

John R. Kernodle, Jr., Center for Service Learning
and **E**lon Volunteers!
at **E**lon University

Community Partner Guide



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Kernodle Center Documents

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Required prior to each semester

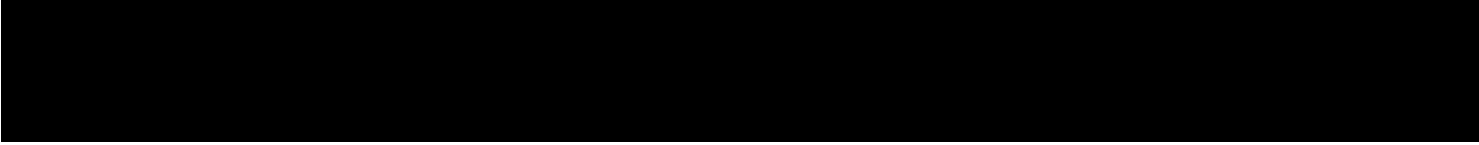
Submitted semester-end

Submitted semester-end

Student Management Tool

Student Management Tool

Submitted as needed for volunteers



The John R. Kernodle, Jr. Center for Service Learning at Elon University thanks you for your interest in partnership. The *Community Partner Guide* will assist you in the process of collaborating with the Kernodle Center for Service Learning staff, students and faculty as we design partnerships. Diversifying your volunteer pool, assisting clients individually, and educating young adults about community needs and issues are only a few expected benefits. As one student affirmed, "It was an experience that has broadened my knowledge of the world around me and has touched me so that now I feel compelled to serve in some way for the rest of my life." We thank you for your involvement in providing these educational and life-changing experiences through service to others in our community.

Elon students may contact you for a wide variety of reasons. They may be doing so voluntarily, or to fulfill a requirement. The list below will help you to determine the students' intention for doing service, and what types of opportunities they're seeking.

The following are programs coordinated by the Kernodle Center for Service Learning:

⦿ Academic Service-Learning (ASL)

Students are required to perform service hours as part of a class as a form of experiential education. They need structured opportunities intentionally designed to promote student learning and development. Normally students spend between ten and forty hours each semester within the organization and the professor integrates service into the course syllabus. (See section on Academic Service-Learning beginning on page 6.)

⦿ Elon Volunteers! (EV!)

EV! is a student-run program within the Kernodle Center for Service-Learning. The EV! mission is to provide all members of the Elon Campus the opportunity to develop an ethic of service by connecting campus and community through service experiences. EV! includes ongoing programs and organizations, one-time service events, and domestic and international break trips. Students choose to participate in EV! voluntarily, as an extra-curricular activity based on their interests and schedules. (See section on Elon Volunteers! beginning on page 18.)

⦿ Experiential Learning Requirement (ELR)

In order to graduate, all Elon students must fulfill the ELR. Students can choose one of several ways to fulfill the requirement, including internships, study abroad, student teaching, field-based courses, research, and leadership. One of the options to fulfill the ELR is to perform 40 hours of volunteer service with one community agency. The student must have their plan for ELR fulfillment approved in advance by the Kernodle Center for Service Learning; service hours will not be counted retroactively for students who volunteered without completing our workbook. If you are working with an ELR student, you will need to work with them to identify an appropriate volunteer position which includes significant opportunities for learning. You will need to approve the job description they write for themselves, provide supervision throughout their 40 hours, and complete a mid-experience and final evaluation of the student.

Service Programs

Opportunities coordinated through the Kernodle Center for Service-Learning (continued):

∂ Federal Work Study Service Program (FWS)

Students who are determined by Elon's Financial Planning office to have financial need are eligible to work for pay through the Federal Work Study program. Non-profit agencies can apply to be considered as a work location to hire Elon students as employees. The students are hired and paid through the agency's payroll, and when appropriate documentation is submitted, can be reimbursed 75% of the student's wages from Elon. The student acts as a staff member of the agency.

∂ America Reads

As part of the Federal Work Study program, Elon students are hired as literacy tutors to work in local elementary schools.

DID YOU KNOW?

Elon students may also participate in the community through a variety of other experiential learning opportunities such as job co-ops, internships, practicums, teaching fellows, and Greek organizations.

* When a student calls you, be sure to ask which program they are with & what they need to accomplish.

See page 21 for other Elon resources.

Planning for Service Experiences

We will work with you to help determine if your organization could benefit by partnering with the Kernodle Center for Service Learning. This mutual relationship should benefit your organization and be able to meet the needs of course-related activities or the volunteer activities of Elon Volunteers! Our staff can help describe the various programs and discuss your needs to determine which one(s) may work best with your organization. You can decide to solely work with students who volunteer through Elon Volunteers!, Special Requests, and/or with Academic Service-Learning course requirements. Student contacts will differ for each service opportunity. For example, a partner who has students working with an event as well as an academic course will have at least two contacts from our office.

Academic Service–Learning (AS-L)

At Elon, many classes offer some form of “experiential education”, allowing students to put into practice what they are learning in class. One form of experiential education is Academic Service-Learning.

Elon’s definition of Academic Service-Learning:

“Service-Learning is fundamentally an academic endeavor. It is a credit-bearing, experiential education approach that involves an established community partnership guided by the expertise of professors and community-based practitioners, working together with students to address community needs. The partnerships between Elon and the community engage students in service primarily with non-profit organizations, schools, and government agencies. Academic Service-Learning is a unique form of engaged learning that includes:

- direct contact between students and the community, requiring student preparation for community experiences
- engagement in projects and activities that are devoted to the public good
- service activity that is reciprocally beneficial to the community and students
- structured reflection that enhances student understanding of connections between course content and service
- recognition of how disciplinary knowledge contributes to our understanding of the world

Elon University affirms the importance of engaged pedagogies as a foundation of our curriculum that advances our goal of developing global citizens and informed leaders. Toward this end, Service-Learning courses contribute to a variety of personal, cognitive, and social outcomes including enhanced self-awareness, improved critical thinking, and an increased understanding of social responsibility, diversity, and societal structures.”

The Kernodle Center for Service-Learning coordinates many of the partnerships for faculty teaching Service-Learning classes, although faculty with their own community connections are welcome to make arrangements for their classes themselves.

Why faculty teach Service-Learning courses: Faculty choose to incorporate a service project into their syllabus because they believe it will enhance the students’ understanding of course material. They want the students to have practical and direct experience with the information they are learning in the classroom. For this reason, students need to work on projects that help them fulfill specific learning objectives.

Academic Service-Learning students need opportunities that are educational, meaningful and can be closely related to their course work. The most successful experiences have depth and extend over the length of the semester.

Academic Service–Learning (AS-L)

In order to partner with an Academic Service–Learning class, an agency staff member must attend our “Preparing for Partnership” session (see page 12 for more details).

The process:

Individual faculty members decide before the start of the semester if they want to incorporate a service experience into their course. Based on the professor’s goals for the class, agencies decide at the Preparing for Partnership session if they have an appropriate project for students in that class. Since the number, size, and objectives of courses vary each semester, there is no guarantee that you will receive a particular number of students each semester, but do estimate how many students you would be able to supervise. Once we establish which agencies are partnering with which classes, students select their agencies based on their schedules and preferences. Contact information for the students serving with your organization, as well as for the student staff in our office, will be mailed to you within the first 3 weeks of the semester.

Selecting your supervisor for AS-L students:

The students’ supervisor will most likely be your Volunteer Coordinator, but this responsibility should be administered by the most appropriate and available person. It may be the Director or another staff member, perhaps an active volunteer.

Let the potential supervisor know:

- ⦿ Administering the AS-L partnership will take time, effort and organization.
- ⦿ It means playing phone tag, using email and designing a system to orient and schedule students.
- ⦿ It will be necessary to thoroughly know your organization’s needs to determine appropriate course-related activities.
- ⦿ Orientations and/or trainings will need to be conducted each semester.

Key elements of a Service–Learning experience*:

- ⦿ **Reciprocity:** The service and learning must be worthwhile and valuable for both the student and the community.
- ⦿ **Reflection:** Intentional, systematic reflection about the experience must take place in order to maximize the benefit of service learning experiences. Reflection is the critical process to link service and academic learning objectives.
- ⦿ **Integration:** Service activities need to be directly related to the student’s academic learning objectives in order to strengthen student’s critical thinking.
- ⦿ **Diversity:** Service helps students overcome stereotypes and fears, and develop skills as multicultural community participants.

*Adapted from California State University–Monterey Bay

Academic Service–Learning (AS-L)

Supervision

A staff member from your organization will serve as the site supervisor for Elon students. The sample call sheet in the “Documents” section will help you get started with your initial contact with your student(s). In addition, the site supervisor should prepare a plan for on-going contact with the student, orientation, discussion of organization policies and professional issues, plans for assignments, providing a vision for how the students’ tasks contribute to the organization’s mission, and feedback. Regular communication between the student and site supervisor is essential.

Evaluation Process

Feedback is needed from all partners (agencies, students, and faculty) to continuously improve the program. You will be asked to complete an evaluation form from our office at the end of the semester to help gather feedback; however, if you have any concerns during the semester, please address them as they arise. Whenever possible, address individual student concerns directly with the specific student. If necessary, contact the student’s professor and/or the Kernodle Center for extra assistance.

Written Evaluations

Evaluations are confidential and become the property of the Kernodle Center For Service Learning. On occasion, quotes are shared without naming the source. Academic Service-Learning students, faculty and partners will be asked to complete written evaluations. Did you have an exceptional experience or student through AS-L? Let us know!

Validation Forms

Students are required to keep track of their service hours. Each AS-L student is given a personal time sheet to use during the semester. At the end of the semester, the partner agency will be asked to sign the back of the form to verify completion. Faculty members may call you to confirm your signature.

Suggestion:

Consider asking a board member or other staff member to also complete the organization readiness tool on pages 10-11, then compare answers.

Academic Service—Learning Timeline

Sample Schedule used by our staff to prepare for each semester.

Sample given is for a spring semester.

Mid-December	Contact professors for interest in AS-L
Mid-December	Contact agencies for interest in classes
Mid-January	Preparing for Partnership session; agency sign-ups
1 Week before semester	Verify agency partners to professors and schedule class visits
First 2-3 weeks of semester	Kernodle Center visits classes, matches students with agency partners
3rd week of semester	Student information mailed to agencies
3rd–4th week of semester	Agencies should hold orientation / training sessions
4th week of semester	Agency and students should contact each other & begin service
6th week of semester	Students cannot change their placements, unless special permission
On-going	Communication between agencies, students, faculty & Kernodle Center Address any concerns, provide ongoing feedback
Last 2 weeks of semester	Written evaluations completed by agencies, students, faculty
Last day of semester	Students' validation time sheets due with agency signature

Principles for Combining Service & Learning

- ⦿ Engage students in responsible and challenging actions for the common good
- ⦿ Provide structured opportunities for students to reflect analytically on their service experience
- ⦿ Articulate clear service and learning goals for everyone involved
- ⦿ Provide information about the agency's mission and the population it serves, as well as related factors (i.e. economic, political, social, cultural, educational)
- ⦿ Include training, supervision, monitoring, support, recognition and evaluation to meet service and learning goals

Is your Organization ready for Service-Learning?

The assessment tool below has been created to help analyze potential Service-Learning partnerships. The Points of Light foundation, a leader in non-profit management, produced the worksheet for schools and students. The following is our adaptation to help you assess a potential partnership.

Tips for completing assessment:

- ⦿ Get the opinions of others within your organization who are included in management decisions.
- ⦿ Consider how many interns, student teachers, or other students you are managing from Elon and other institutions.
- ⦿ Visualize what your workspace will look like and how you will physically accommodate students.
- ⦿ Determine your organization's needs and think creatively about the vast possibilities.

Your organization's realities and needs can change. Thus, this tool is intended as a guide for considering things to have in place or to create when developing a service partnership. For each question, mark the level of readiness you perceive. Then look for patterns.

1. How much have you worked with student volunteers?

A lot

Some

None

2. How much experience does your organization have in forming partnerships with other agencies, schools or businesses?

A lot

Some

None

3. Is someone eager to be a champion for Service-Learning within your organization?

Eager

Willing

Reluctant

4. Is she or he available to work with and supervise students?

Yes

No

5. Do you see university students as a valuable resource for your organization? Do you believe students will bring fresh ideas and approaches that will help you better address community needs?

Viewed As Resources

Neutral

Viewed as Problems

6. How diverse are the volunteer opportunities available for student volunteers in your organization?

Lots of Diversity

Some Diversity

Only 1 or 2 roles

Is your Organization ready?

7. To what extent does your organization use well-defined job descriptions for volunteers?

Always

Sometimes

Never

8. How open is your organization to involving students in decision-making roles once they have shown their commitment to your organization's mission?

Very

Somewhat

Not At All

9. How readily could students apply what they would do in your organization to what they are learning in their course or to real-life situations?

Very

Somewhat

Not At All

10. How willing is your organization to provide time for staff to meet with Kernodle Center staff and faculty and attend training in Service-Learning?

Very

Somewhat

Not At All

11. How clear is your organization's mission (with clearly defined target groups and strategies for addressing specific needs)?

Very

Somewhat

Not At All

12. How appropriate and accessible are your facilities to the age and skill levels of young adults who will be providing services?

Very

Somewhat

Not At All

13. How flexible is your organization to design opportunities to fit students' schedules?

Very

Somewhat

Not At All

14. How prepared is your organization to spend the planning time needed to help students translate their service experiences to the course work, and vice versa?

Very

Somewhat

Not At All

15. Is there an available, dependable staff member or volunteer with good communication skills who will be willing to manage students according to the guidelines of the Kernodle Center for Service-Learning? And support staff with whom they have regular contact to assist students as a secondary contact?

Yes

No

16. Does your organization want to enhance its services while working with students who are connecting experiences with you to academics?

Yes

No

Preparing for Partnership: Session & Agreement

Preparing for Partnership (PFP) is an opportunity for current and potential community partners to learn more about the Kernodle Center for Service-Learning and Elon Volunteers! Preparing for Partnership is specifically designed for Volunteer Coordinators and/or Student Managers who will be working with students from Academic Service-Learning courses, but all are welcome! PFP is offered before the beginning of each semester, once in August and again in January. The session is divided into 2 parts: part 1 is for new partners; part 2 is for all partners. Academic Service-Learning partners participate in the full Preparing For Partnership session once every 2 years and once a semester for part 2. Elon Volunteers! partners should also attend every 2 years.

Preparing for Partnership (PFP) session includes:

- ⦿ What is Academic Service-Learning?
- ⦿ What should an agency partner expect from Academic Service-Learning students?
 - ⦿ What are the requirements of being a community partner?
 - ⦿ Service-Learning perspectives from faculty and students
 - ⦿ Course selection opportunities

AS-L Partnership Agreement

A partnership agreement form (located on page 22) should be completed each semester before or at Preparing for Partnership and should provide the most up-to-date information about your agency. Items on an agency agreement include:

- ⦿ Primary and secondary contact information-who will the students contact?
- ⦿ Hours of operation
- ⦿ How many AS-L students are you willing to work with? Remember to consider the number of students you have coming from other volunteer services, interns, etc.
- ⦿ What kinds of activities and responsibilities will students participate in?

Reminders:

- ⦿ Bring your Orientation/Training schedule.
- ⦿ Bring agency brochures as resources for our office.
- ⦿ Prepare a plan for the semester that enables students to have work throughout the entire semester.



Time Saver
Bring to PFP that forever growing list of projects that you would work on ... if you had time.
Perhaps you will connect a course requirement to meeting your special needs.

Orientation & Training

Group orientations for student volunteers and Service-Learning students are strongly encouraged, as they allow the students to gain further insight into your organization's mission and free your time from repeating information at multiple meetings. It is also a time to share logistical information such as contact names and numbers and what to do in an emergency. You will want to consider how to design the orientation to meet both student and organization needs.

Helpful hints for a successful orientation:

- ⦿ Set orientation and training dates ahead of time. Review the Kernodle Center calendar in the Documents section on pages 35-39. The sooner we can notify students the more likely they are to be able to attend. Orientations normally begin on or after the third week of the semester.
- ⦿ Notify students of agency events in advance.
- ⦿ Try to agree on a set schedule with the student. Remember, late afternoons and evenings are often best for most students.
- ⦿ Email the students as soon as you have a date and send reminders.

See the checklist on the following page for specific topics to cover in the orientation session.

Want to hold your session on campus? Our staff can help reserve a room on campus with 2-3 weeks' notice pending room availability.

Student Call Sheet

Expect to receive calls from a number of different students from various classes and organizations. We have created a Student Call Sheet (on page 26 in the Documents section) as a sample to help your staff and volunteers determine how to handle each phone call.

Time Saver

Put the Student Call Sheet at multiple desks in your office, so whoever answers the phone can gather basic information.

This will facilitate the process of connecting students with the right service opportunity at your organization.



Checklist for Orientations

Orientations should include (minimum):

- Providing students with primary and secondary contact information at the agency
- Collect student contact information and emergency information
- Discussion to understand the objectives of the student's course requirement and/or volunteer service
- Expectations of student's and agency's schedules
- Agency's mission and how it relates to student's duties
- Information about the population served by the agency
- Overview of agency functions, events, routine, dress code and expectations
- Best communication procedures (cancellations, weather etc.)
- Define policies and confidentiality guidelines
- Completion of any agency forms required for volunteers
- Tour of facility/offices
- Location of sign-in sheet

Written materials that can be distributed to students will make it easier to clarify expectations and be consistent.



Time Saver

Don't have written information and want to create an Orientation Packet?
Offer this project as an idea for one or two of your students.
Include a Volunteer or Service Job description to assist future students and you!

Expectations

Community Partner Agency's Responsibilities:

- ⌚ Attend Preparing for Partnership Session.
- ⌚ Know your organization's needs and determine if an offered course could complement your activities by having student participation.
- ⌚ Have a thorough orientation for students including your policies and guidelines. It is the agency's responsibility to explain the dress code and agency policies to students (see Orientation Checklist). Be willing to quickly advise students that misbehavior is not tolerated.
- ⌚ Offer responsible supervision of students.
- ⌚ Maintain a conscious effort not to permit students to be alone with a client under any circumstance.
- ⌚ Clarify with students what service experiences are needed to fulfill their class requirements before students begin service.
- ⌚ View the AS-L students as extended staff and not requiring students to solely perform duties of repetition or "busy work."
- ⌚ Offer related opportunities to help meet academic requirements.
- ⌚ Offer positive role modeling for the students.
- ⌚ Solicit communication with students, faculty, and the Kernodle Center student staff as soon as potential problems arise.
- ⌚ Seek assistance from the faculty member or Kernodle Center if student problems are beyond your control.
- ⌚ Recognize student accomplishments.
- ⌚ Share feedback through completion of the end-of-semester evaluation.

Often, the Kernodle Center for Service Learning will facilitate faculty and agency partner round table discussions.

We encourage you to talk with other community partners about Service-Learning topics and to share your ideas for round table issues.

Frequently Asked Questions

☪ What do I do when a student does not keep their schedule?

First, contact the student. If there is no response, contact the professor for that class. If you need the professor's contact information, the Kernodle Center can assist you.

☪ What can I do to prevent problems with Service-Learning students and volunteers?

Orient students to their task and their environment. Make them aware of your "in house" rules pertaining to attire, language and atmosphere. Help them to understand the culture and expectations of your organization. If problems arise, address them at the time rather than at the end of the semester. The Elon University honor code (see page 21) is in effect for students while performing service.

☪ What about liability?

Elon University's general liability policy covers "interns performing other educational duties at your discretion." Academic Service-Learning students and volunteers assigned by our office are covered while at your organization whether they are injured or unintentionally cause harm.

☪ I have more students than I expected...interns, volunteers and Service-Learning students? What do I do?

Planning is essential to having a sufficient student resource while maintaining your workload. Since Academic Service-Learning students and interns are meeting course requirements, we suggest you re-evaluate to see where other volunteers can fit. Can another staff member supervise? If concerned, contact our office immediately for assistance.

☪ Is there anything students "shouldn't" do?

Yes. The Kernodle Center requires that students not be left alone with a client without the presence of organization staff or be asked to transport clients. Also, they should not be asked to incur expenses related to the service.

☪ An Academic Service-Learning student wants to start late in the semester!

On occasion, a student will have extenuating circumstances and we ask that you consider them. If a student has simply waited too late in the semester to attempt contacting you or beginning their service, and you no longer have appropriate service projects, you are not obligated to accommodate them. Please notify the professor of the class about the situation.

Advice for Working with Students

This advice was taken from Kernodle Center community partners in roundtable discussions.

The process:

- ② Encourage visits prior to beginning service.
- ② Hold mandatory small group Orientations.
- ② Conduct Individual interviews to determine student's skills and needs.
- ② Offer specialized training.
- ② Tell your agency's history and give them your mission statement.
- ② Apply structure to the schedule.
- ② Get them to begin work as soon as possible.
- ② Get to know the students and their comfort levels then match interests with tasks.
- ② Get emails and contact information—know the students.
- ② Focus on the importance of volunteers within your organization.
- ② Define volunteer parameters—the do's and don't's.

The service experience:

- ② TALK with the students about their experience. Help them process their reactions & questions.
- ② Let them see they are part of a larger mission and organization.
- ② Appreciate the uniqueness and new perspectives a student brings.
- ② Allow and foster creativity.
- ② Be watchful; some people are not comfortable with a particular task.
- ② Provide a healthy environment.
- ② Offer a variety of opportunities.
- ② Give “hands-on” experience.
- ② Let students attend community meetings.
- ② Help them develop skills.
- ② Share the importance of community citizenship.
- ② Divide the workload.
- ② Be specific and pinpoint assignments.
- ② If someone isn't doing a certain task, it might be their way of saying “give me something else”.
- ② Show appreciation/rewards through on-going encouragement.
- ② Include students in your video.
- ② Give students feedback about their performance.
- ② Hold a Student Appreciation Day.

The Elon Volunteers! Program

The Kernodle Center for Service Learning also houses the Elon Volunteers! program. Elon Volunteers! (EV!) is coordinated by students, and offers organized opportunities such as one-time events, service trips, service programs, ongoing volunteer opportunities and service performed through campus organizations. Each year, Elon students contribute more than 70,000 hours of service to the community through these programs, and learn a tremendous amount about the needs and issues affecting their neighbors in the community.

Student Structure:

Three student Interns oversee the activities of 50 student Directors and Coordinators of Elon Volunteers! The student volunteer staff can be reached by contacting our office. Current student staff names and contact information can be found on page 34.

- ⦿ Please keep in mind that each semester there is a likelihood that student Directors and Coordinators will change. You can expect an initial contact from the new Director or Coordinator in order to discuss the program, ways to organize, recruit and orient new student volunteers around the second or third week of each semester.
- ⦿ Student volunteers will rely upon your organization to help them become familiar with the volunteer needs and issues related to the mission of the service provided. Orientations by your staff are strongly recommended to familiarize students with the reasons their volunteer service is of need and value to the community. See pages 13-14 for Orientation information.

Partner Programs:

- ⦿ There must be student interest and involvement with your agency to become a program.
- ⦿ Normally, a Program Request should be made six months-1 year in advance to our EV! Intern (s). Greatest consideration will be given to programs who have a pre-existing relationship with Elon students, which can be established through a Special Needs request (see following page) or Academic Service-Learning.
- ⦿ In addition, having a student advocate for your agency will foster the likelihood of partnership with EV!
- ⦿ Long term partnership with EV! programs are determined by on-going interest of both the community agency and student staff. Maintaining close contact, sharing information and ideas are ways to ensure a future partnership exists.

Special Requests

If your organization is in need of volunteers during the year (outside of any existing EVI or Academic Service-Learning partnerships already established), you are welcome to contact our office to advertise this need.

Your request can be made at any time during the academic year. This is most appropriate for one-day events or one-time needs, such as participating in a special event for your organization. The Special Needs form is found in the Documents section and should be sent to our office two weeks in advance. Although phone requests are accepted, the most accurate information is submitted in writing or by email to elonvols@elon.edu.

Your request may or may not be filled. It is advertised on the Elon website to the Elon University community with your contact information. Factors that affect your request include the time of year, student interest, campus activities and availability of students. Student involvement with these volunteer programs is based on their passion about the issue or activity and our structure is flexible to accommodate changing student interests. For this reason, there is a possibility that your SPECIAL REQUESTS or PROGRAM REQUESTS may not be fulfilled.

Assistance from the Kernodle Center

If your organization has questions or needs assistance, please contact Tammy Cobb, Outreach Coordinator for the Kernodle Center for Service Learning, for assistance at 278-7250. We can help you develop systems for training and scheduling volunteers, planning orientations, and identify other ways students can be involved in the mission of your organization.

Resources & Samples

American Association of Higher Education

www.aahe.org

18 volume series designed to provide resources to faculty wishing to explore community-based learning in and through the individual academic disciplines.

Campus Compact

www.compact.org

Includes sample syllabi, information on civic engagement and campus-community partnerships.

COOL: Campus Outreach Opportunity League

www.cool2serve.org

COOL's mission is to educate college students about how to strengthen their communities through service.

Michigan Journal of Community Service-Learning

<http://www.umich.edu/mjcsl>

This journal seeks papers that pertain to research, theory, pedagogy and other matters related to academic service-learning in higher-education.

National Service-Learning list serve and web site

<http://csf.colorado.edu/sl/index2.html>

Includes bibliographies, sample syllabi, service learning discussions and helpful links.

National Society for Experiential Education (NSEE)

www.nsee.org

Includes information on publications and resources, conferences and special projects.

National Youth Leadership Council (NYLC)

<http://www.nylc.org/index.cfm>

Organization linking young people, educators and communities to involve youth in Service-Learning. Sponsors an annual conference.

Other Resources at Elon

- ☪ Human Services Interns and Practicum Students 278-6439
- ☪ School of Communications Interns 278-5724
- ☪ Director of Greek Life 278-7271
- ☪ Elon Career Center 278-6538

Job Co-op, Interns, Job Posting—Register with the Elon Job Network

Become part of the Elon Career Center's contacts database and receive information about Career Center programs and events. By registering, you can post part-time jobs, internships, full-time jobs, and search for student and alumni resumes at no charge! Students can electronically view your posting and respond to you.

Follow these steps to register:

- ☪ Go to www.elon.edu/careers
- ☪ Click the Oak Leaf, Register Now icon
- ☪ Click the Employer icon on the right
- ☪ Click Job Postings & Resume Search
- ☪ Click Register
- ☪ Key in your company information.
- ☪ Access ID: Invent an ID that you will remember.
- ☪ Once you have registered, you will be emailed a password.

Now you're ready to post jobs!

Note: It is advisable to email Debby Wall at walldebb@elon.edu with a copy of the job posted.

If you prefer, your job listing can be posted for you and the Career Center will provide additional advertisement to students and alumni. Call 278-6538.

Academic Honor Code

The pursuit of knowledge in an academic community brings students and faculty together in an association of shared rights and responsibilities. Central to this association is an atmosphere of mutual trust and high ideals of honesty and integrity. Elon articulates these ideals in its Academic Honor Code. If you would like to read the Honor Code, it can be found on the Elon website at

http://www.elon.edu/students/handbook/aca_honcode.asp

Academic Service-Learning Partnership Form

KERNODLE CENTER FOR SERVICE LEARNING

Campus Box 2999 Elon, NC 27244

Phone: (336) 278-7250 Fax: (336) 278-7299

Feel free to attach any additional information.

Organization/Agency: _____

Contact Person: _____ Title: _____

Secondary Contact: _____ Title: _____

Best time/way for student contact: _____

Main phone number: _____ Circle one: work home cell

Secondary phone number: _____ Circle one: work home cell

Email address (if used regularly): _____

Website Address: _____

Mailing Address: _____

Office Location: _____

Days and hours open for volunteer work:

What is your organization's mission?

Describe the tasks/projects that student volunteers are needed to work on. If possible, indicate the number of volunteers needed or any special skills.

- ◆ We can work with a total of _____ students from Academic Service-Learning.
- ◆ We can _____/cannot _____ work with small groups.
- ◆ We can _____/cannot _____ allow students in our Board of Director's meetings.
- ◆ We will notify the Kernodle Center for Service Learning of all significant changes including staff, location or availability to work with students.
- ◆ I have read the attached description of the program and agree to fulfill the expectations for our organization and will provide an orientation.

Signed _____ Date: _____

Academic Service-Learning Partner Update Form

Agency name: _____

Update effective as of date: _____

- At this time, we DO plan to work with Academic Service-Learning Students from Elon University next semester.
- At this time, we DO NOT plan to work with Academic Service-Learning Students from Elon University next semester.

At this time, there has been no change in the contact name/staff, phone numbers, email addresses, mailing or physical addresses, office hours, volunteer requirements, fees or volunteer opportunities since last semester.

The following changes HAVE occurred within our agency:

We have required training for our volunteers. We have scheduled the following training dates:

Training dates have not been determined. Dates will be determined as of _____

We anticipate needing about the same number of student volunteers as in the past.

We anticipate needing less student volunteers as in the past. How many? _____

We anticipate needing more student volunteers as in the past. How many? _____

Comments: _____

Completed by: _____ Date: _____

Academic Service-Learning Partner Evaluation

KERNODLE CENTER FOR SERVICE LEARNING

Campus Box 2999 Elon, NC 27244

Phone: (336) 278-7250 Fax: (336) 278-7299

Name: _____

Agency: _____

Address: _____

Phone: _____

E-mail: _____

Please circle your response to the following statements:

(Scale is as follows: 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, & 5=strongly agree)

1. Overall my agency's experience was positive.

1 2 3 4 5

Comments:

2. The partnership between my agency and Elon's Academic Service-Learning staff was effective.

1 2 3 4 5

Comments:

3. My agency was able to offer students opportunities to fulfill their class objectives.

1 2 3 4 5

Comments:

4. I feel the students understood the mission of the agency.

1 2 3 4 5

5. What tangible and intangible benefits has your agency gained from Service-Learning students?

6. What suggestions do you have for improving the current Academic Service-Learning process?

7. What suggestions would you make to enhance your partnership with our office?

8. Please list names/details about students you recommend for leadership roles in the Kernodle Center for Service Learning.

9. What concerns or compliments could you share about specific courses?

10. Do you anticipate working with Academic Service-Learning in the fall and plan to attend (or send a representative to) Preparing for Partnership? If so, please use the Agency Update Form (on page 23) to provide any information such as changes in contact person or phone numbers.

Any additional comments/feedback are welcomed and encouraged. Thank you!

Student Call Sheet

Use this as a tool for any volunteer, receptionist, volunteer coordinator or director taking a student call. It will be helpful when multiple students contact you individually and for classes. Often students will say "I'm an Elon student and need to do volunteer hours". Using this outline will help your staff or volunteer receptionists know how to help each individual student caller.

Name of Student, contact phone number and email _____

Is this an Academic Service-Learning requirement?

Class Name and Professor _____

Describe the requirement and number of hours _____

Students working as a group?

Working individually?

Participating in a one-time event?

Who is the agency contact person for this group? _____

Tell the student the best time / way to contact their agency representative.

Find out the best time / way to contact the student.

Tell the student about upcoming orientations, trainings, or other important meetings.

Find out when the student / group is coming to the agency.

Tell them what they need to bring or know for their first visit.

Other reasons students may be calling to do service hours (besides Academic Service-Learning classes):

Individually, based on their own interest.

Through Elon Volunteers! If your organization has an established program through EV!, give the student the name of the EV! coordinator for your program.

With a campus organization. Which group? _____

To fulfill their Experiential Learning Requirement (ELR) in order to graduate. This student will need to complete 40 hours of meaningful, educational service to accomplish specific learning objectives.

To fulfill judicial / restitution hours. This student has been required to do service by the court system or Elon's judicial system. The requirement of hours and types of service varies. It is the agency's choice whether or not to work with students in this situation.

Elon Volunteers! Special Request

Organization / Agency name: _____

Program or Event: (circle one)

Name of Program /Event: _____

Date (s) and Time (s) of need: _____

Location(s):

Number of Volunteers Wanted**: _____

**We cannot guarantee that we will be able to fill this need or get the amount of volunteers requested.

Description of need:

Contact information for the program/event:

Name: _____ Phone: _____

Email: _____

Feel free to duplicate this form as needed and submit by mail, fax or email to the Kernodle Center for Service Learning. Please send 2 weeks in advance of volunteer need.

KERNODLE CENTER FOR SERVICE LEARNING

Campus Box 2999 Elon, NC 27244

Phone: (336) 278-7250 Fax: (336) 278-7299

Family Abuse Services of Alamance County, Inc. Volunteer Application

This agency does not discriminate on the basis of race, color, religion, age, sex, national origin, political affiliation, sexual identity, or other non-performance factors. Your responses on this application are confidential.

Name _____ Age _____ Sex _____

Address _____

Telephone Numbers (home) _____ (work) _____ (other) _____

Occupation _____

Are you volunteering to satisfy a school or class requirement? Yes No

School _____ Advisor _____

Days and Hours available to volunteer:

DAYS: Monday Tuesday Wednesday Thursday Friday

TIMES: _____

How did you discover the opportunity to become a volunteer? _____

Past Relevant Experience: _____

Purpose in volunteering: _____

What qualities and skills do you have that you feel would contribute to this type of work? _____

Why do you think women are battered? _____

What are your feelings toward a woman who elects to remain in a violent situation? _____

Have you ever been convicted of a criminal offense in this or any other state? Yes No

If yes, please state briefly: _____

Please list two references:

Name	Address	Relationship	Phone #
1. _____	_____	_____	_____
2. _____	_____	_____	_____

1. _____

2. _____

I certify that the above statements are true and correct to the best of my knowledge and belief. I agree to read and follow all rules of Family Abuse Services to the best of my ability.

Signature _____ Date _____

Email address: _____

**PLEDGE OF CONFIDENTIALITY
For Volunteers**

I, the undersigned Family Abuse Services of Alamance County, Inc. Volunteer, recognizing the serious and personal nature of the service, and committing myself to the disciplines required, do hereby agree that:

- 1. I will be familiar with and adhere to the policies and procedures of Family Abuse Services of Alamance County, Inc. (F.A.S.).**
- 2. Under no circumstances will I disclose to any individual not connected with F.A.S. the identity of any client or information about any client without his or her expressed permission.**
- 3. Under no circumstances will I disclose to any individual not connected with F.A.S. the location of the shelter, the name(s) of anyone in the shelter, nor the telephone number of the shelter (calls are to be directed to the crisis line: 226-5985 or to the office: 226-5982).**
- 4. I will share upon request any information about a client with persons in F.A.S. who have a consulting and supervisory function over my work.**
- 5. In the event of my withdrawal or resignation I will continue to hold in strictest confidence all information related to the work of this service.**

NAME: _____ DATE: _____

INVOLVEMENT IN SALSA BY ELON STUDENTS VIA ACADEMIC SERVICE LEARNING

General Philosophy

SALSA encourages and seeks out Elon students to participate in SALSA activities. SALSA may also assist a student in identifying a site/organization that will allow them to work with the Latino community that does not participate in SALSA activities. Students do not need Spanish language skills to participate in SALSA activities; however, those students with Spanish Language skills may be offered to participate in different types of activities.

In the Following we will attempt to describe some of the possible activities that students may be involved with if they choose to do Academic Service Learning with SALSA. These activities are broken down according to the number of hours the student must complete for their academic requirements. All students must contact Dr. Bailey to participation in any activities. SALSA staff will attempt to arrange these activities as quickly as possible; however, students must appreciate that organization can take up to 2 weeks before participation. Students are expected to provide their own transportation to sites unless a special arrangement is made with SALSA staff (assistance is available in some cases). Students should also make Dr. Bailey aware of all class assignments dependent on participation during the initial contact.

Number of Hours to Be Completed	Types of Activities Available	Availability of Activity (Time of day, Place, Skills Needed)
Less than 10 Hours in a Semester (Up to 5 Students per semester)	Data Entry	By Appointment with S. Bailey
	Clerical Work at ARMC's Lifestyle Center	By Appointment with C. Kussman
	Tutoring	Wednesday Evenings (6-7 pm) at Blessed Sacrament School supervised by H. Baez
Between 10 and 30 Hours in a Semester (Up to 5 Students per semester)	Assist with English as Second Language Classes	Arranged by S. Bailey, all sites are off campus, classes occur from 7am to 8pm M-F
	Support Recreational/Physical Activity Programs	Occur regularly at Blessed Sacrament Church (M,W,F 10:30 am to 12:00 noon, W 5:30 to 7 pm) and at Elmira Community Center (M,F 6 to 7:30 pm). Some special activities occur irregularly on Weekends

Involvement in SALSA by Elon Students via Academic Service-Learning (continued)

	Reading to Children at Charles Drew Medical Center	Arranged by S. Bailey, requires short orientation (set-up time 1-2 weeks)
	Assist with Health Education Classes	Dependent on present Class Schedule, student should have Spanish Language skills or have advanced knowledge in Health Related Issues
	Special Projects	By Arrangement with S. Bailey
Greater than 30 Hours per semester	Special Projects	By Arrangement with S. Bailey
	Special Assistant in Recreation/Physical Activity Programs	Occur regularly at Blessed Sacrament Church (M,W,F 10:30 am to 12:00 noon, W 5:30 to 7 pm) and at Elmira Community Center (M,F 6 to 7:30 pm). Some special activities occur irregularly on Weekends At this level student should have Spanish Language skills or have advanced knowledge in Health Related Issues
	Delivery of Health Education	Dependent on present Class Schedule, student must have Spanish Language skills or have advanced knowledge in Health Related Issues. Requires brief training period

Contact Information

Stephen P. Bailey, PT, Ph.D.
 Assistant Professor
 Department of Physical Therapy Education
 (336)278-6346
 baileys@elon.edu

CrossRoads: Sexual Assault Response & Resource Center **Working with Volunteers & Service Learning Students**

- **CrossRoads has two main programs in which students may work. These programs require satisfactory completion of a 20-hour training course held over 2 evenings and 2 Saturdays, the course covers both of the following programs:**
 - **Crisis Intervention** (direct services) – Respond to calls over our 24-Hour crisis line, may involve going to local law enforcement agencies or to ARMC if a new case comes in. Staff supervisor, Deana Joy
 - **Community Education** (prevention) – Raise awareness in the community about sexual violence, by teaching people what the various sexual crimes are and how to access services. This involves working in the schools. Staff supervisor, April Durr

- **If a student can not complete training for whatever the case may be, but does want to work with the agency the following is an idea of some things they can expect to do: Staff supervisor, April Durr**
 - Observe & assist with community education events
 - Interview staff members
 - Attend any agency meeting
 - Help with a fundraising event
 - Raise public awareness about the agency (radio, tv, press)
 - Recruit new volunteers to be trained
 - Office work and special projects
 - Assist staff members in their daily duties
 - Help with agency newsletter
 - Observe Court or a CAC interview
 - Other projects can be approved by supervisor if student has a specific interest

- Anyone working with the agency must meet prior to beginning any fieldwork with a volunteer supervisor and complete an application and interview, if satisfactory then confidentiality' and code of ethics agreements are signed and student can begin working.

- A schedule is made for the length of the internship, student is assigned to one or both of the volunteer supervisors, and the student drafts goals and objectives for their fieldwork.

- Creative ideas for projects:
 - Have students design a flyer to advertise agency services that can be put up around campus
 - Have students design a recruitment message to attract other students to volunteer at agency
 - Have students create public service announcements for local radio stations
 - Have students write news articles about agency issue including statistics that can be sent in to local papers and magazines
 - Have students come up with an idea for a small fundraiser that can be done on their campus and allow them to execute it
 - Have students brainstorm a list of possible activities agency can do for sexual assault awareness month or child abuse awareness month
 - Have students develop a survey that can be given out to their classmates and friends on their campus to learn what students views are about sexual violence as well as their knowledge of the facts
 - Have students research for local and state wide statistics on sexual violence and compile findings on a display board
 - Have students search the internet for other agency websites in the state and have them linked to our website
 - Have students film a short video of the agency
 - Have students film a short video of viewpoints on campus
 - Have students develop an activities that can be done at volunteer meetings, trainings, and community education in the schools
 - Have current interns help to recruit new interns for the following term in the areas that the agency needs, example film students, writing students, etc...