



Indiana University Service-Learning Program

The IU Service-Learning Program, facilitated through the Center for Innovative Teaching and Learning (CITL), requires IU faculty members and the community partner agencies with whom they will be working to complete this Statement of Expectations for service learning projects at IU. *Complete this form by clicking on the boxes of grey boxes of text and typing.*

This Statement of Expectations is intended to clarify the roles and responsibilities of *Community Partner Agency* and *Faculty/Instructor* for *Course name and number* in the *Department or School* for the *semester and year*. It is not intended to be construed as a partnership between IU and the community partner agency, and the IU faculty member whose contact information is listed below does not have signature authority to enter into any binding agreement on behalf of Indiana University.

Description of Service-Learning Relationship

For Direct Service

Service needs of the agency: *Describe in detail the needs of the agency that can be realistically filled by service-learners; list the service(s) 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 students: *number*

Number of hours per week: *number (typically 20 hours per student per semester)*

Number of weeks during the semester: *number (typical service length is 10 weeks)*

For Project-Based Service

Deliverables: *Describe deliverables the agency can expect at the end of the semester (example website, database, graphic design work, research recommendations, presentation, event).*

Timeline: *Describe how the project will progress over the course of the semester.*

Communication: *Articulate the type, frequency, and content of communication. How will students communicate with agency representatives?*



Instructor Responsibilities

Instructor intends for students to learn and reflect on the following: *Click here to enter text.*

Instructor will address students who fail to meet agency expectations as follows: *Address issues of communication, missing service, ramifications for grades. Include language in syllabus.*

- ☐ Syllabus attached or shared with community partner?
- ☐ Faculty/instructor able to serve at agency?

Community Partner Agency Responsibilities

Community Partner Agency acknowledges and understands that the university has a Programs Involving Children Policy (<http://policies.iu.edu/policies/categories/administration-operations/public-safety-institutional-assurance/PS-01.shtml>).

Pursuant to that policy, when IU students are participating in a service learning project that involves children at an external agency, the IU Service-Learning Program shall defer to and follow the external agency's background checks policy. Accordingly, Community Partner Agency, as the external entity, agrees that it is responsible to perform background checks in accordance with its policy on any IU student working with children as part of the service learning project/activities described herein. Community Partner Agency acknowledges and understands that IU has not background checked any IU student who may be placed with the Agency.

If there is no background checks policy in place at the Community Partner Agency, Agency and the IU Service-Learning Program shall work cooperatively to decide if the IU policy should apply.

Community Partner Agency is solely responsible for the training and supervision of students, explained in further detail as follows: *Ex. Visit class to describe agency and service, provide on-site orientation and method of checking in and tracking hours, staff or knowledgeable volunteers to direct students and answer questions.*

Community Partner Agency will address students who fail to meet agency expectations as follows: *Address issues of communication, missing service.*

Communication

Community Partner Agency and Instructor agree to communicate in the following ways, if deemed necessary by mutual agreement:

- **Before the course:** Meet or communicate to plan the partnership
 - ☐ Met or otherwise communicated
- **During the course:** Maintain regular communication



- From **agency** and **instructor**: *Articulate the type, frequency, and content of communication, for example, speak to class, track and report student service hours, attend final presentation.*
 - ☐ Notify Instructor as soon a problem arises
 - ☐ Notify Instructor and students when the agency is closed unexpectedly, as in the case of a weather emergency
- From **Instructor** and **agency**: *Articulate, for example, the type, frequency, and content of communication.*
- **After the course**: Debrief to evaluate and identify opportunities for improvement. Update partnership agreement, as needed.
 - ☐ Debrief scheduled: *Describe the plan for an end-of-semester debrief.*

Role of the ACE (Advocate for Community Engagement)

If an ACE works at the agency what will they do for this partnership? *ACEs may do much of the following: schedule students, track students' hours, present in class, conduct reflection sessions, and orient students.*

Agency Contact Information (Staff or ACE):

Name

Phone

E-mail

Date

Faculty Contact Information:

Name

Phone

E-mail

Date