## Table of Contents

**Service-Learning and ACE Program Info** .................................................................2  
Indiana University's ACE Program .................................................................................2  
Service-Learning Basics ...............................................................................................4  
Responsibilities of All Parties in Successful Service-Learning Partnerships .................7  

**ACE Program Participation** ....................................................................................8  
ACE Expectations .........................................................................................................8  
24 Hour Turnaround Communication Policy ...............................................................9  
ACE Program dates for 2014-2015 academic year .....................................................10  
ACE general annual Timeline ....................................................................................12  
ACE Working Hours Policy .........................................................................................13  
Absence Policy for ACE Events/Bi-Weekly Sessions ...............................................14  
ACE Performance Review .........................................................................................15  

**Building Service-Learning** ...................................................................................16  
Process for Developing a Service-Learning Class ....................................................16  
Workflow for developing service-learning classes ....................................................18  
Community Partner Questions ....................................................................................19  

**Maintaining Service-Learning at your Agency** ..................................................20  
Expectations for Service-Learners ..............................................................................20  
Attendance Policy for Service-Learners ......................................................................21  
Preventing and Handling Difficult Situations with Service-Learners .......................22  
Motivating Service-Learners .....................................................................................23  

**Appendices** ............................................................................................................26  
Appendix A: ACE End-of-Semester Performance Review ..........................................26  
Appendix B: Example Service-Learning Courses .......................................................28  
Appendix c: Partnership Agreement ..........................................................................32  
Appendix D: Example Student Service-Learning Time Sheet ..................................34
INDIANA UNIVERSITY’S ACE PROGRAM
The ACE Program provides Advocates for Community Engagement (ACEs) who serve as liaisons between service-learning students, local agencies and organizations, and faculty. Each ACE serves with a specific agency coordinating service-learning students, communicating with faculty, and engaging in the daily life of the agency. ACEs are an integral component of service-learning at IU, providing a link between faculty, students, and nonprofits. ACEs also help students reflect on the connections between their coursework, service and larger social issues. The ACE Program includes training for ACEs designed to facilitate the development of their professional, advocacy, communication, interpersonal, and leadership skills throughout their career as ACEs.

Undergraduate students enter the ACE program as freshmen who are recipients of Cox Engagement Scholarships. The Cox Engagement Scholars Program is supported by a gift from the estate of Jesse and Beulah Cox. The support of the ACE program through the Cox Engagement Scholarships continues the Cox legacy of hard-work, education, and philanthropy.

Read more about Cox Engagement Scholarships here: http://scholarships.indiana.edu/scholarships/cox/Prospective%20Students.php

History of the ACE Program
The Advocates for Community Engagement program was conceived by Julie Reed, now with the McCarthy Center for Public Service and the Common Good at the University of San Francisco, after working with student leadership programs at Georgetown University and California State University-Monterey Bay. Georgetown University student leaders directed a pre-orientation community service program, while CSUMB leaders contributed to the Service-Learning Institute’s programming through agency site visits, campus presentations, project administration, instructional assistance, etc. The CSUMB leadership positions were coveted and highly respected, and included a month-long full-time residential leadership academy over the summer. In both programs, students developed skills while also building the capacities of faculty, staff, agencies and other students to engage in meaningful service. It is noteworthy that a great deal of programming could be placed in the students’ capable hands and that they were effective leaders and advocates who learned a great deal from the experience.

The Advocates for Community Engagement program began at IU-B in 2000 with three undergraduate students working in three community organizations: Shalom Community Center, Hoosier Hills Food Bank, and the Boys and Girls Club. The ACE program was facilitated through Indiana University’s Community Outreach and Partnerships in Service-Learning office, now the Service-Learning Program (SLP), under the supervision of the director, JoAnn Campbell.

SLP (at the time the Office of Service-Learning) received a three-year Lumina Foundation grant beginning in 2002. One outcome of the grant was to increase the retention and leadership opportunities for underrepresented students through the ACE program. While several of the ACE positions had base funding from Indiana University (including those who qualify for federal work-study funds), approximately half of the program’s support from 2002-2005 stemmed from the Lumina
Foundation grant. The support of the Lumina Foundation helped to lay the foundation for the ACE program as a unique opportunity for students with potential to become successful leaders both on campus and in the community.

In years since, the program has become a distinct feature of service-learning at Indiana University. In 2007-2008 the program received a swell of institutional support, including funding for an ACE coordinator and additional ACE positions. As of 2008 the program was at its largest with 25 undergraduate assistants representing twenty-five local Community Partner organizations. ACE agency partners consist of a wide variety of organizations—including schools, city government, and non-profits—that address issues ranging from domestic violence and immigrant support to youth and sustainability. ACEs have lead presentations about the program at several national conferences such as the C.O.O.L conference by Idealist.org and have been featured in publications both at the local and national level. The program has also been replicated at a number of campuses, including Central College in Pella, Iowa, and as far away as Kyrgyzstan in Eastern Europe.

The ACE program hit a road bump when recent funding constraints within the University resulted in the number of ACE positions being reduced from 25 to 16 for the 2010-2011 academic year. Fortunately, in Fall 2011 the ACE program began to be supported through the Cox Scholar Program. The Jesse H. and Beulah Chanley Cox Scholar Program recognize efforts of IU students who have demonstrated success in through part-time work and solid academic performance. The Cox Engagement Scholarship is awarded to students who also possess a commitment to service and community involvement. ACEs will be undergraduate students who are also Cox Engagement Scholars. Ten new ACEs will be funded each year over the next four years, allowing the ACE Program to grow to a total of forty ACEs by the year 2014.

Also, the ACE Program has become a part of the Center for Innovative Teaching and Learning (CITL). CITL is a partnership between the Office of the Vice Provost for Undergraduate Education and University Information and Technology Services that combines several programs to provide a “one stop shop” for instructional support at IU. The ACE Program continues as a facet of the Service-Learning Program (SLP) in CITL. The future is bright for the ACE Program with the new opportunities provided by the Cox Engagement Scholarship and collaborations within CITL.
SERVICE-LEARNING BASICS

What is service-learning?
Service-Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities designed to promote student learning and development. Service-Learning is always tied back to a class with a professor.

The concept of service-learning is a simple one: students will help provide a service for your agency as part of an academic course. By combining theory from an academic component and practice from real-life experience, service-learning fosters a broader understanding of not only the curriculum, but also of the students themselves and their place in the community.

A successful service-learning class includes these elements:

- The service is clearly connected to the academic component.
- The service meets a genuine community need as the agency defines that need.
- The reciprocal relationship between the university and the community agency makes you a significant and valued partner in the education of the students.
- Time for students to reflect on their experiences is an important part of the course requirements.

There are two Basic Kinds of Service-Learning

- **Direct Service-Learning**: Students do direct service at an agency, such as working in a food pantry or homeless shelter. This type of service-learning looks much to an outside observer like volunteering, except that the student is there as part of a class and will discuss their experiences in a class.

- **Project-Based Service-Learning**: Students work with an agency to create a project, such as a marketing project, plan an event, or any number of other projects that might benefit the agency.

And two Important Concepts in Service-Learning

- **Reciprocity**: Everyone—the community partner, the faculty, and the service-learning students all contribute to and receive a positive benefit from the partnership.

- **Reflection**: The pedagogical practice that bridges the service to the learning (the practical to the theoretical).

How Service-Learning differs from volunteerism or internships?
A service-learning course aims to fully integrate service with learning, while volunteering has little or no connection to formal coursework. Also, service-learning examines the service experience in the context of ongoing learning, whereas internships apply what has been learned earlier.

How service-learners will benefit your agency?
You can expect a predictable amount of people-hours from students working on a project with your organization. In some instances, you will get skilled service from students who will shortly be in a job using those very skills. If you have a project that requires some special skills or research, or if you have something that requires 10 to 13 weeks of concentrated effort to be completed, your agency can also benefit from partnering with a service-learning class.
Examples of the benefits offered by service-learners

- Mentoring and/or tutoring school-aged children
- Assisting staff persons with office work
- Entering computer data and providing technical support
- Assisting with grant writing
- Editing, writing and contributing to newsletters
- Researching issues
- Recruiting and mobilizing other students as resources
- Assisting with fundraising efforts

The Community Agency’s Responsibilities in a Service-Learning Partnership

- Identify needs of agency that S-L class could realistically fulfill
- Identify maximum number of students your agency can support
- Orient students to social issue, agency mission, and specific service work, either at service site or in classroom
- Supervise students when at service site
- Notify instructor as soon as possible if problems arise
- Evaluate success of project at semester’s end
- Provide time and opportunities for reflection with students

How you can help with the students’ reflection of their service

Engage the students in conversations about what they’re thinking and learning, as well as help them understand the context in which they are serving. If it’s at all possible, ask to address the class when it meets on campus, help with orientation, or lead discussions.

Help the students see how their service contributes to the larger mission of your agency. For example, if students at the food bank are stuffing envelopes for a mailing, explain how much their efforts contribute to the feeding of families in our community.

Benefits of service-learning for students

**Personal Outcomes**

- Personal Efficacy
- Personal Identity
- Spiritual growth
- Moral Development
- Interpersonal Development
- Ability to work well with others
- Leadership
- Communication skills

**Learning Outcomes**

- Student learning
- Ability to apply skills to the real world
- Academic learning
- Demonstrated understanding of complex problem, critical thinking, program analysis

**Social Outcomes**

- Reducing stereotypes
- Facilitating understanding of self and others
- Social responsibility
- Citizenship skills
- Commitment to service

**Career Development**

- Contributes to career development
- Relationship with institution
- Stronger faculty relationships with students
- Student satisfaction with college
- Students more likely to graduate
How does service-learning fit in to service and civic engagement?

Why Choose Service-Learning?
It is a Powerful Way to Learn

RESPONSIBILITIES OF ALL PARTIES IN SUCCESSFUL SERVICE-LEARNING PARTNERSHIPS

Community-Based Organization’s Responsibilities
(ACE takes part or all of this responsibility, depending on the agency.)

- Identify needs of agency that S-L class could fulfill
- Identify maximum number of students infrastructure can support
- Orient students to social issue, agency mission, and specific service work, either at service site or in classroom
- Supervise students when at service site
- Notify faculty member as soon as possible if problems arise
- Evaluate success of project at semester’s end

Faculty’s Responsibilities

- Articulate learning objectives for course
- Develop syllabus to include service component
- Create assignments that draw upon service experience
- Structure reflection opportunities into the course
- Identify existing or desired community partners or content areas
- Evaluate student academic performance
- Clarify communication route for students if problems arise

Service-Learning Program’s Responsibilities

- Provide information on service-learning in the faculty member’s discipline if possible
- Identify ongoing community needs that might be met by S-L class
- Introduce faculty member to potential community partners
- Provide risk-management information and informed consent templates
- Host orientation session in class or community
- Provide reflection activities and student leaders for reflection sessions
- Visit site where students are serving once during semester
- Provide evaluation instruments for community and instructor
ACE PROGRAM PARTICIPATION

ACE EXPECTATIONS
(These are taken directly from the General Responsibilities section of the ACE Work Plan.)

Get to know and be an integral part of your agency:

- Meet with Community Partner to complete specific goals and timeline for your Work Plan, to match ACE work to specific agency needs (to include transition activities in final year at agency)
- Provide direct service as appropriate, and attend agency programming, events, etc.
- Attend staff meetings and observe board meetings when appropriate
- For Freshmen or the first year in a new agency:
  - Attend volunteer training or orientation
  - Review the agency web site

Get to Know Social Issues Addressed by the Agency:

- Learn about social issues, local and national affiliations, and policy associated with your agency
- Read and listen to local news associated with the agency to keep up with latest information and events affecting the population the agency works to help.

Build Service-Learning for the agency:

- Identify agency needs with agency supervisor
- Generate new service-learning partnerships that match agency needs by:
  - Matching needs to classes (use “Building Service-Learning Workflow Chart” as a guide.)
  - Scheduling a strategy meeting with the Community Partner Coordinator to brainstorming possible academic subject areas and courses.
- Advocate for reciprocity in service-learning partnerships (Ensure activities meet service-learner course requirements and address a true agency need.)
- Complete Partnership Agreements with faculty

Maintain Service-Learning for your agency:

- Orient and train service-learners in time to meet course requirements
- Schedule, coordinate, and supervise service-learners
- Provide class presentations on service-learning and your agency
- Facilitate and maintain current service-learning partnerships
- Provide faculty with updates on the performance of service-learners at the community agency (immediately if a student is not showing up, and 6 wks. in if all going well.)
- Use knowledge of social issues addressed by agency to help service-learners understand agency mission and work

ACE Program Participation:

- Attend and participate in all ACE programming
  - ACE Orientation
  - Bi-Weekly Learning and Development Sessions
  - Cluster Group gatherings
  - Fall and Spring Retreats
  - End-of-Semester Celebrations
  - End-of-Year Presentations of Learning
• Represent the ACE program and service-learning on campus, in the community, and at conferences.
• Provide course schedule to ACE Coordinator as soon as available
• Work at least 10 hours per week (at agency and in ACE Learning and Development activities)
• Collect and provide requested service-learning data
• Participate in assessments to inform ACE programming
• Create and implement an Individualized ACE Work Plan to guide professional skill development and achievement of ACE Outcomes
• Participate in activities for evaluation of your performance as an ACE and reflection on your ACE experience

Always:

• Respond to all communication within 24 hours on weekdays or when not on breaks

24 HOUR TURNAROUND COMMUNICATION POLICY
ACEs are expected to honor a 24-hour turnaround policy with respect to communication from:

• Community Partner and Agency Staff
• Service-learners
• Faculty
• ACE Coordinator
• Service-Learning Program Staff
• Fellow ACEs
ACE PROGRAM DATES FOR 2014-2015 ACADEMIC YEAR

**Fall 2014**
**ACE Orientation:** Aug. 21-22, 2014

**Bi-Weekly Meetings:**
- 9/7/14, 6-7:30 pm
- 9/21/14, 6-7:30 pm
- 10/5/14, 6-7:30 pm
- 10/19/14, 6-7:30 pm
- 11/2/14, 6-8:00 pm
- 11/16/14, 6-8:00 pm
- 12/6/14, 10:30am-12pm  End of Semester Brunch: All ACE Event

**Snow Dates:** *If the weather related delays occur meetings are postponed to the following Sunday.*

**Fall ACE Retreat:**
- Saturday, Sept. 13, 11:15am-3:30 pm

**Meet the ACEs Lunch:**
- Friday, Oct. 24, 11:30am-1pm

**Bi-Weekly Reports Due Dates:**
- Mon. Sept. 8
- Mon. Sept. 22
- Mon. Oct. 6
- Mon. Oct. 20
- Mon. Nov. 3
- FRIDAY, Nov. 21 (include any hours you plan to work before you leave for Thanksgiving)
- Mon. Dec. 15

**Spring 2015**

**Bi-Weekly Meetings:**
- 1/18/15, 6-7:30 pm
- 2/1/15, 6-7:30 pm
- 2/22/15, 6-8:00 pm
- 3/8/15, 6-8:00 pm
- 3/29/15, 6-7:30 pm
- 4/12/15, 6-7:30 pm

**Snow Dates:** *If the weather related delays occur meetings are postponed to the following Sunday.*

**Spring ACE Retreat:**
- Date TBA
Networking Event with Faculty:
- Date TBA (early-ish spring)
- Mandatory for any ACEs not in class at the time, and heavily encouraged for any ACEs at agencies needing more partnerships.

ACE Presentations:
- Sunday, April 19, 3:30-5:45 pm

Service-Learning Faculty Recognition & Awards Ceremony Showcase
- Date TBA

Bi-Weekly Reports Due Dates:
- Mon., Jan. 26
- Mon., Feb. 9
- Mon., Feb. 23
- Fri., Mar. 13
- Mon., Apr. 6
- Mon., Apr. 20
- Sun., May 3
ACE GENERAL ANNUAL TIMELINE

Ongoing:
- Direct Service at the agency, especially as it helps to understand how to best place service-learners.
- Track hours. Note the ACE Working Hours Policy for specifics on number of hours and what counts/what doesn’t.
- Attend Bi-Weekly Sessions and turn in Bi-Weekly Reports
- Be proactive with Community Partner with ideas for service-learning
- Follow up on any partnerships started and any meetings scheduled.
- Keep up with classes and grades and take on reasonable additional commitments during the semester.

Pre-Semester → First Few Days
- Welcome back!
- Add class schedule to Box Folder
- Meet with Community Partner and start working
- Contact existing and incoming partnerships
  - Create partnership agreements
- Some agencies: orientations and class presentations
- Discuss schedule with agency and work out an agreement for your work schedule.

Early Semester
- Fill out work plan with Agency Supervisor
- Fill out or update Needs Assessment with Agency Supervisor
- Email students for orientations
- Conduct orientations
- Scheduling and placement of students
- Track Service-Learner hours
- Give class Presentations
- Look for potential partners, if needed

Mid-Late Semester
- Contact professors for a check-in about the following:
  - Student attendance
  - Student performance
  - Project process at site
  - Set date for debriefs
- Continue looking for new partnerships
- Continue tracking hours/contact students who are behind, and send a list of these to the professor.
- Take a breather/focus on personal needs and health
- Check in with supervisor about steps for service/future visions

End of Semester
- Fill out student evaluations
- Thank professors via email and see if they would like to meet to debrief (if so, please invite someone from the Service-Learning office, unless this is an old partnership and you have a long relationship with that professor.)
- Make next semester’s work plan with community partner
- Meet with professors for next semester
- ACE Presentations (Spring)
- Receive Performance Reviews from agency supervisor, add to your Box Folder.
- STUDY FOR FINALS!!!!!!
ACE WORKING HOURS POLICY
The Cox Scholarship stipulates that ACEs as Cox Scholars work at least 10 hours a week, for a total of 150 hours per semester (reaching 300 by the last day of the spring semester.) ACEs are not expected to work during Finals Week or holiday breaks*. Working more than 300 hours in a year is permitted so long as ACEs balance their schedules so the work doesn’t impact grades and personal health.

What counts as part of ACE Hours:
- Working at the agency
- Time worked off-site on ACE responsibilities (with blessing of your agency supervisor)
- All ACE events (Bi-weekly sessions, ACE Retreats, ACE Presentations, etc.)
- Cluster group events (up to 3 hours)
- Classroom presentations
- Performance Review meetings or other meetings with the Service-Learning staff.
- Any other times when Service-Learning Program staff request help with the ACE program.

What doesn’t count:
- Cox Scholar events (not that these aren’t important!)

Falling behind on hours:
ACEs technically have until the last day of the spring semester to work the required 300 hours. If far behind on hours (more than 10-15 hours), we recommend ACEs be caught up by Feb. 28 to minimize the number of weekly hours required to work.

*It is okay to use finals week and holiday breaks to catch up on hours, if approved by the agency supervisor and true service-learning work is possible. Don’t just clock hours at the agency while doing homework or something. There is no expectation by the SLP or agencies to work during finals Week and holiday breaks.

The system for reporting hours is based on trust, though is reviewed and verified by your supervisor. Misreporting hours can be grounds for dismissal or can result in disciplinary action.
ABSENCE POLICY FOR ACE EVENTS/BI-WEEKLY SESSIONS

Mandatory attendance at ACE BW Sessions, ACE Retreats, and ACE Presentations is a stipulation of the ACE program contract. Any absences beyond 2 excused absences will result in examination of eligibility as an ACE.

Excused Absences:

Excused absences are given after checking with the ACE Coordinator and are for emergencies due to ACE illness, death in the immediate family, accident, etc., and for conflicts with classes, when in session.

Late Arrivals:

Being late for a Bi-Weekly Session or other ACE Event is unacceptable and will not be excused. This is unprofessional behavior and wastes the time of other ACEs and the session leaders who might need to catch you up on what you missed.

If you do miss a meeting, you will need to:

- Contact your shadowing partner to see what you missed.
- Contact the ACE Coordinator to find out if it is excused, and how to make up your absence.

IU Closures:

If IU is closed for weather related reasons, ACEs are not expected to go to work at their agencies. Hours will need to be made up later in the week or throughout the semester. If agreed upon ahead of time with the supervisor, ACEs may work remotely. This policy is set to ensure ACEs are not traveling in conditions that IU has considered to be unsafe. ACEs are expected to contact their supervisor to work out the details related to weather related closures.

If the agency is closed or is delaying opening hours, it is the ACE responsibility to communicate this to service-learners and to reschedule service hours. See document “Attendance Policies for Service-Learners,” in the “Service-Learner Support” section for more information on this.
ACE PERFORMANCE REVIEW

Near the end of the semester the ACE Coordinator will send the ACE Performance Review to the agency ACE supervisor to evaluate ACE performance. An example of the performance review is in appendix A of this document.

ACE Performance Evaluation Schedule

<table>
<thead>
<tr>
<th>Evaluation Opportunity</th>
<th>Timing</th>
<th>Purpose</th>
<th>Participants</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of ACE Work Plan</td>
<td>Both Fall and Spring Semester, during first 2 wks.</td>
<td>Review general ACE tasks and develop specific goals and activities for the semester and/or year</td>
<td>• ACE &lt;br&gt; • Community Partner &lt;br&gt; • ACE Coordinator</td>
<td>• The ACE and Community Partner complete the ACE Work Plan in a face-to-face meeting, then send to ACE Coordinator.</td>
</tr>
<tr>
<td>Bi-weekly Reports</td>
<td>Roughly every 2 wks. Schedule included in ACE Dates.</td>
<td>All ACEs complete bi-weekly reports to account for their time and provide a general update on their work.</td>
<td>• ACE &lt;br&gt; • Community Partner &lt;br&gt; • ACE Coordinator</td>
<td>• ACE completes BW Report online via Oncourse. &lt;br&gt; • ACE Coordinator sends to Community Partner to review.</td>
</tr>
<tr>
<td>FRESHMEN AGENCIES ONLY: 30 Day New ACE Review at Agency</td>
<td>6 weeks into semester</td>
<td>Discuss ACE’s initial performance as an ACE by reviewing and discussing the ACE’s work plan and progress made.</td>
<td>• Community Partners who host Freshmen ACEs &lt;br&gt; • Community Partner Coordinator</td>
<td>Face-to-face meeting between Community Partners (who host Freshmen) and Comm. Partner Coordinator to answer questions, discuss progress, check in.</td>
</tr>
<tr>
<td>FRESHMEN ACEs ONLY: 30 Day New ACE Review</td>
<td>8 weeks into first semester</td>
<td>Discuss ACE’s initial performance by reviewing and discussing the ACE’s work plan and progress made.</td>
<td>• Freshmen ACEs &lt;br&gt; • ACE Coordinator</td>
<td>Face-to-face meeting between Freshmen ACEs and ACE Coordinator to answer questions, discuss progress, check in.</td>
</tr>
<tr>
<td>AGENCIES of UPPERCLASSMEN ACEs: Mid-semest Check-in</td>
<td>October and March</td>
<td>Check-in to identify successes, challenges, and determine if any special attention is necessary</td>
<td>• Community Partner</td>
<td>Via completion of e-mail or visit by the Community Partner Coordinator, approximately 8 weeks into the semester.</td>
</tr>
<tr>
<td>Performance Review</td>
<td>Agencies with Freshmen Only: Dec. &amp; April &lt;br&gt; Agencies with Upperclassmen: April Only</td>
<td>Track ACE’s performance</td>
<td>• ACE &lt;br&gt; • Community Partner &lt;br&gt; • ACE Coordinator</td>
<td>• Community Partner completes Performance Review, sends to ACE, who reviews, then sends on to Coordinator. &lt;br&gt; • If problems arise through the semester, please contact the ACE Coordinator or the Comm. Partner Coordinator</td>
</tr>
<tr>
<td>Final Assessments</td>
<td>Mid-April</td>
<td>Track ACE’s performance over the year</td>
<td>• ACE &lt;br&gt; • Community Partner &lt;br&gt; • ACE Coordinator</td>
<td>• Review of Work Plan from Fall and Spring with ACE. &lt;br&gt; • Community Partner completes Performance Review, sends to ACE Coordinator. &lt;br&gt; • ACE and ACE Coordinator, Community Partner Coordinator, or Service-Learning Director schedule face-to-face meeting to discuss previous year’s progress.</td>
</tr>
</tbody>
</table>
BUILDING SERVICE-LEARNING

PROCESS FOR DEVELOPING A SERVICE-LEARNING CLASS

5 Step Process for Developing a Service-Learning Class for your Agency

Building new service-learning partnerships can take some time, accounting for professors need to modify or create new courses and seeking the right type of service that meets both the needs of the community partner and course learning outcomes. Most classes are set up a semester or even a year in advance of when they are taught.

This process is intended for ACEs to follow. Community partner involvement throughout, possibly even contacting professors, increases the chances of partnerships.

1. **Conduct a Needs Assessment:** Identify Opportunities for Service-Learning in your agency
   ACEs work with agency supervisor to identify needs in the agency.
   • Use the Community Partner Questions in this document to identify needs.
   • Use the sample Needs Assessment template to keep track of the needs, classes that might match, and any meetings you might have scheduled with the professors.

2. **Identify a Class:** Three Possibilities (Do these in order, so that if the 1st doesn’t work, go to the second, etc.)
   a. **Example Service-Learning Courses** *(Appendix B).* If the course is here, contact the Community Partner Coordinator and he will make the connection.
   b. **Look up Service-Learning courses** in “Other Special Courses” section of the Registrar’s Schedule of classes. Contact Michael Valliant or Nicole Schonemann to help make the connection.
      • To find this section, go here: [http://registrar.indiana.edu/calendars/schedule-of-classes.shtml](http://registrar.indiana.edu/calendars/schedule-of-classes.shtml)
      • Click on the semester you want to search
      • Click "Special Course Listings" in the bar on the left
      • Search through the list for "Other Special Course Listings."
      • Click on "Service-Learning Courses." (This list also has some other helpful lists, like Sustainability and Themester, which is a list that changes every year depending on the theme for that year. Themester themes change every year, and if your agency addresses that particular issue, you might find a willing partner. Themester info can be found here: [http://themester.indiana.edu/](http://themester.indiana.edu/)
   c. **Go through the general section of the Registrar’s Schedule of Classes** to find the courses that are offered across the University to introduce a professor to the idea of building a service-learning class. [http://registrar.indiana.edu/scheofclass.shtml](http://registrar.indiana.edu/scheofclass.shtml)
      • Click on term (Some professors tend to only teach certain classes in one or the other, so choose the term (fall or spring) that matches best for the timing you are interested in.)
      • Click on “Faculty/Staff Version” (right-hand column)
      • Click on department that best matches your needs.
      • Find a class or classes that best matches your needs. (err on the side of too many, as many professors won’t end up writing you back. However, make sure that the class is truly relevant. If you aren’t sure, you can ask us.)
      • Click the class to look up the instructors
      • Search their contact info on iub.edu “People Search” to get their email addresses.
3. Send Email
   a. Write the professor an email to see if he or she would be interested in developing this class into a service-learning class. (See “sample email.” I have attached a new version.) Keep the email SHORT and simple—one small paragraph, with one small ask—to get together for a quick meeting, otherwise they won’t read it or will put it off indefinitely.
   b. Don’t hear back? Send one more follow-up email (1 week later) to check in.
   c. Still don’t hear back? Some agencies have found luck by having the agency supervisor attempt to contact professors who aren’t getting back with the ACEs.
   d. Still don’t hear back? Wait another week and send us that line from your Needs Assessment, including the number of times you contacted the Professor and the work you would like to see the students do at your agency.

4. Set/Plan Meeting
   a. Keep this meeting short—it is important to respect the professor’s time.
   b. Briefly tell professor about yourself, the ACE Program, and service-learning. (3 sentences—keep it short!)
   c. Ask the professor to tell you about their class.
   d. Make sure it is a good fit for your event or agency need.
   e. If it is a good fit, tell them about your event/need.
   f. Ask: “Would you be interested in turning your class into a service-learning class so that you can work with our agency?”
   g. If so, give the professor’s email and contact info to Nicole, nschononem@indiana.edu who can set up a meeting to discuss it further.

5. Use of Partnership Agreement
As partnership emerges, utilize the Partnership Agreement (Appendix C) to guide the creation of the service-learning class.
WORKFLOW FOR DEVELOPING SERVICE-LEARNING CLASSES

**Workflow for Developing a Service-Learning Class**

**START HERE:**
Work with agency supervisor to conduct a Needs Assessment to determine ideas for service-learning at your agency.

Did you conduct a Needs Assessment?
- **Yes**
  - Consult the Registrar’s Schedule of Classes (service-learning classes under other special courses section)
  - Find a Class?
    - **Yes**
      - Contact Nicole with the name of the professor to let them know you are setting up a new Service-Learning Partnership
    - **No**
      - Contact Nicole and Michael with:
        - A list of the professors you identified
        - The number of times you contacted the professor
        - The work you would like to see the students do
        - Any other pertinent info.

- **No**
  - Consult the Registrar’s Schedule of Classes (general section)
  - Find a Class?
    - **Yes**
      - Contact faculty to explore creating a partnership
    - **No**
      - Ask agency Supervisor to try again.
  - Hear back?
    - **Yes**
      - Wait a week or 2 and try again. If you still don’t hear back...
    - **No**
      - At a loss?

Contact Michael
COMMUNITY PARTNER QUESTIONS
Use these questions to explore the potential role for service-learning for your agency.

- What are some direct service activities in which IU students could participate that would meet a genuine need of your agency?
- How many service-learning students could your agency accommodate in these activities each semester?
- How many hours would you like for a service-learner to serve at your agency each week? Does your agency have a minimum hour requirement for service-learners or volunteers? What are the hours of operation in which direct service-learners would be working at your agency?
- Would service-learners need to complete a background check? Is there a cost? If so, who covers this cost?
- What kind of orientation would you provide for these service-learners? Who would provide this orientation? Where would it take place? Is there a regularly scheduled time? If so, during what hours?
- Who would supervise these service-learners on site?
- What are some needs of the agency that could be met by student projects or research?
- If the course instructor requests that an agency representative visit the class to introduce the agency and the project or to visit at the end of the semester to view final projects, who at your agency would likely be the contact?
- What would you like the service-learning faculty member to know about your agency before sending students there? How would you impart this information to the faculty member?
- What expectations would you like the faculty to set with their students before they arrive on site?
- How will you help the students to learn about your agency and the needs of the population your agency serves?
- How do you plan to communicate with the faculty member about the students’ performance? Will it be initial, periodic or on-going?
- How do you intend to create a true partnership with the service-learning faculty member? What makes this relationship a true partnership? How can this be established, nurtured and maintained?
- How will you help students be responsible and professional at your agency?
- What will you do if the students are not professional or do not meet agency expectations?
MAINTAINING SERVICE-LEARNING AT YOUR AGENCY

This section largely provides information for working with service-learning students.

EXPECTATIONS FOR SERVICE-LEARNERS

• **Be professional – treat this as you would a job**
  - Be there and on time!
    - People and agencies depend on you to be on time and ready to work. If you are unable to make a shift make sure you let the agency know in advance. Make sure the agency knows which day is your last day as well.
  - Maintain a professional attitude.
    - Be courteous.
    - Learn about the stated and unstated expectations of your agency. Consider how you dress, speak and act and if it is appropriate for the agency setting.
    - Be positive. Maintain a positive attitude and set up a time to talk with your ACE about challenging issues.

• **Be asset-oriented**
  - Consider the people you are helping as if they were family or friends.
  - Avoid condescension or pity.
  - Look for strengths – avoid focusing on need or weakness.

• **Seek opportunities for learning**
  - Reflect on the course
    - Consider how ideas and themes from class relate to your service experience.
  - Reflect on the service
    - What issue does the agency address? How does it address this issue? Does the agency focus on symptoms or causes?
  - Reflect on your preconceptions
    - Ask yourself about your preconceived notions entering into service. What do you think this experience will be like? What perceptions do you have about the population or the issues the agency addresses? What are you learning from this experience that challenges these preconceptions?
  - Reflect on yourself
    - Check back with yourself frequently on what you have learned and how additional information and experiences have changed (or added to) your understanding of the topic, the agency or yourself.

• **Consider this a life experience**
  - Look at how this experience might change you.
  - Keep in mind that this is the kind of experience you will remember long after you leave IU.
ATTENDANCE POLICY FOR SERVICE-LEARNERS
Service-Learners are expected to work (usually) 20 hours over the course of a semester or whatever hours mutually decided upon by the community partner/ACE and the faculty member. This would be a good thing to include in your Orientations.

Exceptions

- **Weather-Related IU Closure:** If IU campus is closed due to weather, service-learners are **NOT** expected to go to their agencies, however, they will be expected to make up that time. Sign up for notices from the Herald Times to find out when campus is closed so you have the earliest possible notification, and work right away to alert service-learners, and re-schedule them. **Even if your supervisor prefers that the students work during this time, we have been instructed that students are not to be expected to travel to an agency. If they were to get into an accident, IU could become liable.** If the student wants to do service on his or her own, by all means, count their hours, but don’t require it.

- **Campus Breaks** Service-Learners should not be expected to do their shifts during holiday breaks. If the student wants to do service on his or her own, by all means, count their hours, but don’t require it. If your agency wants to talk with our office about this, they can contact the Community Partner Coordinator.

- **Weather Related Agency Closings and Delays** It is the ACE’s job to keep an eye on agency closures (even if you aren’t working that day) and to contact the students as early that morning as possible to notify and to reschedule. **We don’t want students traveling all the way to the agency in bad weather, only to find out that the agency is closed.** Ask your agency to work out a system with you to be notified immediately in case of closures.

- **School ACEs:** Make sure to sign up for alerts from the Herald-Times so you can alert your service-learners that their agency or school is closed before they go that morning. You will usually find out the night before, but occasionally they send it by 5:30am of the day of the closing. It is very important that you alert your service-learners before they head out, considering that the roads will be especially bad in the event of a closing. Often schools and agencies will be more likely to close than IU, so it is critical to sign up for alerts. Here is one option: [http://ww.heraldtimesonline.com/nl/](http://ww.heraldtimesonline.com/nl/)

**Handling issues with Service-Learners: Absences and Lateness**

- **Partnership Agreement:** This is one of the most important things that the Partnership can help you figure out ahead of time. Assume that you will have absences and late students, and talk to the professor to find out how he or she would like you to handle it.

- **Don’t mention grades as leverage:** (that the grade would be lowered for poor attendance or lateness.) Let the teacher do this. Students grades are always confidential, and are not allowed to be discussed by other students. Insinuating that you have power over the grades is inappropriate.

- **Do:**
  - Track student attendance. Appendix D has an example student service-learning time sheet you can adopt.
  - Set standards of behavior at the beginning of the semester, including attendance, punctuality, and professionalism while at the agency.
  - Immediately notify professor, giving names and specifics
  - Contact student to find out what happened (Be discerning, but give them the benefit of the doubt.)
  - Tell both professor and student right away if you are concerned about their ability to complete their hours in time.
PREVENTING AND HANDLING DIFFICULT SITUATIONS WITH SERVICE-LEARNERS

Prevention

- Provide a thorough orientation
- Clearly communicate expectations of behavior (dress, timeliness, communication and interaction with clients, etc.) and service (timelines, schedule, sign-in, etc.)
- Be available and responsive
- Provide clear communication with scheduling. Once a time is decided upon, send a follow-up with the student that includes time, location, and any directions they might need.
- Keep the service-learner focused on the mission of your agency and course curriculum
- Address concerns quickly
- Be familiar with your agency’s human resource and volunteer management policies. These serve as protection for you, your agency and the service-learner. Some agencies may not have policies in place, in which case you will need to discuss with your Community Partner how the agency wants to handle managing service-learners.

When problems arise:

- For minor problems, simply remind the service-learner of the mission of the agency and the expectations of service-learners that help fulfill that mission. Clarify the expectation the service-learner is not meeting and ask him/her to do so. Often this is enough to resolve the situation. ACEs should only handle situations of tardiness, absence, and other minor infractions.
- Include your Community Partner (and ACE Coordinator, when necessary) in communications with service-learners if you are emailing a service-learner to address poor behavior, cc your Community Partner. If you are meeting face-to-face with the service-learner, let your Community Partner know and invite him or her to join.
- Document the infraction. Your agency may have specific protocol for documentation. Generally all documentation should be factual and confidential.
- For major problems, immediately let your Community Partner know what happened, who was involved, actions and reactions, etc. Never handle a situation on your own. Issues of boundaries, legality, power and mental health, and repeated minor infractions should be addressed by the Community Partner. An ACE should never be responsible for “firing” a service-learner.

REMEMBER: The ACE Coordinator is available to help prevent and handle problems. Don’t be afraid to ask for help!
MOTIVATING SERVICE-LEARNERS

1. **Show respect and treat them like adults, and like individuals.**
   - What are the expectations you set for them? People tend to conform their behavior to meet expectations.
   - People are motivated by freedom and responsibility, not rules and policies. When you try to direct too much, you limit their ability to exceed expectations.
   - Expect them to deliver great results, and that will motivate them.
   - Students treated with dignity will give you their best effort

2. **Set clear expectations.**
   - People are leery of things they don’t understand. Once they get a sense of what’s going on, they’re more responsive.

3. **Be accessible.**
   - Work hard to ensure that SL feel comfortable coming to you with questions, concerns and input
   - Try to check-in with them from time to time. Be their “go to” person.

4. **Be accurate and detailed about goals.**
   - Provide SL with clear, accurate, concise and outcome-based goals from the beginning so they have direction and can produce quality results from the start.
   - Don’t give orders. Focus on the WHAT of work, and leave the HOW to them. Let them figure out HOW they work best. “This is WHAT needs to be achieved (end result). Now go do it.”
   - This generates an environment where performance is managed on a continuous basis and is extremely motivating.

5. **Praise their work ethic and recognize their accomplishments.**
   - Thank them for contributing their time and talent. Recognition drives people to perform at higher levels.

6. **Build a sense of community.**
   - The more comfortable SL feel, the more relaxed they will be and the more likely they will turn in productive time.
   - Be flexible. Legitimate things do come up for SL. Be understanding when they miss a day and try to recognize their return to the project afterward.
   - Trust. Mistakes are opportunities to fix problems and move on, not overreact. S/L should be trusted and expected to deliver results.

7. **Be relentlessly hopeful, encouraging and sympathetic but hold your ground.**
   - Don’t assume the worst about your students. If they aren’t working very hard, don’t assume they’re lazy, they don’t care or they’re disrespecting you. You don’t know what’s going on with them.

8. **Lead by example!**
   - Don’t demand anything from your SL that you wouldn’t be willing to do.
   - Feel free to be directive, but when you can, jump in and get your hands dirty with your SL to show them you are willing to work hard, too.
9. **Be mission driven.**
   - Help them to see the big picture. Continuously tie in what they’re doing with the mission. It will give them ownership of the project.
   - Make it clear that they are needed. Some organizations are better at doing this than others. You may need to step up and do it in your organization.
   - Finding a way to incorporate direct service (if it’s not already incorporated) will help SL really feel the impact they’re making.

10. **Coach and encourage.**
    - Your management style is a huge factor in motivating your team. Do you bring out the best in your team?
    - Are you a micro-manager or a coach?

11. **Focus on strengths.**
    - Embrace the diversity of your team. They will do things differently than the way you do them, so help them play to their strengths!
    - “All of your unique contributions make this team great. So, bring it. Discover your genius. Hold yourself accountable for contributing your very best.”

12. **Don’t force. Reinforce and Reward.**
    - Are you manipulating and forcing s/l to be on their best behavior, or are you focusing on positives and reinforcing values?
    - Rewards don’t have to be tangible. They can be simple things like affirmation and encouragement.
    - Connect with the learners and find a way to have them feel good about an achievement.

13. **Be enthusiastic!**
    - Let your passion for your organization and for students be visible to all! You got into this because you love it. So why not let the students see how much fun you’re having.

14. **Educate.**
    - Emphasize the most critical concepts continuously. (The mission, the goals, the importance of team work)
    - You are educators. When will you ever have this much influence again over what others learn? Use it!

15. **Hold them to a high standard.**
    - But help them to meet those standards. This may mean trying to figure out what stands between your mediocre students and success.

16. **Challenge them.**
    - Create an environment where they can safely fail or make mistakes and you’ll challenge them and keep them engaged.
    - These might be a series of mini-deadlines, so that if they fail at meeting a deadline, the whole project isn’t doomed.
17. Show how the service has real value to the community.
   • Some people don’t see the real benefit - they’re just trying to figure out how to finish the service as fast as possible.
   • Keep them up to date on the agency and how it's meeting its goals.
   • This will give them a heightened sense of awareness to previously "boring" information.

   • Relate the service to the class they’re taking. How does their service tie in with the class material. Try to find points of interconnectedness.
   • Can you do some role-playing, throwing them into real-life scenarios where they are challenged to work through some issues similar to what they’ll face at the agency?

19. Make good use of their time.
   • Work with your organization to be organized and ready for them.

20. Be a dynamic communicator.
   • Share stories and problems.
   • Keep your communications simple, attractive, mission-focused. Include a call to action – keep them pumped.
   • Keep them informed on the overall progress of a project and allow them an opportunity to provide input.

21. Help them see what’s in it for them. (Besides fulfilling a requirement.)
   • Meet new people
   • Test drive a career possibility
   • Observe (shadow) a professional
   • Learn a skill
   • Have fun
   • Explore a career
   • Make professional contacts
   • Integrate what you’re reading and learning with the real world
   • Meet a critical need
   • Share skills
   • Change of pace
   • Help someone
   • Do something outside of oneself
   • Learn something new
   • Give back
   • Get to know the community better
   • Be an advocate
   • Act on a passion. Is the issue that this organization is working on important to you?
   • A good chance to have real-world experience opportunities and apply the academic lessons
**APPENDICES**

**APPENDIX A: ACE END-OF-SEMESTER PERFORMANCE REVIEW**

| ACE Name: Click here to enter text. | Date: Click here to enter a date. |
| Community Partner Name: Click here to enter text. | Agency: Click here to enter text. |

**This Section to be filled out by Community Partner**

<table>
<thead>
<tr>
<th>Comments</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>3=Excellent</td>
<td></td>
</tr>
<tr>
<td>2=Good</td>
<td></td>
</tr>
<tr>
<td>1=Needs Attn.</td>
<td></td>
</tr>
</tbody>
</table>

| ACE knows and is integral part of community agency | Click here to enter text. |
| Created and implemented Work Plan, turned in to ACE Coordinator on time. | Click here to enter text. |
| ACE orients, trains, schedules, coordinates, and supervises service-learners | Click here to enter text. |
| ACE facilitate service-learner reflection on the service experience on site | Click here to enter text. |
| ACE develops new service-learning partnerships to match agency needs | Click here to enter text. |
| ACE facilitates and maintains current service-learning partnerships | Click here to enter text. |
| • Uses Partnership Agreements | |
| • Provides updates to faculty | |
| ACE advocates for reciprocity in service-learning partnerships (Both student and Agency should benefit from each partnership.) | Click here to enter text. |
| ACE represents agency at recruitment and outreach events | Click here to enter text. |
| ACE advocates for agency and its social issue with service-learners to help them understand its mission and work, and provides on-site reflection when the opportunity arises. | Click here to enter text. |
### This section to be filled out by ACE Coordinator

<table>
<thead>
<tr>
<th>Task</th>
<th>Comments</th>
<th>Performance Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-hour turn-a-round for all communication.</td>
<td></td>
<td>3=Excellent</td>
</tr>
<tr>
<td>Other goals and activities included in work plan</td>
<td></td>
<td>2=Good</td>
</tr>
<tr>
<td>Provide Course Schedule to ACE Coordinator by the beginning of semester.</td>
<td></td>
<td>1=Needs Attn.</td>
</tr>
<tr>
<td>Created and implemented Work Plan, turned in to ACE Coordinator on time.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Works at least 10 hours per week (at agency and in ACE Learning and Development Activities)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Timeliness (turning in reports, RSVPs, communication turnaround.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lead or helped lead Reflection Session this semester.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance at ACE Events and Bi-Weekly Sessions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in evaluations for ACE Performance</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**ACE Signature**
APPENDIX B: EXAMPLE SERVICE-LEARNING COURSES

Courses with service-learning components may be offered only once, repeatedly, or as a part of only one section of a course with multiple sections. Focus of topics and projects, partnering community agencies, and offerings within schools and departments may be subject to change each semester.

This list is not exhaustive. If you find courses from this list that you would like to work with or have ideas for other service-learning opportunities, please contact the Service-Learning Program Community Engagement Coordinator. He can contact professors and help you explore the options.

**Strategies in Retail Promotion and Retail Product Management (Apparel Merchandise and Interior Design)**

In these classes, students, respectively, design and implement a window and interior merchandise displays and suggest improvements. The assignments are based on initiating student-engagement with local nonprofits. Students contact the store or agency representative to set up an initial meeting to discuss the needs for displays and return at another date to implement the visual display. This method resembles a brief project-based model of service learning.

**Professional Writing (English)**

Professional Writing provides a clear introduction to the genres and practices of writing in organized communication environments. This general focus makes the course ideal for students to write beyond solely academic contexts and purposes. As a service-learning course, students will create or re-write existing brochures and other informational pieces for their community partners.

**Graphic Design (Fine Arts)**

It has been a traditional graphic design problem solving method to study a client’s needs and present means to achieve the client’s goals at the senior level. Often community organizations appreciate an outside investigation into their communication needs. This course presents the opportunity to arrange a relationship between students and community organizations. Students will:

- Learn about the professional aspects of graphic design
- Learn to communicate client messages visually
- Make professional presentations of prototypes

**Database Design (Informatics)**

This course provides an introduction to the role of computers and other information technologies in business. It provides instruction in both functional and conceptual computer literacy. Conceptual computer literacy is the focus of the weekly lecture. After introducing the basic concepts of computer use, these lectures devote special attention to current technological innovation in social http://news.yahoo.com/blogs/ticket/obama-romney-little-girl-cry-145605083--election.html and business environments. Topics include technology and organizational change, telecommunications, privacy in the information age, and business security on the Internet. Functional computer literacy is the focus of the weekly discussion section, which meets twice a week in a computer lab. This part of the course presents an introduction to two of the most widely used database and spreadsheet packages: Microsoft Access and Microsoft Excel. Students learn, via hands-on examples, many of the powerful tools contained in these two packages with emphasis on how to analyze a variety of business problems
with Access and Excel. The goal is not to teach these packages in an abstract sense, but rather to show how they can be applied to real business problems to help make important decisions.

**Design and Development of an Information System (Informatics)**
The Design and Development of an Information System is a capstone course series in the School of Informatics. The course is a full academic year that starts each fall. The students work in teams to design and develop an information system, delivering the final project in April. Projects can include such information systems as web sites, mobile apps, Facebook apps, databases, and games on various platforms. Teams can also work as technical consultants and as research analysts. Almost any project can be considered as long as it has a strong technical component and provides the proper scope of work for the team.

**Serve IT**
Serve IT is the bridge that connects IU students who have in-demand technology skills with the nonprofits who need them. Serve IT is a community information technology clinic housed in the IU School of Informatics and Computing. Student interns are placed on interdisciplinary teams and matched with a nonprofit organization. The team works with the nonprofit to develop a strategic IT plan, then helps the organization work through that plan. The teams are supervised by SoIC faculty and given volunteer coaches to help them work through the process.

Serve IT accepts client applications directly via their Web site: [http://serveit.soic.indiana.edu/](http://serveit.soic.indiana.edu/)

**Web Design (Informatics)**
In this course, students will grasp the underlying principles of the technologies that have an impact on their lives and understand how those principles are related to real-world activities. This course goes beyond traditional computer literacy by distinguishing a context from which the course content arises. In delivering real-world problems that are challenging against this new background, the students shift the way computers occur for them, and they become effective problem solvers. From week 10 – week 13, students will design or upgrade websites for their community partners.

**Audio Storytelling & Radio Innovation (Journalism)**
In this NPR-based audio course, students grasp the principles of audio storytelling and the impact that accessible and authentic human stories have on their lives and their communities/culture. Audio Storytelling students learn to recognize both the general value of human stories and the specific values of unique perspectives. They then learn how to capture the essence of an experience and to produce it to make it accessible to others. Radio Innovation students learn how to build these stories into larger audio and multimedia pieces and then publish them through American Student Radio, [americanstudentradio.org](http://americanstudentradio.org). For their service-learning community partners, Audio Storytelling students interview members of a community agency to create short audio clips. Radio Innovation students will bring it all together by both building an online “map” to hold the audio clips and pictures and by reporting larger audio and multimedia pieces that tell broader stories of the community agency. The best work produced in both courses may also air on WFIU.
Graduate Accounting Program & Consulting Academy (Kelley School of Business)
Students work with host firms to identify real business problems related to accounting and information systems and formulate and implement solutions to those problems. Strong emphasis is placed upon critical and creative thinking in problem identification and solution templating. Teams develop a written executive summary and implementation plan and make presentations to the host firm’s management. There is a strong orientation toward developing skills that will be useful in consulting, auditing and management problem solving situations.

Marketing (Kelley School of Business)
This course develops various creativity and communication skills necessary for marketing careers. Topics include models of and barriers to creativity and various techniques for stimulating personal and professional creative skills. In addition, interpersonal, professional, visual design, and computer skills are developed. A unique feature of this course is the final assignment in which teams of students produce various marketing materials, such as brochures, advertisements, and comprehensive communication packages for a community partner agency.

Quantitative Analysis (LAMP)
Liberal Arts and Management (LAMP) students learn the use of quantitative methods and analytic skills including descriptive statistics, statistical inference, sampling distributions, and bivariate and multivariate regression in exploring and solving business-related problems. For their service-learning community partners, students create surveys and statistical models in order to assess and interpret quantitative data in response to a community agency’s business-related question.

Event Planning (Public Health)
This course is designed to introduce students to activity plans, program design, delivery and evaluation. Each student works with a team of fellow students (6-8) to identify a community organizational partner and cooperate with the partner agency to develop, conduct, manage, and evaluate a recreation program. If the program and the agency are approved by the instructor, the agency will then be considered a partner in the event and will be expected to provide the facility and budget for the committee. It is expected that the students will put their creativity and energy to work to develop a professional-quality program for their community partner.

Fund Development (SPEA)
Students examine key aspects of the fundraising process for nonprofit organizations and units of government. This includes major theoretical foundations and general fundraising principles as well as a variety of fundraising techniques, sources of donations, and key aspects of managing the fundraising process. The courses combine applied and conceptual readings and provide students with opportunities to apply concepts and techniques by working in teams to complete a series of service-learning portfolio assignments in collaboration with area nonprofit organizations. By the end of the semester, the participating organization will have a comprehensive analysis of and template for its fund development program. In return, the participating organization must be willing to cooperate with the student team assigned to it, make relevant information available in a timely manner so that students can carry out the assignments, and at the end of the course complete an evaluation of the portfolio projects that the students develop.
**Video Production (Telecom)**

This course is a hands-on production class focusing on television studio operations and production. Students will become proficient operating the camera, audio board, lighting equipment, video switcher, character generator and other studio equipment. For their service-learning community partner, students in this course create an audio-visual public service announcement (PSA). The students will produce the PSA and will provide a copy to the client as well as post a copy to YouTube. The finished length should fit exactly into a 30 or 60 second time block.

**Public Service Announcement Production (Telecom)**

This course requires students to create an audio-visual public service announcement (PSA) for an agency or organization. The students will produce the PSA and will provide a copy to the client as well as post a copy to YouTube. The finished length should fit exactly into a 30 or 60 second time block.
Service-Learning Partnership Agreement
Indiana University Service-Learning Program

This Partnership Agreement is designed to clarify the roles and responsibilities of
______________________ (community partner agency) and __________________ (faculty/instructor) for ___________________________ (course name and number) in the Department of ____________________ for the ____________ (semester/year).

Description of service-learning project and instructor responsibilities (to be completed by course instructor): Please attach a syllabus.

For direct service:
Tasks students will be expected to perform (NOTE: Consistent with IU policy, students may not perform service as a course requirement when IU is closed due to inclement weather. Be sure to articulate how you will address this if a closing happens.)
____________________________________________________________________________________
____________________________________________________________________________________

Number of hours per week: ________            Number of weeks during the semester: ________

For project-based service:
Deliverables for the agency:
____________________________________________________________________________________
____________________________________________________________________________________

Timeline:
___________________________________________________________________________________

Articulate the type, frequency, and content of communication between students and agency representative(s):
____________________________________________________________________________________
____________________________________________________________________________________

For both direct service and project-based service-learning:
Articulate the type, frequency, and content of communication between the faculty/instructor and the agency contact:
____________________________________________________________________________________
How the faculty/instructor will address students who fail to meet agency expectations:
_____________________________________________________________________________________
_____________________________________________________________________________________

Community Partner Responsibilities (to be completed by agency representative):
In this section please describe the needs of the agency that can be realistically filled by service-learners and the number of students the agency can support.
If direct service, please explain the agency’s role in training and supervision of students: *(NOTE: Consistent with IU policy, students may not perform service as a course requirement when IU is closed due to inclement weather. Be sure to articulate how you will address this if a closing happens.)*
_____________________________________________________________________________________
_____________________________________________________________________________________

Expected communication between agency and faculty/instructor:
_____________________________________________________________________________________
_____________________________________________________________________________________

How the agency will address students who fail to meet agency expectations:
_____________________________________________________________________________________
_____________________________________________________________________________________

**Agency Contact Information:**

Name

Phone

E-mail

Signature

**Faculty Contact Information:**

Name

Phone

E-mail

Signature

**ACE Contact Information:**

Name

Phone

E-mail

Signature
# Appendix D: Example Student Service-Learning Time Sheet

**Indiana University**  
Service-Learning Program

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**Student Service-Learning Time Sheet**

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<table>
<thead>
<tr>
<th>Agency</th>
<th>Ace/Supervisor</th>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Description of Service Performed</th>
<th>Ace or Supervisor’s Initials</th>
<th>Total Hrs</th>
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**Total Service Hours:**

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Student’s Signature: ___________________________ Date: ____________