.edu
Phone: 862-3322

Joel Devine, Sociology
Email: devine@tulane.edu
Phone: 862-3003

Course Description

This seminar is designed for junior and senior sociology students who are participating in the Office of Service Learning Internship Program. The goal of this course is to offer opportunities for students to discuss issues relating to their internship experience. The seminar, grounded in systems theory, provides a directed, reflective, academic component that will help you think critically about the environmental factors affecting both individuals and communities.

Prerequisites: Acceptance into the Service Learning Internship Program

Course Requirements

Class Attendance, Readings and Participation

The course is structured in a seminar format. Each week the class will be assigned a required reading. One or more students each week will have the responsibility of presenting the required reading to the other students. The remainder of the students will be required to submit three discussion questions pertaining to the assigned article to help facilitate class discussion. Seminar attendance and participation are mandatory and will be considered as part of the overall grade for the internship.

Weekly Journal Entries

Students will be expected to keep a weekly journal of their experiences during the course of the internship. Journal entries will include reflections on the weekly readings as well as directed reflections on the internship experience. Journals will be reviewed three times during the semester. Journal due dates are: **February 16, March 22, and April 12**. The following issues should be addressed in your journal, along with any other information you consider relevant:

- Talk about the projects you are working on at your site. Identify any critical experiences, events, or interactions that affect your expectations, attitudes, or perceptions about your site or the population or community it serves.
- Discuss ways your internship experiences relate to the seminar readings.
- Share any experiences or events that change or challenge a personal position or conviction of yours.

Time Sheets

Interns must keep time sheets throughout the semester. The site supervisors should initial the time sheet each week to verify the students' presence at the internship site. These time sheets are due no later than **April 16**. Timesheets should reflect a minimum of 60 hours spent at the internship site throughout the course of the semester.

Site Presentation

Each intern will present a site review on **March 1**. This should be a brief, 3-4 page written analysis of your organization. The following site information should be included: Background of the organization, mission and goals, structure, problems the site addresses, funding, service delivery, people/co-workers, and culture.

Final Assignment

Interns will be required to prepare a presentation for **April 5** in which final projects or research papers are presented. Students will present their one-page proposals for their final assignment on **March 22**. Site supervisors and faculty members will be invited to attend this presentation.

The final assignment can take one of two forms: a research paper or a project. Either option should reflect your particular internship experience. Research papers should be 10-12 pages and include research pertinent to your organization. Projects should ideally be of use to your site. Consult your supervisor for suggestions. In the past, interns have developed resource directories for clients, a database of potential funders, and an anger management curriculum for young teenagers.

Grading for Internship

Seminar Attendance and Participation:	20%
Site Presentation:	10%
Journal:	15%
Final Assignment Presentation:	15%
Final Assignment:	20%
Site Supervisor Evaluation	20%

**All assignments will be graded on spelling accuracy and grammar, as well as the other items mentioned in their respective descriptions in the syllabus. Assignments will drop one grade level (A to A-, A- to B+, etc.) for each day they are late.

Course Schedule and Readings

February 2

Introduction and Course Expectations

Reading: The Wingspread Statement on Student Civic Engagement

Internship Information Sheet due

Internship Learning Agreement due

February 9

Students in Communities

Reading: Young Idealism. In R. Coles, The call of service: A witness to idealism (pp.).

Boston: Houghton Mifflin.

Discuss the format of the organizational analysis paper.

February 16

Reading: Maureen D. Gillette. "Resistance and Rethinking: White Student Teachers in Predominately African-American Schools."

Journals Due

March 1

Site Analysis Due

10 minute presentation of Site Analysis

March 8

The Inner-City

Reading: Wilson, W. (1996). Ghetto related behavior and the structure of opportunity. In W. Wilson, When work disappears: The world of the urban poor (pp. 51-86). New York: Alfred A. Knoph

March 15

Racism, Sexism and Homophobia

Reading: Tatum, B. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. Harvard Education Review, 62(1), 1-24.

Journals Due

Mid-semester Evaluations Due

March 22

Ethnicity, Race and Culture

Reading: Devore, W.& Elfriede, G. (1998). The Ethnic Reality. In W. Devore & G. Elfriede, Ethnic Sensitive Social Work Practice (pp 21-61). San Francisco: Josey Bay

March 29

Research Ethics

Reading: Scott-Jones, Diane. (1994). Ethical Issues in Reporting and Referring in Research with Low-Income Minority Children. Ethics and Behavior, 4 (2), 97-108.

Reading: Daniel Kerr. Oral Histories of the Homeless.

Reading: IRB Overview

April 5

Final Assignment Presentations

April 12

Final Products/Papers Due

Journals Due

Final Evaluations/Timesheets Due

Tulane Office of Service Learning Mission Statement

The mission of Tulane'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 goodwill. The Service Learning Internship Program at Tulane is housed in the Office of Service Learning and is committed to the same mission.

To achieve this mission, the OSL strives to help create a "classroom without walls" that is beneficial to the following groups:

For **Faculty Members**, the OSL will

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

For **College Students**, the OSL allows them to

- apply concepts from the classroom to community service,
- learn to work with a very diverse community,
- gain knowledge and expertise from the community,
- evaluate, question and reformulate their civic values,
- prepare to participate in internships and research, and
- explore career options.

For **Community Partners**, the OSL

- makes available to them the services of university students,
- increases volunteer diversity in sex, age and race,
- allows them to identify needs and develop a service program that meets needs of both the community and the university,
- builds on-going relationships between the university and the community partner, and
- offers support through a mini-grant program.

For the **University**, the programs of the OSL

- furthers the goals of Tulane's strategic plan,
- allows the university to be an active, engaged partner in the community, and
- facilitates university teaching, research, and program development.

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

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