

# 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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COMMUNITY ENGAGEMENT PROGRAMS

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## MISSION

Community Engagement Programs is committed to creating a culture of civic engagement, generating positive social change, and building a bridge between ASU and the Community. The mission of its three signature programs (University Service-Learning, America Reads, and AmeriCorps) is to:

- Immerse ASU students in the community and provide them with real-world experiences that build professional skills and cultivate socially responsible citizens
- Serve as a resource for community agencies, faculty, K-12 teachers, and families
- Partner local organizations and schools with ASU students and staff to serve our community

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## 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 in 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 70-100 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 during their cleanup efforts, 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 apply instructional theories and gain first-hand experience of the challenges facing children attending Title I schools while serving as academic tutors . . . that is **service-learning**.

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# 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 the acquisition of job skills.
- **Service-Learning** is characterized by 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 coursework, and evaluate what they are learning. Service-learning 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.

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## STUDENT SELECTION

**Please make your decisions quickly.**

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

- Spring (13-15 weeks)      3<sup>rd</sup> week of January
- Summer (7-8 weeks)      4<sup>th</sup> week of May
- Fall (13-15 weeks)      2<sup>nd</sup> 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**

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**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 Service Internship **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 **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^
<b>SPRING</b> (14-16 wks)	1 <sup>st</sup> – 3 <sup>rd</sup> week Jan	1 <sup>st</sup> week May	approx 5 or 7.5 hrs / week
<b>SUMMER</b> (7-8 wks)	3 <sup>rd</sup> – 4 <sup>th</sup> week May	4 <sup>th</sup> week July	approx 10 or 15 hrs / week
<b>FALL</b> (14-16 wks)	4 <sup>th</sup> week Aug – 2 <sup>nd</sup> week Sep	2 <sup>nd</sup> week Dec	approx 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 70-100 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-certified 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	INDIRECT Service Activities	PROHIBITED Activities
Minimum of 60% of required service hours	Limited to 40% or less of required service hours	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	<b>NOTES:</b> <ul style="list-style-type: none"> <li>• Students should NOT fulfill unmet staffing needs</li> <li>• Students cannot transport clients in their own vehicles</li> <li>• Consult USL office for exceptions</li> </ul>
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

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## EXPECTATIONS OF SUPERVISORS

- Assigned supervisors must have attended the required one-time, 75-minute orientation session.
  - ✓ Login to My USL to register 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](mailto:laura.tan@asu.edu)).
  - ✓ Changes in supervision must be to another *certified* supervisor (has attended the required 75-minute orientation session)
  - ✓ In the event of unavoidable circumstances in which it is not possible to switch to a *certified* 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.

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## 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**

## 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.

If you have trouble resolving student behavior, attendance, or productivity issues, please promptly contact us:

[service.learning@asu.edu](mailto:service.learning@asu.edu)  
480-727-6382

If you have serious concerns regarding a USL student's behavior or an incident, please immediately submit the Incident Report Form on My USL.

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## UNIVERSITY SERVICE-LEARNING WEB SYSTEM: MY USL

Sign in to My USL on any <http://servicelearning.asu.edu> web page to access all USL functions, including creating and revising internship listings, submitting forms, and registering for Community Partner Orientation Sessions and Internship Fairs.

### TO CREATE A MY USL ACCOUNT

- Go to <http://servicelearning.asu.edu/partner/register>
- Please use the email address you check daily.
- Complete form and click *Create new account*.
- Look for a confirmation email from [service.learning@asu.edu](mailto:service.learning@asu.edu) and use the link provided to sign in and change your password.

Be sure to designate [service.learning@asu.edu](mailto:service.learning@asu.edu) as a “safe sender” so emails from My USL are not blocked.

### TO SUBMIT A NEW SERVICE INTERNSHIP APPLICATION

- Click on *Create Service Internship* in My USL menu on left or on organization page.
- Provide all requested information & click *Save draft*; then click *SUBMIT*.
- You will receive e-mail notification of the status of your internship.

### TO MANAGE EXISTING SERVICE INTERNSHIPS

- Click on your organization name in the My USL menu on the left
- Click *View* or *Edit* to manage individual service internships
  - ✓ Your edited listings will be reviewed by USL staff before being published



# REQUIRED FORMS

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

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

## INTERNSHIP SELECTION FORM (ISF)

The purpose of the ISF is to ensure that both the student and the supervisor have the same understanding of 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 the form. Upon approval, the supervisor will receive an email notice.
- It will appear under "Needs My Review" on My USL:
  - ✓ Click on the ISF link and carefully review to ensure all details match those you and the student agreed upon
  - ✓ If all meets your APPROVAL, click the *SUBMIT* button at the top of the form
  - ✓ If the form's content does NOT accurately reflect your understanding of the duties, work-schedule, etc.:
    - In the "Notes" box at the top, enter a detailed description of what needs to be added or changed
    - Select "Info/Changes Needed From Student" in the drop-down list & click *SUBMIT*

**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.

Student will submit a revised ISF, which will first be reviewed by the instructor.

## TIME CARDS

Accurate time card records are vital to monitor students' progress towards meeting course requirements for service hours.

- Students complete and submit time card forms for each shift worked.
- Each time a student submits a time card, you will receive an email notice and the time card will appear in "Needs My Review" on your My USL dashboard.
- To review and approve the time cards,
  - ✓ Click on the *time card* links in "Needs My Review"
  - ✓ Carefully review the contents of the time card to ensure it accurately records direct and/or indirect service hours and activities
  - ✓ Select *Approved* or *Info/Changes Needed from Student* & click *SUBMIT*
- 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. These are automatically approved.

## 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 you) 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:
  - ✓ Click on the *Service Goals* link in “Needs My Review” on your My USL dashboard
  - ✓ Carefully review the contents of the Service Goals to ensure it matches the details on which you and the student have agreed
  - ✓ Select *Approved* or *Info/Changes Needed from Student* & click *SUBMIT*
- If you deny approval, 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. (no midterm eval in Summer semester)
- Please review the evaluation with students. **These evaluations do NOT affect students' grades** – students will benefit most from *honest* and *constructive* feedback.
- *Should there be issues or concerns, please notify us immediately.*

## 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 the form on My USL or at <http://servicelearning.asu.edu/community>

## STUDENT EVALUATION OF INTERNSHIP EXPERIENCE

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

## INCIDENT REPORT FORM

- If you have serious concern regarding your USL student's behavior or an incident involving a USL student, 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.
- Incident Report Form is accessed via link in your My USL menu.

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## RENEWAL OF INTERNSHIP LISTING(S)

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

Please log in to My USL and click on your organization name:

- Scroll down to view Service Internships table
- For each internship, click on *View* and carefully review contents, in particular:
  - ✓ Contacts
  - ✓ Supervisors
  - ✓ Duties
  - ✓ Location
  - ✓ Schedule Options (check all semesters offered; ensure service hours/days are correct)
- Make any necessary changes via the *New draft* tab.
- *If new supervisors or contacts are added*, ensure that they attend an upcoming orientation session, if they haven't already done so.
  - ✓ Register for upcoming orientation sessions via My USL
- Select appropriate renewal option:
  - ✓ Renew – continue listing for upcoming academic year (select specific semesters by checking the appropriate boxes in the Schedule Options section)
  - ✓ Hold – do not list for upcoming academic year, but contact for participation in subsequent year
  - ✓ Withdraw – remove listing; it will not be offered again
- While we ask that you renew once a year, *please update your listing(s) regularly* should any pertinent details change.

**Please note that students see** only the first several lines of the Duties section displayed in the list of approved internships they peruse when selecting their service internship.

Ensure these lines give a good idea of the type of service offered through this internship and will entice a student to click on your listing to learn more.

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## TIPS FOR ATTRACTING STUDENTS

- Service Internship 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 one or both INTERNSHIP FAIRS!**
  - ✓ held at the start of each Spring & Fall semester on the Tempe & West campus
  - ✓ Register via My USL
- Ensure your contact person is readily available to receive student inquiries (2 to 3 weeks prior & 2 weeks after listed semester start dates on p. 5).
- Respond to student inquiries promptly.

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## 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 staff with any concerns or questions

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*Thank you for partnering with us!*

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