



URBAN STUDIES SERVICE LEARNING PRACTICUM

SEMESTER PROJECT

Semester Projects comprise an essential part of the Urban Studies Departments' Service Learning Practicum. Projects should be **mutually beneficial** -- producing a specific and useful outcome for the community partner, as well as creating an opportunity for students to draw on their academic experiences and expertise. Projects are intended to: complement the internship experience, benefit community partners, provide an opportunity for students to engage in a self-directed project where they deepen their knowledge about a particular issue, and minimize internship "down time".

Each student will work with the course instructor and their supervisor to propose a project. In some cases, projects will grow directly out of the students' primary responsibilities as an intern. In other cases, the project will be additional to the students' primary tasks. *Importantly, semester projects do not supersede immediate and short-term tasks that students are required perform.* Again, the idea is that that semester projects produce useful and tangible outcomes, but they are also self-directed and relatively long-term projects that students can complete either "on the job" OR at home.

We recognize that some internships are fluid and that students' duties and foci will change throughout the semester. We do, however, ask students and their supervisors to commit to a project by mid semester and stay with it until the end of the semester. This way, students can invest in the project and have ample time to develop a high quality product.

All projects should emphasize one of the following elements:

- 1) **Methodology.** Methodologically-focused projects use and apply a specific social science method to create a product such as:
 - a. A survey
 - b. A questionnaire
 - c. A set of interviews
 - d. An asset map
 - e. A collection of demographic or other data

****Examples of Past Projects can be found at: <http://researchandlearning.qwriting.org/past-projects/>**

- 2) **Research.** Research-based projects use and apply peer-reviewed, academic research to generate a product such as:
- a. All or part of a grant proposal
 - b. Background on a particular piece of legislation
 - c. A report on a particular issue
 - d. Curricula for workshops, after school programs, childcare centers, etc.
 - e. Manuals
 - f. Brochures

NOTE: In the case of curricula, manuals, brochures and other such materials, students will draw on academic research that helps contextualize their project and/or that prescribes “best practices” for the creation of such a project.

All students must turn in a brief (1-2 paragraph) project proposal (attached) that is signed by the student, the course instructor and their supervisor. Proposals should include a description of the project, including its deliverable outcome, how it meets the needs of the community partner, and how it incorporates some kind of academic learning.

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**SERVICE LEARNING PRACTICUM
SEMESTER PROJECT PROPOSAL**

Project Description

In 1-2 paragraphs, please provide a description of the project, including its deliverable outcome, how it meets the needs of the community partner, and how it incorporates some kind of academic learning.

Signatures

All projects must be signed by the three parties listed below.

I HAVE READ AND AGREE TO THE ABOVE PROJECT PROPOSAL.

STUDENT

Date

SUPERVISOR

Date

INSTRUCTOR/SERVICE LEARNING COORDINATOR

Date

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