

COMMUNITY PARTNER HANDBOOK

UNIVERSITY SERVICE LEARNING

“Tell me and I forget.
Teach me and I may remember.
Involve me and I learn.”
~ BENJAMIN FRANKLIN



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UNIVERSITY SERVICE LEARNING MISSION

We are committed to creating a culture of civic engagement, generating positive social change, and building a bridge between ASU and the Community. USL Programs increase opportunities to address unmet community needs by:

- Offering collegiate courses that link curriculum with community service
 - Serving as a resource for community agencies, faculty, K-12 teachers, and families
 - Partnering community agencies and schools with ASU students and staff
-

WHAT IS SERVICE LEARNING?

Service Learning is a teaching methodology that enables students to apply knowledge and skills learned in the classroom to meaningful service to the community. Through structured critical reflection activities, students analyze their service experience as it reciprocally applies to their academic and career development. Service Learning presents a unique and enriching learning and personal growth experience for students while strengthening communities by addressing *unmet* community needs.

Service Learning benefits students by:

- Enhancing understanding of academic curriculum
- Providing diverse and practical “real-world” experiences
- Encouraging community involvement
- Fostering civic responsibility
- Raising awareness of social justice & community issues
- Providing career-exploration opportunities

Service Learning experiences are incorporated as components or requirements associated with an academic course or other learning environments. ASU’s University Service Learning (USL) internships are unique in that they are stand-alone, credit-bearing, graded courses. Students spend approximately 45-100 hours serving the community and earn 3 credits by completing academic and reflective assignments that relate to their service.

EXAMPLES

- Picking up trash on a riverbank is **service**.
- Studying water samples under a microscope is **learning**.
- When science students collect and analyze water samples, document their results, and present findings to a local pollution control agency . . . that is **Service Learning**.



- Tutoring children from Title I (under-resourced) schools is **service**.
- Studying Arizona’s educational policies and instructional theories is **learning**.
- When pre-service teachers or social work students apply instructional theories and gain first-hand experience of the social justice issues facing children attending Title I schools by becoming academic tutors.... that is **Service Learning**.

VOLUNTEERING, COMMUNITY SERVICE, INTERNSHIP, OR SERVICE LEARNING?

Service Learning interns are students, not volunteers. Students have specific learning objectives for their service experience. Community Partners help students learn through assigning tasks that directly relate to serving a need in the community.

- **Volunteering** is a worthwhile and important unpaid activity.
- **Community Service** is volunteering to fulfill an *unmet* need in the community. Participants may learn from their experiences, but not in a formal manner. The primary emphasis is on service, not learning.
- **Internships** focus on learning job skills.
- **Service Learning** is a deliberate connection between academic curriculum and community service. Students' service is a component of course curriculum and becomes a vehicle for learning course material. Students reflect on their service, relate it to the class, and evaluate what they are learning. This teaching method also provides students the opportunity to hone job skills. *College credit is earned for the academic coursework, not the service itself.*

Reflection is a key component and distinguishing feature of a Service Learning experience.

STUDENT SELECTION

Please make your decisions quickly.

Students must find a placement and begin service *no later than*:

- Spring (14-16 weeks) 3rd week of January
- Summer (7-8 weeks) 4th week of May
- Fall (14-16 weeks) 2nd week of September

Students may begin contacting organizations 4-6 weeks prior to start dates on left.

We have no control over how many students will contact you.

You may receive many calls some semesters, but no calls other semesters.

See *Tips for Attracting Students* at the end of this Handbook.

**Choose the right students
for your needs**

=

**Make sure students pick the
right placement for their
program of study**

THE INTERVIEW PROCESS

- Determine **short interview questions** that will help you select the right student(s) for a mutually beneficial internship experience.
- The **student's major or personal goals** should match your internship description. E.g., if an Education major contacts a nonprofit to help distribute food to the homeless, this is not the right internship for that particular student, though this would be appropriate if the student is exploring different fields. It is the student's responsibility to pick the right internship, but please help them in this process.
- Ensure you can accommodate the **number of service hours** student must complete (see next page).
- Make sure you discuss all the Internship Opportunity **requirements** during interview.
 - ✓ All requirements (background checks, fingerprinting, age requirements, drug testing, time requirements, training/orientation, etc.) should be clearly noted in your internship listing.

USL WEEKLY SCHEDULE REQUIREMENTS

Students are required to complete a minimum of **45, 70 or 100** hours throughout the semester, depending on the course in which the student is enrolled.

- Specify start /stop dates & weekly hours as follows:

SEMESTER	START DATE*	END DATE*	SERVICE HOURS^
SPRING (14-16 wks)	1 st – 3 rd week Jan	1 st week May	approx 3, 5 or 7.5 hrs / week
SUMMER (7-8 wks)	3 rd – 4 th week May	4 th week July	approx 6, 10 or 15 hrs / week
FALL (14-16 wks)	4 th week Aug – 2 nd week Sep	2 nd week Dec	approx 3, 5 or 7.5 hrs / week
* exact dates vary year-to-year ^ # hours depends upon course in which student is enrolled			

- Ensure that you have enough tasks to accommodate the above weekly hour requirements.
- Hours must be spread throughout entire semester so students may properly complete their assignments. Please do not allow students to complete hours in a condensed timeframe.
- Hours completed before or after the semester will not count towards the 45-100 hours necessary to complete the course (these are considered volunteer hours and are not associated with USL).

OFFERING INTERNSHIPS TO STUDENTS

- Do not offer internships to more students than you can easily accommodate.
- Agree on a consistent weekly schedule with the student (as per above requirements).
- Ensure you assign enough direct service hours (min 60% of service hours; see Service Requirements below).
- Begin background/fingerprinting process right away (if applicable).
 - ✓ Ensure student can begin service by start dates listed above.
- Assign USL-approved Supervisor (see *Supervisor Expectations* section).
- Once all details are agreed upon, instruct student to submit the Internship Selection Form (see Required Forms section).

All those involved in student-selection, placement, and supervision must attend the **required one-time, 75-minute ORIENTATION SESSION.**

Please ensure that any new personnel also attend this one-time session.

USL SERVICE REQUIREMENTS

STUDENTS MUST:

- Engage in **DIRECT community outreach** (at least 60% of service-hours), interacting with the public or population served.
- Serve a **population in need or the greater good of our community** (*targeting disadvantaged communities or populations as much as possible*).
- Support programs that are either free or offered on a sliding-scale fee.
- Gain a complete knowledge of your organization, its mission, the population you serve, and how their service positively impacts that population and the greater good of our community.
- Not* be assigned clerical, general office, or administrative assistant-type tasks.

DIRECT vs. INDIRECT SERVICE:

We understand that indirect service activities may be necessary to support direct outreach. Therefore **students may spend a maximum of 40%** of their time on those tasks *as long as they are related to the direct service*.

- Direct service activities may constitute 100% of hours (minus training hours).
- If students are assigned less than 60% of their hours as direct service, it will impact their grade.

Service Activity Categories with Examples

This chart is for illustrative purposes and is not an exhaustive list. When in doubt, please consult USL staff.

DIRECT Service Activities Minimum of 60% of required service hours	INDIRECT Service Activities Limited to 40% or less of required service hours	PROHIBITED Activities Do NOT count towards required service hours
Direct interactions with community / clients	Training / workshops / staff meetings	Reception / front desk activities (e.g., phones, errands)
Set-up / clean-up for direct events/activities (5 -10 minutes max)	Extensive set-up / clean-up for events and activities	Clerical - typing / word processing, filing, copying
Fundraising - calling, direct asks and follow up	Reports / documentation / data entry - <i>directly</i> related to direct service activities	General data entry
Fairs / presentations	Creating flyers or preparing presentations	Bookkeeping
Community events	Travel during service tasks	Travel to / from internship site
Teaching / facilitating	Lesson planning	
Coordinating volunteers	Research	
Attending community or client meetings	Sorting clothes, food or organizing	
Shadowing / client observation	Developing website or using social networking tools	NOTES: <ul style="list-style-type: none">• Students should NOT fulfill unmet staffing needs• Students cannot transport clients in their own vehicles• Consult USL office for exceptions
Direct service addressing environmental issues must involve community at large (e.g., advocating, teaching, public education)	Landscaping / clean-up	
	Animal Care	

TRAINING & ORIENTATION FOR STUDENTS

- Community Partners must provide all necessary training for students to complete their internship
 - ✓ We do not pre-screen or train students.
- Average training time ranges between 2-6 hours (counts as indirect service)
- Maximum of 20 training hours may count towards service hours course requirement
- Community Partners who adequately train & orient students have a higher retention rate and overall better experience

STUDENT ORIENTATION CHECKLIST

Orientation should include, but is not limited to, the following:

- ❑ An introduction to the organization, including the mission, daily operations and a historical background
- ❑ An explanation of the program (goals and objectives)
- ❑ A description of the client base, including numbers of clients served, socio-economic and other demographic data, and political subdivisions served
- ❑ Community issues the program addresses and why there is a need for the service - a discussion of the student's role, including specific benefits to the organization, and specific importance to the population serviced, and to the community in general
- ❑ Thorough explanation of service activities, student expectations, and training
- ❑ An introduction to the staff - this gives the student a sense of his/her role within the context of the organization's structure
- ❑ A handbook or other written materials should be distributed to the student during the orientation
- ❑ Discuss risk and safety guidelines - training students in safety procedures, potential dangers, and the risk management policies of your organization

EXPECTATIONS OF SUPERVISORS

- Assigned Supervisors must have attended the required one-time, 75-minute orientation session.
 - ✓ See the Community Partner section of our web page to RSVP for upcoming orientation sessions
- Assigned Supervisors must directly observe their students during most or all of students' internship hours and provide feedback and guidance.
- If supervision must be reassigned (that is, someone else is regularly assigning and monitoring completion of tasks), please immediately notify Laura Tan (laura.tan@asu.edu).
 - ✓ Changes in supervision must be to another *approved* Supervisor (has attended the required 75-minute orientation session)
 - ✓ In the event of unavoidable circumstances in which it is not possible to switch to an *approved* Supervisor, Laura Tan will work with you for possible accommodations.
- Assigned Supervisors are not to routinely delegate supervision of students to another person.

SUPERVISOR RESPONSIBILITIES

- Promptly review and approve Internship Selection Form & Service Goals.
- Review Time Cards for accuracy and approve on a weekly basis.
- Communicate regularly with students regarding training, assigned tasks, performance, and progress toward completion of service-hour requirement.
- Complete Midterm and Final Evaluation forms by due date and review with student.

EXPECTATIONS OF STUDENTS

- Hold high expectations of your students
 - ✓ Students will vary greatly in their level of skills and experience. Please help prepare them for the workforce.
- Make expectations clear during interview and training
- Ensure students are professional, punctual, efficient, and reliable
- Please treat students like employees, including appropriate constructive criticism or discipline
- **Please notify us immediately if you need to dismiss student**

If you have trouble resolving student behavior, attendance, or productivity issues, please promptly submit an **Incident Report Form**.

Form is found online in the Community Partners menu.

TRANSPORTATION

- Students are expected to provide their own transportation to/from internship site.

COMPENSATION

- Students are expected to perform *service* hours. Please do not compensate them monetarily.
- Students should not be expected to purchase supplies, but may be reimbursed if they do so.
- Students may be reimbursed for travel if the position requires them to use their own vehicle to complete internship tasks. However, **students are *not* to transport others** in their own vehicles.

SERVICE LEARNING ELECTRONIC DATABASE (SLED)

Sign in to SLED for all USL functions, including creating and revising internship listings, submitting all required forms and RSVPs for Community Partner Orientation and Internship Fairs.

TO CREATE A SLED ACCOUNT

- Go to <http://servicelearning.asu.edu/user/register>
- Please use the email address you check daily.
- **VERY IMPORTANT:** Select **Community Partner** as the User Role, or you will not be able to access required forms.
- Click *Create new account*.
- Look for a confirmation email from service.learning@asu.edu and use the link provided to sign in and change your password.

Be sure to designate service.learning@asu.edu as a “safe sender” so emails from SLED are not blocked.

TO SUBMIT A NEW INTERNSHIP OPPORTUNITY APPLICATION

- Click on *Manage internships* link in the Community Partner menu.
- Click on Submit a new internship opportunity application.
- Provide all requested information & click *Submit*.
 - ➔ **It is not possible to save your work.** Please ensure you have all necessary info before beginning form.
- You will receive a confirmation email. If you do not receive this email within 15 minutes (and it is not in your junk/spam folder), please contact service.learning@asu.edu.
- Your application will be reviewed by USL staff.
- Please allow one week for completion of the review process. You will receive e-mail notification of the status of your application.

Do NOT copy/paste directly from Word into the form!

Copy/paste into Notepad first to strip formatting and then cut/paste from Notepad into the form.

You may use the formatting tools provided in the form to add simple formatting.

When entering supervisor names, type first name & pause to give system time to bring up users with that name. Click on appropriate name to select it.

TO EDIT AN EXISTING INTERNSHIP OPPORTUNITY LISTING

- Go to the *Manage internships* on SLED
- Click on *Update/Renew* in the far-right column for the listing you would like to edit
- Make any necessary changes to your listing
- Click *Submit*
- You will be taken back to the *Manage internships* page.
 - A yellow banner will appear at the top, confirming that your listing has been updated
 - You will receive a confirmation email
- Changes to your listing will not immediately appear
 - ✓ Your edited listings will be reviewed by USL staff before being published
 - ✓ You may view your edited listing before it is published by clicking on the *Update/Renew* link and then the *Revisions* tab - your edited listing will appear at the top
 - ✓ Please allow one week for completion of the review process

If you do *not* see any internship opportunities listed, this means someone else in your organization has authorship of the listing(s).

Please submit the “request for access” form (link provided on the *Manage internships* page).

REQUIRED FORMS

Access all forms on SLED. Details for each form follow this list.

Student Submits / Supervisor Approves <ul style="list-style-type: none">• Internship Selection Form (ISF)• Time Cards• Service Goals	Responsibility of Community Partner <ul style="list-style-type: none">• Midterm & Final Evaluations• Student Placement Agreement
Other Forms <ul style="list-style-type: none">• Incident Report Form	Responsibility of Student <ul style="list-style-type: none">• Student Evaluation of Internship Experience

INTERNSHIP SELECTION FORM (ISF)

- The purpose of the ISF is to ensure that both the student and the Supervisor have the same understanding all details regarding service activities and scheduling.
- After you and the student have discussed and agreed upon the specifics of the service activities & schedule, and a Supervisor has been assigned, instruct student to complete the ISF.
- The student's Instructor will first review and approve the form. Upon approval, the Supervisor will receive an email notice.
- To review and approve the ISF, go to *Manage student interns* on SLED:
 - ✓ Click on the Internship Selection Form link beneath the student's name
 - ✓ Carefully review to ensure all details match those you and the student agreed upon
 - ✓ Click on the *Edit* tab and select approval status from drop-down menu
 - If you deny approval, please enter the reason for denial in the NOTES section. If it involves more than a simple fix, please contact the student immediately to discuss necessary changes
 - student must then submit a revised ISF, which will go through the same approval process
 - ✓ The status of the ISF will appear next to the Internship Selection Form link

It is especially important to *promptly* review the ISF.

Students cannot submit Time Cards until the ISF is approved; delays will adversely affect students' grades.

TIME CARDS

- Accurate Time Card records are vital to monitor students' progress towards meeting course requirements for service hours
- Students will complete and submit Time Card forms for each shift worked, listing hours served and their activities.
- You will receive an email notice each time a student submits a Time Card
 - ✓ Please check pending time cards on a weekly basis even if you don't receive a reminder notice in case there's a problem with delivery of the notice.
- To review and approve the Time Cards, go to *Manage student interns* page on SLED:
 - ✓ Click on the *Time Cards* link beneath the student's name
 - ✓ You will be taken to the *Pending* tab listing all Time Cards awaiting approval
 - ✓ Carefully review the contents of the Time Card to ensure it accurately records direct and/or indirect service hours and activities
 - ✓ Click on the *Approve/Deny* link on the right
 - Select approval status & click *Submit*
 - If you deny approval, please contact the student immediately to discuss necessary changes; student must then submit a new Time Card
- Zero-Hour Time Cards
 - ✓ Students are required to submit Time Cards weekly. If a student does not complete hours that week, s/he will submit one Time Card for zero hours. Please approve.

SERVICE GOALS

- Once students have had a chance to familiarize themselves with your organization, service activities, and the population served, they must formulate (in consultation with their Supervisor) at least three measurable goals. For each goal, they are to list objectives/strategies they will implement to accomplish their goals.
- This form will undergo the same approval process as the Internship Selection Form (described on previous page).
- To review and approve the Service Goals, go to *Manage student interns* page on SLED:
 - ✓ Click on the *Service Goals* link beneath the ISF link below the student's name
 - ✓ Carefully review the contents of the Service Goals to ensure it matches the details on which you and the student have agreed
 - ✓ Click on the *Approve/Deny* link and select approval status from drop-down menu
- If you deny approval, please contact the student immediately to discuss necessary changes; student must then submit revised Service Goals, which will go through the same approval process

MIDTERM & FINAL EVALUATIONS

- You will receive an email notification with due dates.
- Please review the evaluation with students and give them constructive feedback. *Should there be issues or concerns, please notify us immediately.*
- Midterm Evaluation is not required for the Summer semester.

STUDENT PLACEMENT AGREEMENT

- This is a liability agreement required by ASU for all community partnerships
- Community Partners must maintain a current Student Placement Agreement
- Due prior to start of semester
- 5-year term
- Access form on the *Manage internships* page in the Community Partners menu

STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

- Evaluations are submitted by students at the end of the semester

INCIDENT REPORT FORM

- If you have problems with student behavior, attendance, or productivity, please submit an Incident Report Form immediately.
- Upon submission of this form, the USL administrative team will be notified immediately and a member of the team will contact you as quickly as possible, before any action is taken.
- This form is **strictly confidential** and will not be seen by anyone other than USL administrative staff.
- To access the Incident Report Form, click on the *Incident Report Form* link in the *Community Partner* menu on the left

RENEWAL OF INTERNSHIP LISTING(S)

Each spring, you will receive an email requesting that you review and renew your internship opportunity listing(s) for the upcoming academic year (Summer, Fall & Spring).

Please log in to SLED and click on *Manage internships* in the *Community Partner* menu:

- Click on each internship title and carefully review contents of each listing, in particular:
 - ✓ Primary/Secondary Contacts
 - ✓ Duties
 - ✓ Location
 - ✓ Internship availability (Semester, Service Hours, Available Days/Hours)
- Make any necessary changes via the *Edit* tab.
- *If new Supervisors or contacts are added*, ensure that they attend an upcoming orientation session, if they haven't already done so.
 - ✓ RSVP for upcoming orientation sessions via the *Manage Internships* page on SLED.
- Select appropriate renewal option:
 - ✓ Renew – continue listing for upcoming year
(may select specific semesters in Internship Availability section)
 - ✓ Hold – do not list for upcoming year, but contact for participation in subsequent year
 - ✓ Withdraw – remove listing and do not contact for further participation
- While we ask that you renew once a year, please update your listing(s) regularly should any pertinent details change.

If you do *not* see any internship opportunities listed, this means someone else in your organization has authorship of the listing(s).

Please submit the “request for access” form (link provided on the *Manage internships* page).

TIPS FOR ATTRACTING STUDENTS

- Internship Opportunity Listing
 - ✓ Easy to read, clear, accurate, engaging, and concise
 - ✓ Emphasizes skills & practical experience to be gained
 - ✓ Gives details conveying that service is both valuable to those served *and* an interesting and enriching experience for students.
- **Attend the INTERNSHIP FAIR!**
 - ✓ held at the start of each Spring & Fall semester
 - ✓ RSVP on the *Manage internships* page on SLED
- Ensure your contact person is readily available to receive student inquiries (2 weeks prior & 2 weeks after listed semester start dates on p. 4).
- Respond to student inquiries promptly.

To see student-view of internship opportunities, click on your organization listing on the *Manage internships* page on SLED.

Note that only the first several lines of the Duties section display here. Ensure that this gives students an idea of what the position entails and entices them to click Internship title for full details.

IMPORTANT REMINDERS

- Review listings regularly to ensure accuracy
- Fingerprinting and background checks:
 - ✓ Ensure students are able to start hours on time (per info on p. 4)
 - ✓ List possible costs to students
- Ensure that students will have enough appropriate tasks to complete their required hours
- Ensure that students will have enough direct service hours to fulfill course requirements
 - ✓ Number of hours required depends upon course in which student is enrolled; be certain to discuss this with student.
- Contact USL administration with any concerns or questions

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Thank you for partnering with us!

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