

**Office of
Service
Learning**

Breaking Waves
Service Learning in the Community

Volume 1, Issue 1

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Reminders for Service Learning Students

- REFLECT on what you have learned from your service and how this can help you better understand the content of your course.
- Be CONSCIOUS of the many time constraints the fall semester presents. Plan ahead and make the most of your service experience.
- Be PROACTIVE. The opportunities service learning provides you are great, but they lie dormant unless you apply yourself and act!
- ASK for assistance. If you have questions or problems, call your site coordinator. We are here to help you!

From the Director

Hello from the Office of Service Learning. As many of you know, I became Director of OSL when Professor Barbara Moely retired on June 30. Thanks to the dedication and effective work of Barbara, Associate Director Vincent Ilustre, and the rest of the OSL staff, service learning has made a very positive impact in terms of learning, retention, and Tulane's relationship with the New Orleans community. I look forward to working with you in the next phase.

One of the exciting new developments in our offerings will be an enhanced internship program. Thanks to the funding of two senior program coordinator positions by LAS Dean Teresa Soufas, OSL will be able to extend the internship program to all interested departments and programs over the course of the next few years. We will help to coordinate more department-based internships (we currently work with five departments) and develop interdisciplinary internship opportunities. We plan to have the new internship coordinators on the job by November 1, with the expanded program to begin in fall semester 2005.

Another new venture involves opportunities for international service learning. OSL hopes to launch an international program in a few countries, with the objectives being a small number of students in international SL experiences (probably prototypes) by summer 2005 and the foundation established for an ongoing program offering 3-4 placements every year. In his Introduction to Latin America course (LAST 101), Professor

Jimmy Huck developed a successful service learning experience for his students, which was an optional spring break in El Salvador; he hopes to use this model to develop a program in Mexico. I visited South Africa this summer to begin laying the groundwork for a month-long summer experience in South Africa, which would enable students to earn 3 credit hours in an independent study or internship. OSL is working on securing funding to enable us to offer additional honoraria to faculty who want to create international SL courses.

Senior Program Coordinator Cinda Clark and I are thoroughly enjoying our weekly seminar with faculty who are new to service learning or veteran service learning faculty seeking to create new syllabi.

The seminar also includes, in the last four weeks, the faculty members' community partners—to enable a successful collaboration by providing the opportunity for extensive dialogue before the service learning experience begins. This semester, the seminar participants are Professors Dale Edmonds

(English), T. R. Johnson (English), and Paul Schierhorn (Theatre and Dance). These seminars are funded by a Learn and Serve America grant.

I want to close by officially welcoming Stephanie Slates, a new Senior Program Coordinator, to our office. Stephanie works with education and community sites. We are very fortunate to have her as part of the staff.

~ Molly Travis



A Day for Building Community

On September 11th Tulane students and staff got up bright and early to board a school bus, which they rode downtown to participate in a day of service, cultural celebration and community building. One group of students went to Louis Armstrong Park, where they met local residents and community partners. Everyone got a special morning serenade by local singer extraordinaire, John Boutte. Then they learned about the Inter-Fest Festival and headed out in different directions to distribute flyers and talk up the festival in the French Quarter and Treme neighborhoods.

Another group of students and community residents continued on the bus to Frederick Douglass High School, where they were put to work sorting through and packaging outdated textbooks. Some of the books were published in the 1950's! After a couple of hours of hard work along side some of the high school teachers, participants made a lot of progress. Everyone in the group of forty headed back to Louis Armstrong



Students from Professor Any Koritz's Narrative and Community course participate in a story circle discussion with community members.

Park, brought together through service learning to experience the Inter-Fest Festival. Upbeat Caribbean and Latin music blared through the air. Craft booths skirted the edge of the park, with items ranging from beautifully crafted jewelry to traditional wedding brooms (an African-American marriage gift for the new couple starting their household together). The food included a variety of homemade New Orleans favorites: bread pudding,

barbequed chicken, potato salad and shrimp stew. Everyone enjoyed hotplates of food and sat to enjoy the music, a spoken word performance by local performer Jose Torres Tama, the beautiful weather and good company.

After lunch, everyone got back onto the bus and returned to Douglass to have story circle discussions with members of the Douglass Community Coalition and labor organizers from out of town. Discussions focused on working effectively within the New Orleans community. For years to come, September 11th will be a day for building community. We hope that you will join us next year.

~ Sara Dodrill and Amanda Buberger

LSA Faculty Fellow Seminar for Spring 2005

The Office of Service Learning, supported by Learn and Serve America, is offering four **\$1600 faculty course development grants** to faculty members to develop a new service learning course in the Spring 2005 semester.

Participating faculty members will:

- Attend a weekly hour and a half seminar for ten weeks
- Identify appropriate community organizations/agencies that can support student service learning placements
- Invite a community organization/agency of their choice to at least four of the ten seminar meetings
- Submit to the Curriculum Committee a newly developed service learning course
- Disseminate information about service learning to other faculty members

Seminar topics include service learning theory, research, and pedagogy, community-student relations, community-university relations, race and diversity.

This fall semester's participants are:

- Dale Edmonds, Associate Professor, American/Creative Writing, Department of English
- Paul Schierhorn, Associate Professor, Department of Theatre and Dance
- T.R. Johnson, Associate Professor, Department of English

For more information or to register, contact Cinda Clark in the Office of Service Learning at 862-3356 or cinda@tulane.edu.

Spring 2005 Service Learning Courses

<u>Service Learning Required within 3 Credit Course</u>	<u>Faculty Call #</u>	<u>Service Learning with 4th Credit Registration Optional</u>	<u>Faculty Call #</u>
Team Design Project II BMEN 404-01 <i>*4th Credit Optional Registration, BMEN 405-01</i>	Rice 11317	Introduction to African and African Diaspora Studies ADST 200-01 <i>*4th Credit Optional Registration, ADST 389-01</i>	Bonner 10147
Introduction to Education EDLA 200-01 <i>*4th Credit Optional Registration, EDLA 389-01</i>	McKee 23971	Beginning Tap Dance II DANC 182-01 <i>*4th Credit Optional Registration, DANC 389-02</i>	Trask 23524
Emergent Literacy EDUC 300-01 <i>*4th Credit Optional Registration, EDUC 389-01</i>	Davis 13150	Dance History: 20th Century United States DANC 472-01 <i>*4th Credit Optional Registration, DANC 389-01</i>	Pascal Escher 23536
The Big Easy Crescent City that Care Forgot: New Orleans as Literary Festival ENLS 502-04	Edmonds 24178	Adolescent Psychology PSYC 339-01 <i>*4th Credit Optional Registration, PSYC 389-01</i>	Cunningham 19534
Management Communication MCOM 335-06	Freeman 17791	Sociology of Law SOCI 670-01 <i>*4th Credit Optional Registration, SOCI 389-01</i>	Morse 20359
Management Communication MCOM 335-10	Freeman 17803		
Psychology of Early Childhood PSYC 325-01 <i>*4th Credit Optional Registration, PSYC 389-02</i>	Swan 19513	<u>Service Learning Required within 4 Credit Course</u>	
Introduction to Women's Studies WMST 290-03 <i>*4th Credit Optional Registration, WMST 389-02</i>	Demovic 22138	Writing ENGL 101-06	Gomez 14083
<u>Service Learning Option within 3 Credit Course</u>		Writing ENGL 101-11	Gomez 14098
Biomedical Ethics CELL 600-01 <i>*4th Credit Optional Registration, CELL 389-01</i>	Bennett 23218	Research Methods in Urban Communities PSYC 480-01	Cunningham 19588
Research CELL 800-01	Grisbaum 11647	<u>Education Practicum with Required Field Placements</u>	
Contemporary South African Women's Literature ENLS 502-05 <i>*Optional field experience in South Africa; please see instructor for this option.</i>	Travis 24226	Classroom Management EDUC 340-02	Hebert 23986
Business Ethics GMGT 414-01	Edmundson 15499	Methods of Reading Instruction EDUC 380-01 <i>*Must be enrolled in co-requisite EDUC 381 or EDUC 382</i>	Gitlin 13153
Introduction to Latin American Studies LAST 101-07H <i>*4th Credit Optional Registration, LAST 389-01</i>	Huck 16810	Practicum and Assessment Reading EDUC 381-01	Gitlin 13156
Qualitative Research Methods SOCI 601-01 <i>*4th Credit Optional Registration, SOCI 389-XX</i>	Viterna 20338	Practicum Secondary Reading EDUC 390/391	Gitlin 24742
Urban Policy and Planning SOCI 630-01 <i>*4th Credit Optional Registration, SOCI 389-XX</i>	Gotham 22525	Math/Science Methods EDUC 390/391	Sirgo 23977
<u>Service Learning with 4th Credit Registration Mandatory</u>		Secondary Methods I EDUC 501-01	McKee 25078
Natural Resource Conservation: In Theory and Practice EEOB 260-01 <i>*Must also register for EEOB 389-01</i>	Bart 23695	Secondary Methods II: English EDUC 511-01	McKee 13168

Amanda's Space

Who is responsible for bringing nearly forty A.B. Freeman School of Business students into neighborhoods across the city of New Orleans, from the Jefferson Parish line downriver to the Ninth Ward? A number of charismatic non-profit, school and small business representatives took time to prepare and present service opportunities to **Professor Edmundson's Business Ethics** class early this semester. Now, those students are an important part of a diverse off-campus community.

Bonnie Goldblum, the Executive Director of *Longue Vue House and Gardens* learned about the opportunity to work with Tulane business students through **Dr. Carol Reese**. **Dr. Reese** is a Tulane School of Architecture service learning faculty member who serves on *Longue Vue's* Board. Two students who were interested in *Longue Vue's* proposed project work directly with Miriam Gibson, a recent Tulane graduate who participated in many community-based projects as a student. Together they work to support Cultivating Communities, *Longue Vue's* signature program that explores the concepts, practices and values of philanthropy and civic responsibility. Students are helping develop a curriculum that will teach young people the meaning of philanthropy. Through the Cultivating Communities program, students from the *Waldo Burton Boys Home* on Carrollton Avenue grow crops at *Longue Vue* and then sell them at the Crescent City Farmers' Market. They donate their earnings to local organizations.

Vidho Lorville, an up and coming, social justice-driven Haitian artist who is based out of the Bywater neighborhood, introduced the opportunity for service learning students to work uptown at *Kid's Star*. Supported by *Neighborhood Housing Services*, this after-school program serves children ages 8-12 who live or go to school in the Freret Street area. Little did the Tulane students know how Vidho's energy and knack for working with inner-city kids through art would give them an entirely new outlook on the city.



Sandra Berry, Founder of the Neighborhood Gallery, gives an orientation to

Neill Goslin has overseen the community-based work of hundreds of Tulane students over the past five years while working for the *National Center for an Urban Community (NCUC)*. He has assisted with the *C.J. Peete Housing Development* relocation efforts, *Individual Development Accounts (IDA)* and the *Volunteer Income Tax Assistant* program during the spring semesters. Neill now oversees the program that brings Tulane Business School students into local high schools. He successfully recruited a group of students to work in business classes at *Booker T. Washington High School* in Central City. The high school students will learn about how their classes compare with other DECCA programs across the country, as two of the Tulane students participated in the same program at their high schools. Congratulations to Neill and his wife, Lauren, who met while working for Tulane in the C.J. Peete neighborhood. They recently had their first baby, a handsome boy, Lenox Dayton Goslin.

Dipo Mosadomi, a retired Dupont engineer turned community resource-extraordinaire, presented students with the opportunity to work with *Mirabeau Family Learning Center (MFLC)*. *MFLC* is located off Elysian Fields and Mirabeau in Gentilly. Dipo has been responsible for putting together winning federal and local grant proposals that have resulted in top-notch programming for local children and their parents. He was thrilled to attract the interest of one "dynamite and very competent" student this semester. Dipo, who sits on Tulane's Service Learning Committee, also runs the local

Youthbuild Program, which was destroyed by a fire last spring. Recently, he found a new home for the program on Oretha Castle Haley Boulevard. The site is among a number of other service learning community partner agencies in Central City.

Sandra Berry provides a dynamic community space for eight Tulane business students at the *Neighborhood Gallery*, also located on Oretha Castle Haley Boulevard. Sandra and her husband, Joshua, kicked off the semester with a three-day visual and performance art show-

case for their birthdays and as a fundraiser. Many community artists and enthusiasts, including the inter-racial and inter-denominational choir “Shades of Praise,” came out to support the gallery. Students enjoyed the timely introduction to their new New Orleans community. A week later, business students, a Tulane Latin American Studies faculty member and other community partners attended an opening at the gallery for Latifah Ali, the mom of New Orleans Saints player Ashley Ambrose. The gallery featured a unique photographic exhibit based on life in Mexico. This semester students are helping Sandra organize and edit video footage from the fifteen-year history of the Gallery in order to produce a promotional video, among other things.

Bridget Kelly, who first worked with Tulane business students through the *New Orleans Food Co-op* along with service learning faculty member **Dr. Amy George Hirons**, now works with students through *Step Together New Orleans*, part of the *Louisiana Public Health Institute* based on Canal Street at Claiborne. Students research successful business models that incorporate the sale of produce and that offer local job development. These models will be developed for increasing public access to fruits and vegetables throughout New Orleans.

A number of St. Claude Avenue area business owners and non-profit representatives also took time out of their busy schedules to travel uptown and present to students. The representatives met and spoke about working together in different ways in the future.

Greta Gladney is a Ninth Ward resident who runs a non-profit called *The Renaissance Project* and is a member of the *St. Claude Merchants Association*. She learned about the Office of Service Learning through her work with another service learning community partner, the *Douglass Community Coalition*, based out of *Frederick Douglass High School*. Greta now oversees the work of eight service learning students. Together, they work to support small business owners along St. Claude Avenue. Students assist Dwight Henry, owner of *Henry’s Bakery*, with a business plan and Adam Shur, owner of *Good Children*, with marketing strategies. Adam, who was born in New Orleans, spent a lot of time traveling, learning and working outside of the city before returning to open a business on St. Claude. His obvious passion for “good” work in the New Orleans community attracted a lot of students’ interest. One student will work with Frances Dugas, editor and co-founder of the



Green Project board member Emery Myers and Business Ethics students Lindsey Norman and Kim Swafford show off goods that were auctioned off to raise money for Recycle for the Arts.

Bywater-Marigny Current, which delivers neighborhood newspapers door-to-door throughout the St. Claude Avenue area.

Barbara Caldwell, Executive Director of the *Green Project*, made a presentation about the non-profit located one block off St. Claude Avenue. She recruited two exchange students from Spain who are updating a recycle guide for New Orleans. Students will assist with the *Renovators’ Sale*, which is scheduled to take place at the *Green Project*, 2831 Marais Street, November 13th from 9am to 5pm. Don’t be surprised if you see other St. Claude area service learning community partners there!

Jennifer Mistler, a graduate of Tulane, now runs *Recycle for the Arts*. This non-profit sells art supplies far below market value and operates out of the *Green Project* warehouse. Jennifer presented to the class and recruited two students who will make the warehouse space more efficient and will assist *Recycle for the Arts* during outreach programs at local area events.

The Office of Service Learning, students and faculty are grateful for the time and dedication of our partners. They work collaboratively and extend their arms out to Tulane business students, enabling them to become a more integral part of the New Orleans community.

~ Amanda Buberger
Senior Program Coordinator

Cinda's Corner

I am happy to be working in my second semester with the Service Learning Internship Program. This semester, the Program has about twice as many students as it did in the spring! Junior and senior students majoring in English, political science, psychology, sociology, and women's studies are dedicating 60-70 hours of their time this semester to organizations throughout New Orleans. Interns currently work with community partners such as the *Fair Housing Action Center*, *American Routes* radio program, *New Orleans Outreach*, *New Orleans City Hall*, the *Chartwell Center*, *Children's Bureau*, *Charity Hospital Mental Health Services*, *Great Expectations Foundation*, *Communities in Schools*, and *U.S. PIRG*.

At the *Chartwell Center*, a program for children with pervasive developmental disorders that is housed within St. Stephen's Catholic School, two psychology interns assist with programming in classrooms designed for the specific learning needs of children with autism. Another psychology student, working with *Communities in Schools* at McDonough 42 Elementary School, leads two groups for children who have been exposed to violence in their homes or communities, in addition to mentoring two students individually. An English intern serving at *New Orleans Charter Middle School* works with the *New Orleans Outreach* site supervisor to develop afternoon programs on Tulane's campus for seventh-grade students as part of the school's "Satellite Classroom" program.

Stephanie's Spot

Greetings! After joining the Office of service learning team this summer, I have to say that I have been overwhelmed by everyone's kindness in making me feel welcome. I am excited to work with you all this semester and look forward to hearing how each of you has learned from working with service learning. Students, when thinking about your experience, I know it's tempting to focus on the "service" aspect; however, I challenge you to make a concerted effort to learn from the people at your site, to listen to their stories and to reflect critically on your own assumptions and beliefs. Your experience will be richer for it.

Reflection is a key component of your service learning experience. Although you may be required to participate in reflection activities, written and oral, for your course requirements, I strongly recommend that you engage in critical thought about your service on a regular basis. The easiest way to do this is to keep a personal journal and to record your thoughts after your service hours each week.

Internships Available for Spring 2005

The Office of Service Learning is currently recruiting students for the Spring 2005 Service Learning Internship Program. Interns must be junior or senior level English, psychology, sociology, political science, or women's studies majors who are interested in making a serious commitment to a community partner while preparing for professional community engagement in their chosen field.

A successful internship requires completion of at least 60-70 hours of service throughout the semester and participation in a weekly one-hour seminar course.

Please contact **Cinda Clark** at 862-3356 or cinda@tulane.edu for further information and to pick up an application!

This semester I am also working with the service learning students in **Professor Ed Morse's Sociology of Medicine** course. Students serve in the Surgery Family Waiting Room at *Charity Hospital* and in the Patient Visitors Program at *Ochsner Hospital*. At *Ochsner* students visit with patients and families in three departments: Acute Care for the Elderly, the Transplant Department, and the Oncology Department. At *Charity*, service learners address the needs of family and friends who often spend many hours in the hospital waiting for a patient in surgery or recovery.

Students from **Dr. Ken Muneoka's Embryology** class are also serving at *Ochsner Hospital*. Service learners work in the Labor and Delivery Department, where they are able to witness live births and c-sections. Other **Embryology** students at *Ochsner* are serving in Pre-Natal Testing, Neo-Natal Intensive Care, and Sonography.

I am excited to be working with such an amazing group of students and community partners and look forward to the rest of the semester!

~ Cinda Clark
Senior Program Coordinator

Ask yourself, how does your service experience compare with what you had read or heard about before you began? What has been the most rewarding experience for you on site? Conversely, what has been challenging for you, and what do you do about those feelings? How have you been able to connect your course material and your service learning? And perhaps most importantly, what will you do with this experience and what you've learned about the community and yourself once the semester is over?

Actively thinking about your work in the community and making connections to what you're learning in your course will help you to have a more rewarding service learning experience. For additional ideas on how to reflect on your experience, visit www.servicelearning.org (Resources & Tools > Links > Reflection).

~ Stephanie Slates
Senior Program Coordinator

From My View...

I just started my service learning internship at *Agenda for Children*, and I am amazed at the scope of issues the program confronts daily. *Agenda*, an agency for children's advocacy, states its purpose as "providing a clear, consistent and informed voice on behalf of the needs of Louisiana's children and families." They are succeeding in this endeavor by keeping track of governmental impacts on children such as laws, policies, decisions and public services, including healthcare and education issues. They also publish indicators on child well being in Louisiana that can be used by other agencies or in research for initiatives.

Most importantly, *Agenda's* staff maintains a direct link with the community they serve and represent; they work with individual families by providing community resources, information, training and referrals. I am excited to work with *Agenda for Children*. Their encompassing approach to issues confronting families with children acknowledges the multilateral impact of and participants in the process of improving child welfare.

Although I only started a few weeks ago, I have already participated in some of the different approaches that *Agenda* utilizes to address child welfare in Louisiana. I am helping to organize a "Week for the Working Parent," which will honor working

parents, tell them about available resources, and provide some insights into how to balance the dual responsibilities of work and family effectively. This educational initiative will hopefully take place in January. In addition, I am also assisting with a "Poverty Summit" that will take place in December and will allow participants to brainstorm ways to alleviate poverty in Louisiana. Given that Louisiana is the second-most impoverished state in the nation and has the highest population of impoverished children of any state, the summit is of utmost importance. Finally, I also make calls to compile childcare resources for *Agenda's* database.

My time with *Agenda*, as limited as it has been so far, has taught me that there are many facets to the problem of child welfare in Louisiana and that a multifaceted approach is necessary to confront this problem. Although I have just begun, I am excited to learn how the issue of child welfare is addressed through different routes and initiatives. I am particularly eager to see how, ultimately, these initiatives will have a positive impact on the community.

~ Jackie Loonstra is a senior English major in the Internship Program. You can reach Jackie at jloonstr@tulane.edu.

From My View...

I thought it would be easy. I thought I could walk into that classroom and know exactly what to do, from assisting the teacher to playing with and nurturing the four- and five-year old members of the pre-K classroom for my service learning. After being in charge of twenty pre-K students at day camp over the summer, I felt confident and prepared to work with students. However, I quickly realized that the New Orleans Public School students face a host of issues that my day camp students did not. As someone new to service learning, navigating the role I want to play for the children while maintaining my relationship with the teachers has proven to be a learning experience. Our differing ideas of teaching have allowed me to reflect continually on my own personal philosophy of education and my future role as an educator.

During my morning visits, the children rotate through various "learning centers." They start at a station and can only move to another one when a space becomes available; only three students can play at one learning center at a time. I move between learning centers to observe and interact with several different children, but I also try to stay with each child long enough to give them one-on-one attention. Several of the children have vivid imaginations. There are a few boys who consistently go to the dramatic play area to play with the dolls and kitchen supplies, as well as the doctor kit. They like to pretend to give me shots and "make it better." I often put together puzzles with one or two children, help them color or listen to books on tape with a small group of students.

Through interacting with students, I have gotten to know one little boy in particular. Although he is four years old, he acts closer in age to most two year olds that I've seen. He has difficulty talking and doesn't understand concepts that most of the pre-K students do, like matching colors and shapes. He is behind developmentally. I tried to teach him the colors but

felt frustrated that I did not yet have the skills to help him. I wanted to do something. During my next week of service, I spoke with one of the teachers about him, and she revealed to me that pre-Kindergarten is not required in Louisiana. For that reason, there is little that teachers can do officially to take action for students who are already behind. I am left wondering why measures can't be taken to help him now when he is still young; it motivates me to try harder with him.

When I am not participating in the pre-K's daily activities, I read to them while the teachers observe. I love that time. First, I take a few minutes while we are all sitting on the reading rug to ask them if they have any questions. Invariably, all of the children raise their hands, not just to ask questions, but to share what's on their minds or some valuable information they are dying to divulge. I've come to realize that just inviting students to speak freely shows them how much you respect them and gives them a chance to shine and express themselves. I ask them questions about what they liked about our story and try to relate it to their lives. Then, as they are getting ready for lunch, I say goodbye and explain to them the next day that I will be there. They all rush to hug me even though they lose their place in the line to go to lunch. I leave feeling so happy from my time with these students and determined to learn as much as I can to be an effective teacher. Slowly but surely, I feel like I am becoming a member of that little community and that the children are helping me learn as much as I want to help them.

~ Anabel McHugh is a first-time service learning student in Professor McKee's *Introduction to Education* class. Anabel can be reached at amchugh@tulane.edu.



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We're on the web! Check
out our new website:
[www.tulane.edu/
~ServLrng](http://www.tulane.edu/~ServLrng)

This year's winners:

John Roger Bell

SL Site: American Routes
SL Course: American Music, Roots, Blues, and Early Rock
Nominated by Scott McCraw, site supervisor

Gary Fernandez

SL Site: NORD/NOBA Moving Van Project
SL Course: Performance I and II
Nominated by Barbara Hayley, professor

Charisse Nelson

SL Site: Woodson Middle School
SL Course: Educational Psychology
Nominated by Rosa Gully, site supervisor

Rajiv Patel

SL Site: Junior League, Innocence Project (internship)
SL Course: Management Communication
Nominated by Aimee Adatto Freeman, professor



Gary Fernandez shows off his Service Learning Award plaque.

2003-2004 Outstanding Service Learning Student Awards

The student awards program identifies and recognizes service learning excellence by awarding students who have made a significant contribution to their sites and have embodied the best practices of service learning. The Outstanding Service Learning Student Award is given to students who demonstrate commitment, compassion, cooperativeness, leadership, initiative, professionalism, the ability to empower others, an understanding of community needs, the ability to get the job done and their ability to connect service activity with course material and depth of reflection. Each year the recipients and nominees are honored at the Office of Service Learning year-end celebration. Winners also receive a plaque.

Students receiving the award are required to submit a 2-3-page essay providing a history of their community service involvement and service learning experience at Tulane University, the impact made as a result of their service learning experience, and reflection on how well the connection was made between their coursework and the community site.

This year's nominees:

Andrew Belcher

SL Site: ArtSpot Productions
SL Course: Performance I
Nominated by Kathy Randels, site supervisor

Susana Escuder

SL Site: Lead Lab
SL Course: Business Ethics
Nominated by Dr. Howard Meilke, site supervisor

Peter Gahagan

SL Site: Lafayette Elementary
SL Course: Freshman Writing Seminar: City Life
Nominated by Monica Ponoroff, site supervisor

Emilie Gazeau

SL Site: Office of Economic Development
SL Course: Business Ethics
Nominated by Cindy Fromherz, site supervisor

Kristen Purdy

SL Site: ArtSpot Productions
SL Course: Performance I and II
Nominated by Kathy Randels, site supervisor

Ximena Vanegas

SL Site: Lead Lab
SL Course: Business Ethics
Nominated by Dr. Howard Meilke, site supervisor

Rachel Weiss

SL Site: Kid's Star Program
SL Course: Business Ethics
Nominated by Vidho Lorville, site supervisor