

ACCORD



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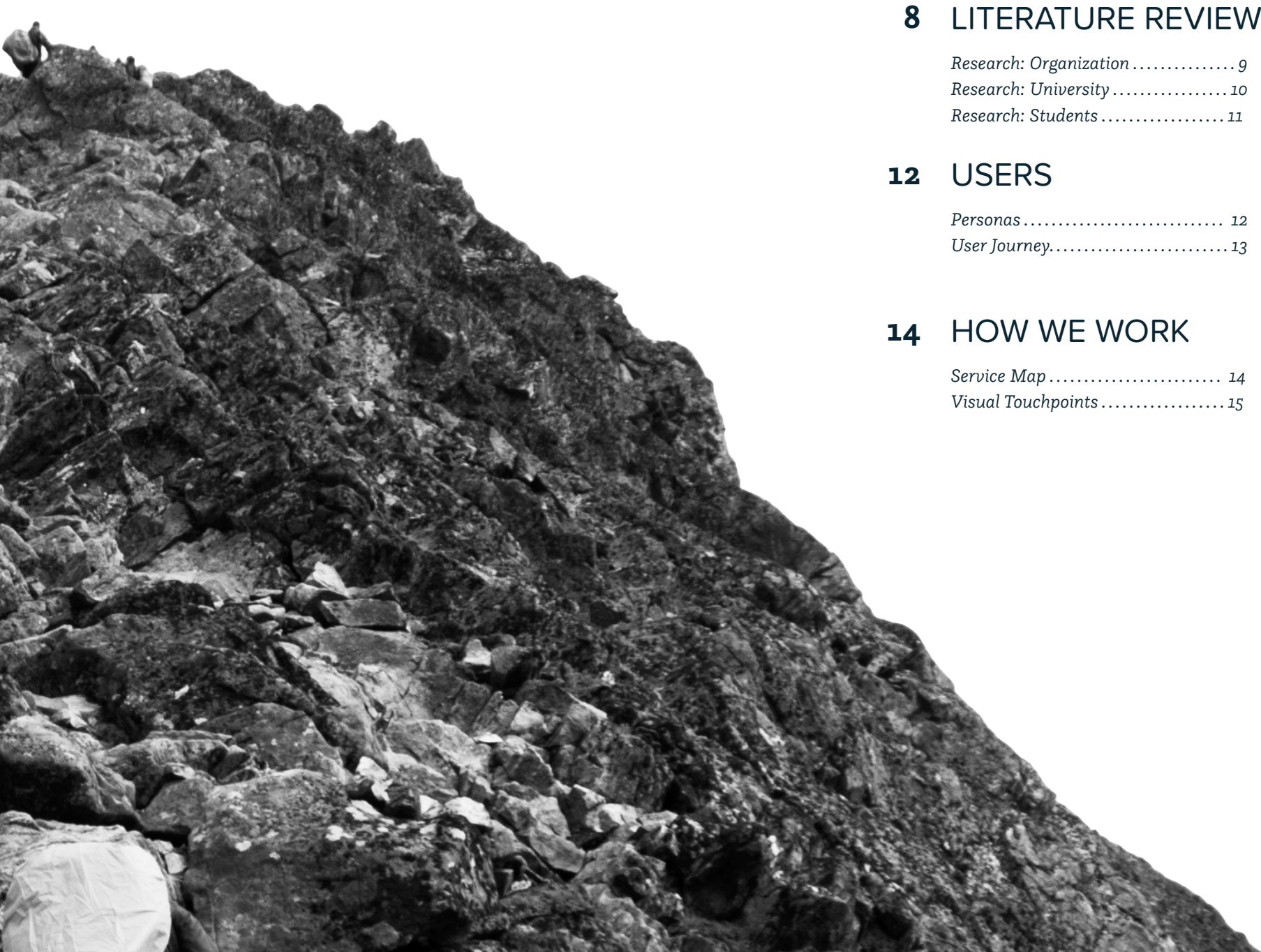
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WHAT IS ACCORD?

Accord is a service that connects students at universities across the nation to service learning opportunities through the programs of existing organizations that address social justice issues. Integration is at the core of our service. We want students to get the most out of their education by connecting them with these real world opportunities which utilize their specialized knowledge. By providing a service that highlights these service learning opportunities for students, we are also creating opportunities where students efforts would be recognized as an integral part of their education.

MISSION STATEMENT

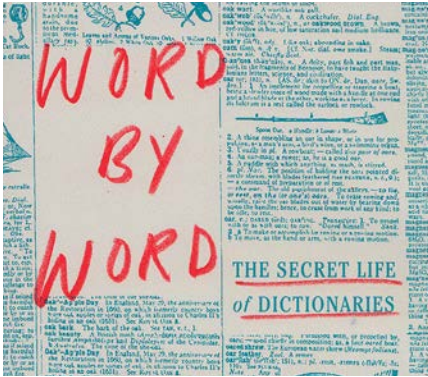
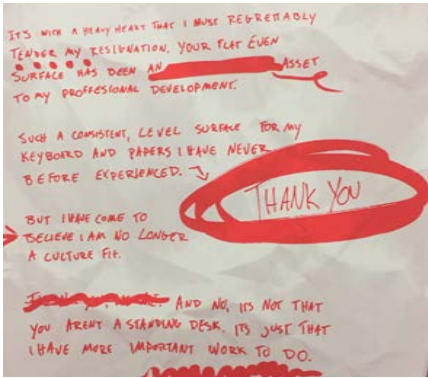
We mobilize university students by connecting them to organizations that require knowledgeable and skilled volunteers to address social justice issues.

VISION STATEMENT

We catalyze civic engagement and volunteerism by informing students in higher education about social justice issues by connecting them to organizations with volunteer opportunities that capitalize on their unique knowledge and specific skill set.

MOOD BOARD

In order to visualize our service in its initial stages and to help establish our brand, we researched the building blocks of existing entities. This includes imagery, voice, typography, and even the colors these entities tend to use in order to communicate content like volunteering, service learning, or activism. Our goal for our brand was to use compelling images that would persuade our stakeholders to use Accord. Developing a mood board was an essential tool to further our initial ideals about the Accord brand and see how these entities appeal to stakeholders similar to ours with the goal of encouraging users to act.



BUILDING BLOCKS

LANGUAGE



The language of Accord is active and empowering. We want to encourage our stakeholders to not only partner with our service but continue to be invested in utilizing their skills to address environmental, education, and health issues across the nation and abroad. We use words like go, act, decide which are straight to the point and inclines our users to act. These words are also reflective of the timeline of Accord. So, while we aim to motivate we also remain informative. Effective communication goes hand in hand with empowering our users.

IMAGE



high contrast grayscale image, as-is



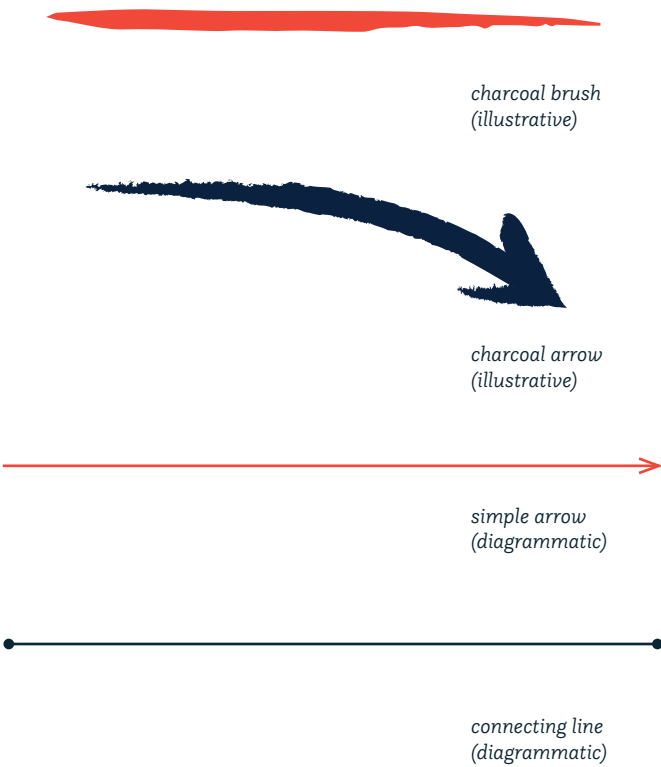
grayscaled image with color overlay (opacity set at 50%)



grayscaled image with color overlay and handwriting type

All images are “salt of the earth” photos that show active subjects which reflects back on our intended audience: motivated, ready-to-act students. All images should be grayscaled with high contrast. These grayscaled images can be (1) as-is, (2) have a color overlay with 50% opacity, (3) or have a color overlay with 50% opacity paired with the Handwriting font placed on it, which adds a personal aspect to our brand that aims to relate mainly to our university students.

GRAPHIC ELEMENTS



charcoal brush (illustrative)

charcoal arrow (illustrative)

simple arrow (diagrammatic)

connecting line (diagrammatic)

Graphic elements for all Accord materials are separated into two categories: illustrative and diagrammatic. We use a charcoal brush to underline, or as arrows to emphasize content. We use simple arrows to point out content as well. Our most important element are connecting lines. We use these lines to accent, diagram, and further emphasize the idea that Accord is a connecting service.

BRANDING STYLE GUIDE

LOGOS

Our logos include the Accord logotype, the Accord block, and the Accord “A”, in the primary color palette.

Please only use the Accord logo in the ways demonstrated. Do not make prints with the Accord A. Do not alter Accord or the Accord A.

ACCORD logotype

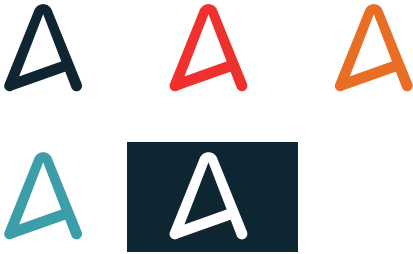


ACCORD block



On white background, Accord can be in any color of the Accord palette

ACCORD A



ACCORD + UNIVERSITY



"Accord" should always be placed above a university's logo. "Accord" can change color, within our palette, to complement the university's logo.

COLOR PALETTE

Accord’s color palette consists of five colors: Orange Clay, Red Earth, Blue Sea, Peak White, and Blue Mountain. Only use these colors for all Accord materials.

ORANGE CLAY
HEX #E76E24
CMYK 5/70/100/0
RGB 232/110/37

BLUE MOUNTAIN
HEX #0D2432
CMYK 91/73/54/62
RGB 14/37/51

PEAK WHITE
HEX #FFFFFF
CMYK 0/0/0/0
RGB 255/255/255

BLUE SEA
HEX #3B9EA7
CMYK 74/20/33/0
RGB 60/158/168

RED EARTH
HEX #FFD83B
CMYK 0/96/93/0
RGB 238/47/43

TYPOGRAPHY

In order to create a consistent visual identity across all mediums, all Accord materials must use the Proxima Soft font family. The Bookmania font family may be used for body copy of print materials. The Handwriting typeface may only be used with images, as described in the following pages.

Proxima Soft Thin

Proxima Soft Thin is the **primary** font, used in both print and web platforms.

Proxima Soft Light

Use Proxima Soft Light to contrast with the Thin font. **For headlines, sub heads, etc.**

Proxima Soft Regular

Use Proxima Soft regular **only** for tangible, interactive designs such as the advisor toolkit.

Questa Slab Light

Questa Slab Regular

Questa Slab Medium

Questa Slab Bold

Questa Slab Black

Questa Slab should only be used in print (handbook, journal, brochures, business cards, advisor tool kit cards).

Questa Slab fonts should be used **secondary to Proxima**.

Handwriting

Handwriting should only be used to enhance content. Handwriting is used to personalize our materials, and primarily to appeal to our student audience.

ICONS

Our includes were designed to reflect the timeline of Accord: decide, apply, plan, prep, go, act, learn. These icons should be used correctly to reflect the point in which materials are to be used by students during this timeline.

Icons can be used independently or as the circle icons. Icons may only be the colors of the Accord palette.



DECIDE



APPLY



PLAN



PREP



GO



ACT

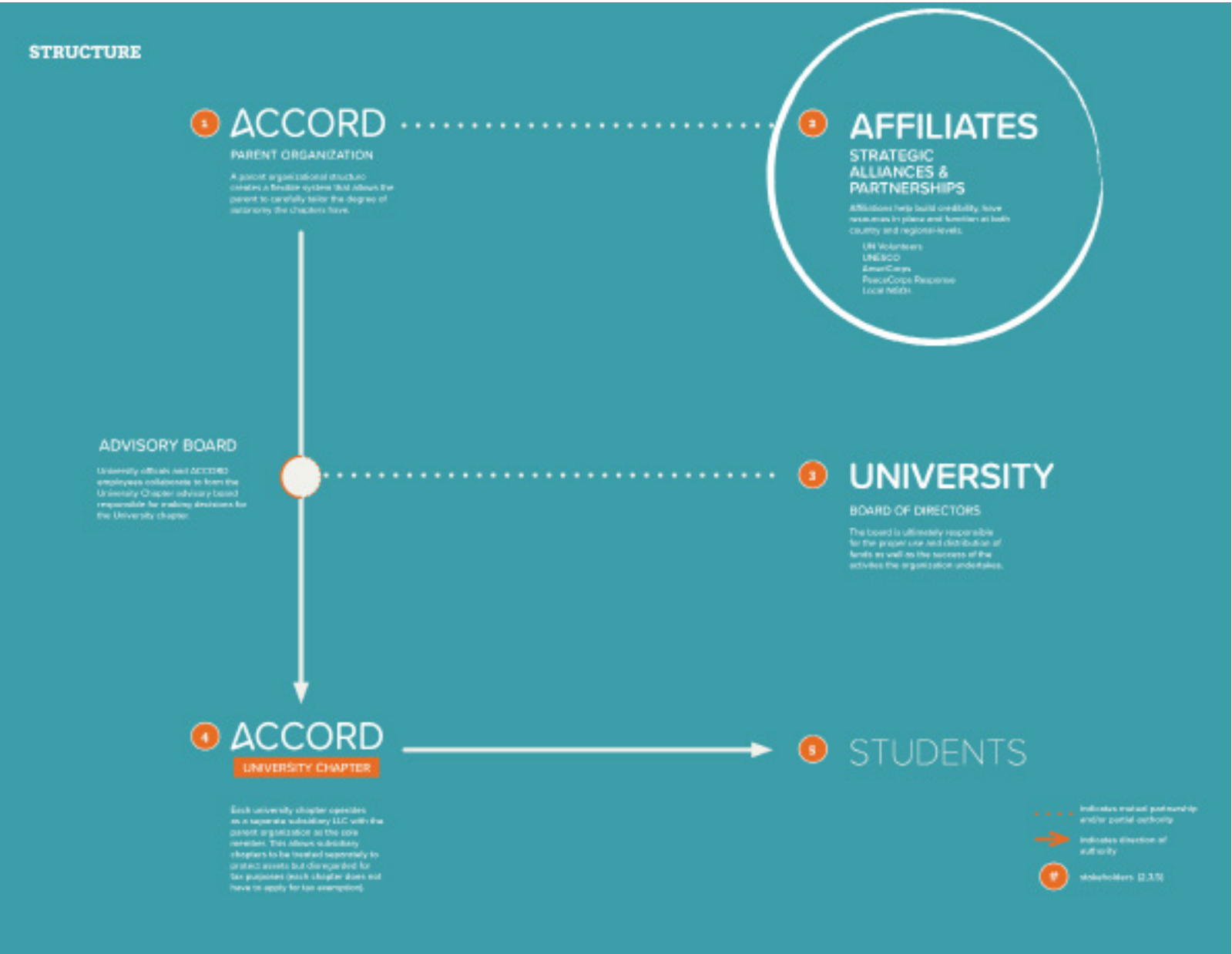


LEARN



STAKEHOLDERS

Accord brings added value to students’ educational experience, and saves money and effort for organizations and universities. The service identifies and communicates available service learning program opportunities and coordinates course equivalences so students can receive academic credit for participation. Course accreditation serves a dual purpose. First, it allows students to gain hands-on experience. Second it enables access to potential funding resources that are unavailable for the study abroad program. Linking Students through their university, enables access to academic and service scholarships and financial aid while providing stability and built in community for students. University affiliation also adds value for organizations by reducing hosting and preparation costs. Further, linking students to organizations also opens opportunities for funding through government grants, affiliate organizations, and the organizations themselves while reducing potential liability issues for the University and adding value to students’ education.



CASE STUDIES: ORGANIZATIONS

Waves for Water

Waves for Water is a non-profit organization that provides access to clean water around the world by creating a network of distribution channels by creating connections with strategic partners and world leaders. They have a simple goal: get clean water to every person who needs it. To accomplish this three of their service touch points are: provide water filters, deliver water, and programs to provide people access to clean water in four categories: corporate, government, disaster, and health.

UNVolunteers

United Nation volunteer’s mission is to promote and mobilize volunteerism to promote the right of people to participate in their own development. To do this, they integrate volunteers into activities of partner organizations directly. UNV creates a strong partnership network to promote volunteerism and deploy over 6000 volunteers annually to eradicate poverty.

Peace Corps Response-

This branch of the organization sends volunteers to undertake short-term, high-impact service assignments in communities around the world. They call for persons with valuable skills and experiences to volunteer for 3 to 12 months and connect individuals with past experiences through stories on their website. They have a number of graduate school programs that target specific disciplines to complete internships in underserved communities. They also have a program called Peace Corps Prep for undergraduates to assist building the skills students will need to create positive impact in the Peace Corps post graduation, such as foreign language proficiency and intercultural competence.

RESEARCH: UNIVERSITIES

MOTIVATING STUDENTS

Types of Motivation

Intrinsic Motivation: is long-lasting and sustaining that is built upon focusing on the subject rather than rewards or punishments. Intrinsic motivators differ between students. *Extrinsic:* Expectations from others such as parents or role models or reward/penalties (DeLong 163).

Types of Learning Styles

Deep: respond well to the challenge of mastering a difficult and complex subject. They are typically intrinsically motivated students. *Strategic:* typically motivated by rewards and competition such as the opportunity to best others. These types of learners typically forget subject matter immediately after. *Surface Learners:* are motivated by their desire to avoid failure and tend to avoid deep learning experiences.

Accord targets intrinsically motivated learners who are self-motivated. Other types of students would not be an ideal match for service learning courses in which they would be often working the field without guidance. The first step for intrinsically motivated students to determine interest is to engage with the activity and evaluate stimulation (challenge, curiosity, fantasy) and level of control (Bain 256. If a controllable and stimulating activity is perceived as engaging the student continues interaction. The longer and more repeatedly the activity is engaged with, the more interesting and likely the student will be to return to it later (Bain 32). Accord’s goal is to challenge and then provide teaching and learning activities that are stimulating and offer the student a degree

of control to keep them engage long term.

A few ways to continue engaging students are to (1) become a role model, (2) get to know the students (3) use examples freely to display usefulness (4) give students as much control over their education as possible (Nilson 41).

Discipline -Based Model Community Engagement Learning:

Students are expected to have a presence in the community throughout the semester and reflect on their experiences regularly. They use course content as a basis for their analysis and understanding of the key theoretical methodological and applied issues at hand. Service learning is an excellent way for students to build on cumulative knowledge in a their disciplines and explore how their competencies translate into addressing community needs.

Personal journals are important as a way to provide a method for students to express thoughts about their experience. Creating a structure with the journals provides guidance for students to link their actions with the course content.

Student Benefits of Service Learning

Community engagement learning is one of the most significant teaching methodologies. It benefits students, faculty, communities, and institutions of higher

education in a multitude of ways:

Learning Outcomes: application, positive impact and demonstrated complexity of understanding, problem analysis, critical thinking, improved ability to understand complexity and ambiguity

Personal Outcomes: moral development, personal growth
Social Outcomes: Reduced stereotypes and greater inter-cultural understanding, involvement in community

Career Development: Connections with communities and professionals
Relationship with the institution: satisfaction, stronger relationships with faculty

College Benefits
Institutional Commitment to the curriculum
Student Retention
Enhanced community relations

Organization Benefits
Human Resources
New energy and enthusiasm
Enhanced relationship with Universities

RESEARCH: DEMOGRAPHIC

PERSONAS: MILLENNIALS

Demographic Characteristics

College enrollment is at historic highs. In 2013 more than 65% of young adults received a postsecondary degree or completed some postsecondary education (Economic Advisors). Millennials are driven largely by a knowledge-based modern economy (Pew Research 2). Due to the great recession in the late 2000s and a job market with high returns for advanced degrees, more young people are enrolling and staying in school longer. According to the US Census Bureau and studies conducted by the Obama administration, millennials are more likely to focus exclusively on studies instead of combining school and work. Currently, over 90% of millennials are either enrolled in school or participating in the labor market, but not both simultaneously. Since the late 1970s, the labor market has declined in general with students. More students are focused exclusively on their studies (Economic Advisers).

Focus on either studies or work

but not both simultaneously
With more students focused on studies than the labor market and a knowledge-based modern economy, there is not only a heightened income inequality between the college-educated and the less-educated but also a cohort on the track to becoming the most educated generation in American History but who have less experience applying their knowledge to practicable skills before entering the workforce. Regardless, despite being faced with an uncertain future economy only 19% of Millennials are confident, liberal, upbeat and open to change.

They are more likely to study social sciences and applied fields, and value community, family, and creativity in their work. This enables students to invest more time building knowledge that will have higher long term rewards once they enter the labor market, however, have less practical skills.

Focused on Life Satisfaction

Quality of life is a huge focus for the millennial generation. A creative job and positive social impact on their communities and society as a whole are top priorities (Obama 11). In addition, they have been heavily shaped by the use of technology. Millennials are steeped in digital technology and social media and eight-in-ten sleep with at least one multi-tasking handheld electronic near their bed. Further, 75% have a profile on a social networking site (Pew Research 2).

Study applied fields, Disconnect between studies and career

College graduates in science or engineering majors are the most likely to say their major is closely related to their field of study and that another major would not have better prepared them for their career. However, 40% of social science, liberal arts, and education majors claim a different major would have better prepared them for their current job (Caumont).

Money is an issue

College enrollment is growing, however, students are relying more on loans to pay for their education. Student loan debt is at a record high. It is up from \$12,000 for the

(Raphelson). Despite the likelihood of earning higher wages with a college degree, one concern is the rising average student debt level. Many borrowers may face financial difficulties managing and paying down their debt as evidenced by the prevalence of delinquent student loans. In addition, there is a greater number of lower-income families than previous generations attending university. Paired with rising instate tuition costs, longer payback periods also have contributed to increased borrower debt. Compared to the mid-1990s, the number of students in debt has increased from 30% to 50%.

Shaped by use of technology

8 in 10 adults have a cell phone. 94% millennials have one (Pew Research 32). 88% use their cell phones for texting.

77% of Americans use email or the internet at least occasionally. However, nearly 96% of young people currently in college and college graduates use the internet at least occasionally. Further, 86% of millennials with at least some college experience have created their own social networking profile (Pew Research 28). Younger millennials are more likely than their older counterparts to use social networking sites and visit them more often (Pew Research 29).

PERSONAS



Evan, 20
Major:
Environmental Science and Policy

Pain Point: I have never had any experience with applying my knowledge to a real world task. I'm ready to work outside of the classroom but I don't really know where to start.

Task Analysis:
I was looking into study abroad programs with my buddy Dave. However we came across the Accord study abroad website and were excited to be able to take what we learned in class and apply it. I encountered Accord while looking online at my school's study abroad office website and immediately found a program that I am interested in. So I created a profile.

Scenario:
I am a procrastinator and am known to put things off until the last minute. Staying organized and getting things done on time is not my strong suit. It would be helpful to have something to help me keep track of all the small details. Because I tend to lose things.

As an undergraduate student, I want to participate in a service learning course because I want to see how my education can be used practically.



Lucy-Kate, 20
Major:
Elementary Education

Pain Point: I cannot afford most study abroad options. As a junior, I'm running out of time to go abroad. Next year, I have to do student teaching at a local elementary school both semesters. I would go abroad during the summer, but those programs are all way too expensive. Staying an extra semester is not an option either, because I cannot afford it.

Task Analysis:
I've never been out of the country and this year is the last that I will have the chance to study abroad. I came across Accord through my academic advising meeting. My advisor gave me a brochure for Accord programs and let me know about the funding opportunities.

Scenario:
As I have not traveled a lot, I need a lot of assistance and reassurance during the planning process and readily make use of the in person meetings with the advising office to determine if a service education course is right for me. Accord is alluring because there are a lot more scholarship opportunities available than for study abroad. This is my chance to be able to travel.

As a undergraduate, I want to participate in a service learning program because there is a higher chance of receiving funding.



Tia, 28
Major:
Public Administration

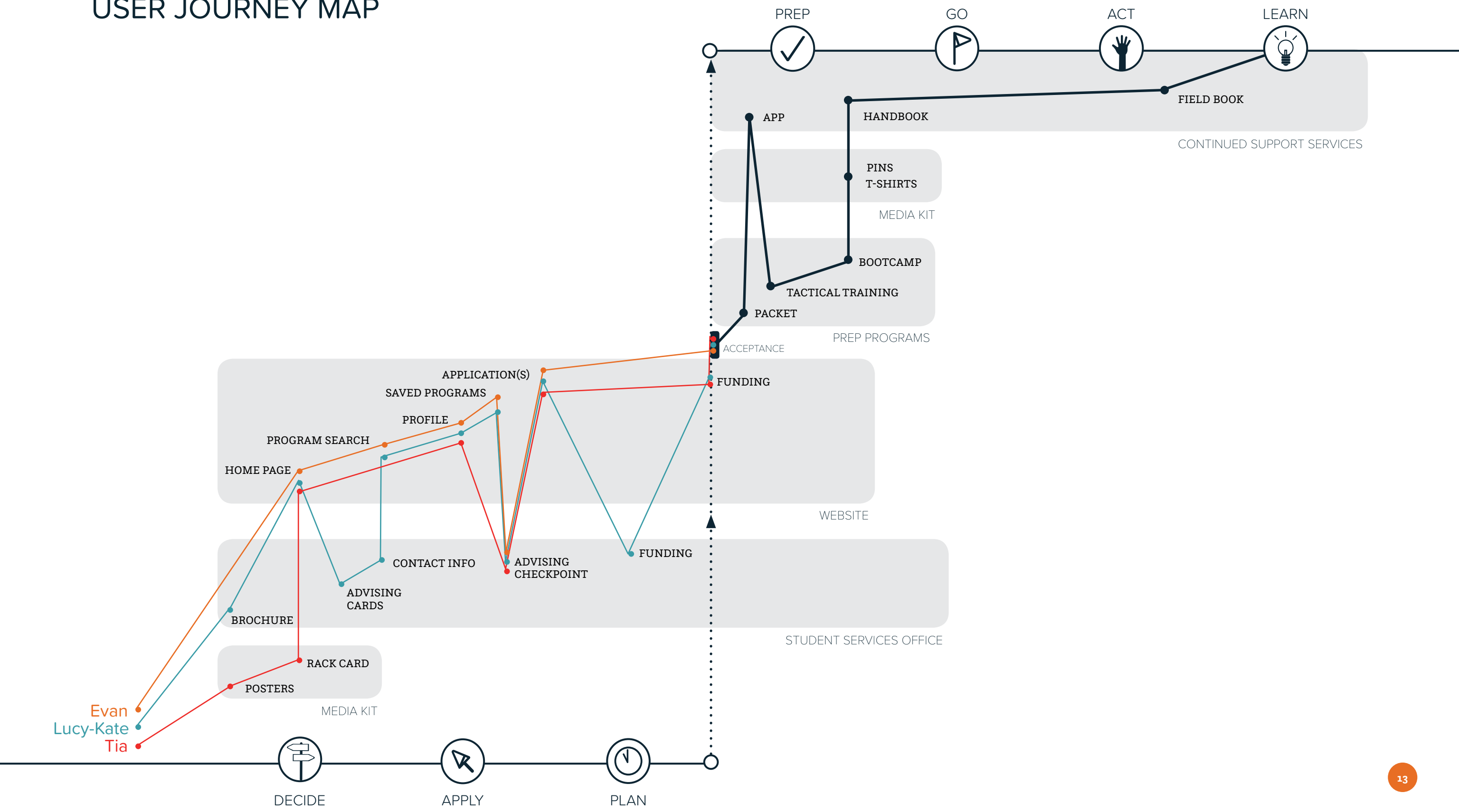
Pain Point: I have traveled around the nation but not abroad. I didn't have an authentic experience and didn't feel as if I was making a difference.

Task Analysis:
I came across Accord posters when walking from Brooks to Wilson Hall. I saw one program that I'm interested in. Already motivated, I log on to the website and set up a profile and apply.

Scenario:
I am the only volunteer living with a host family during my program. However, I know I have the opportunity to connect with nearby volunteers on weekends, holidays, and for training sessions where we will address issues in different areas.

As a graduate student I want to service abroad so that I can feel like I am making a difference and have a more authentic experience.

USER JOURNEY MAP



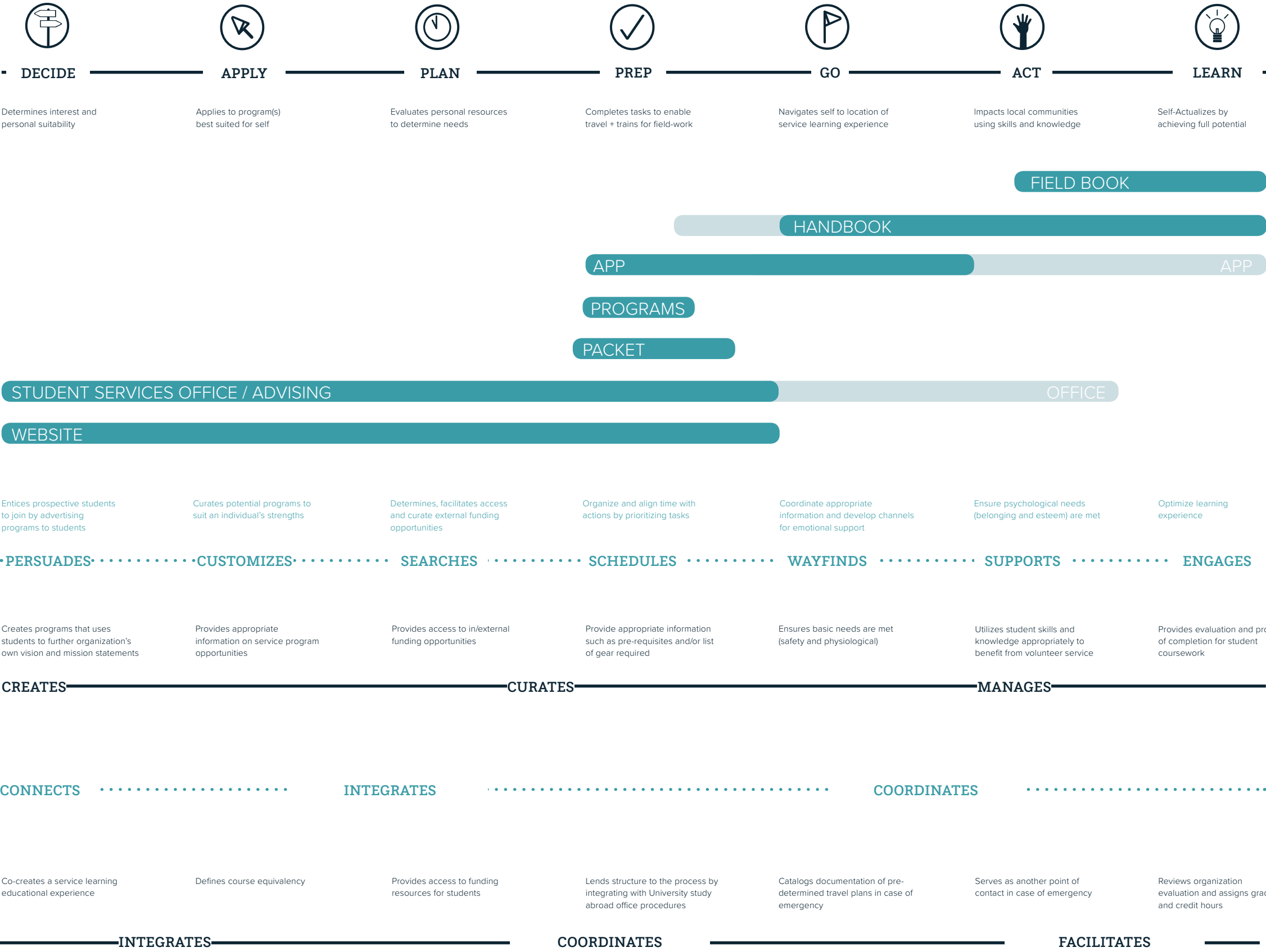
MEDIA KIT

ACCORD

ORGANIZATIONS

MEDIA KIT

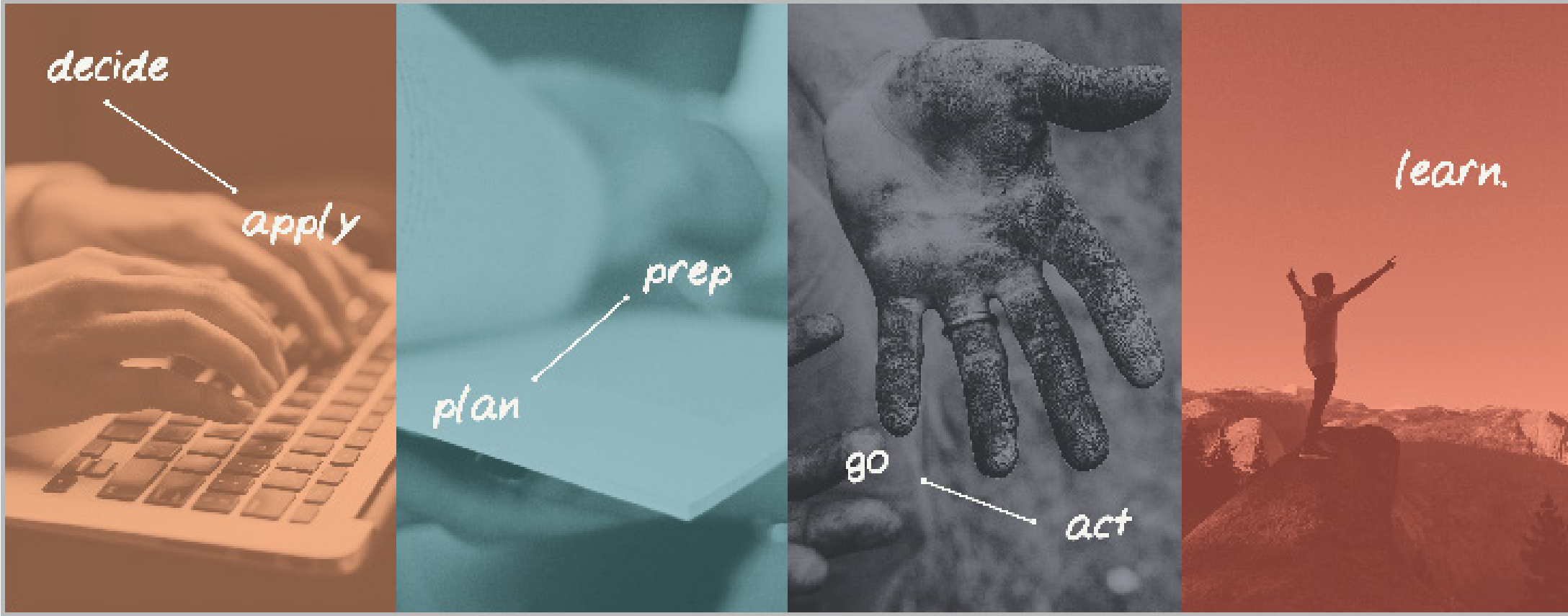
ACCORD



SERVICE MAP

Accord provides support for every step of the way from deciding if a service learning course is a good fit through preparation and departure. We've broken down the timeline into 7 steps. Each step has a responding action and touchpoint to assist students as they decide, plan, prepare, and embark on their service learning journey.

In short. We've created a supportive network to get students from Point A to Point B, utilize their knowledge to enact change and successfully and streamlined the process through contact with our brand.





SERVICE DESIGN



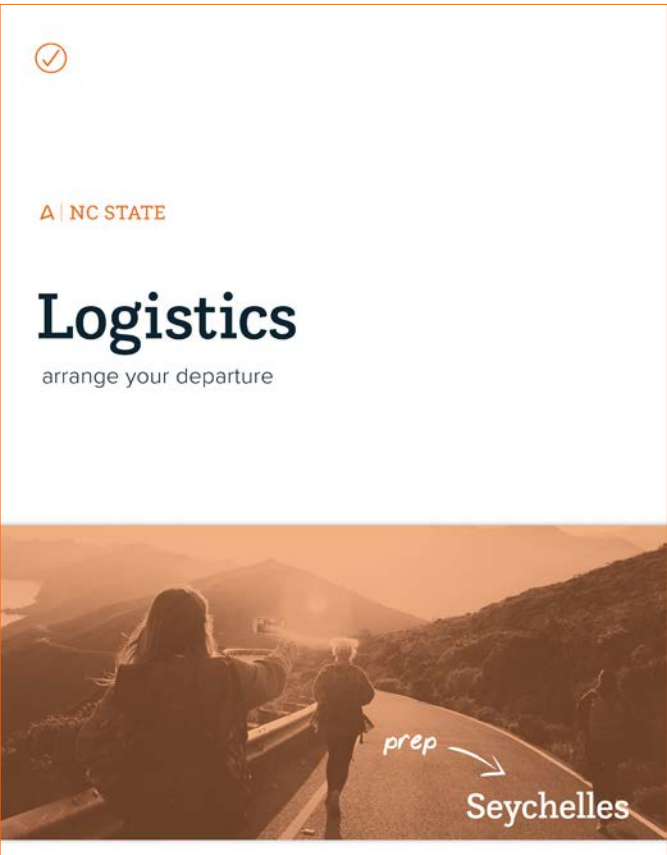
PACKET & PROGRAMS

After program acceptance, each student receives a customized packet of information containing hard copies of information and form requirements. The packet also directs students to other touchpoints including the iOS application, registration for tactical training and bootcamp weekend.

Students are required to attend tactical training and bootcamp prior to departure. Tactical training requirements vary based on the program and location of study, however, all help students build skills to transfer them to the community during service. Our prep programs reduce risk for students and the University while abroad, add value to the program with certifications, reduces pre-training effort for organizations, and increases wellness and affiliation for the students. For example, all participants are required to complete Red Cross Adult and Pediatric First Aid/CPR/AED training. Additional courses Advanced Child Care certification for educators.

1 month prior to departure, students attend Bootcamp weekend. At bootcamp, students receive program-specific information and other essential materials such as their documentation field book and Accord merchandise. Topics bootcamp covers include cross cultural training such as the concept of time, power and hierarchy, gender roles, and communication styles; Health training including prevention and treatment of common illnesses in country, emotional health and alcohol awareness domestic violence and how to respond to emergencies. Finally safety and security training such as how to reduce risks while traveling and who to contact in the event you become a victim to crime as well as transportation safety gender

issues and dealing with unwanted attention. Boot camp is more than final logistics and preparation reminders. It also brings the Accord community together one final time as they prepare for the unique challenges of a semester of service learning.

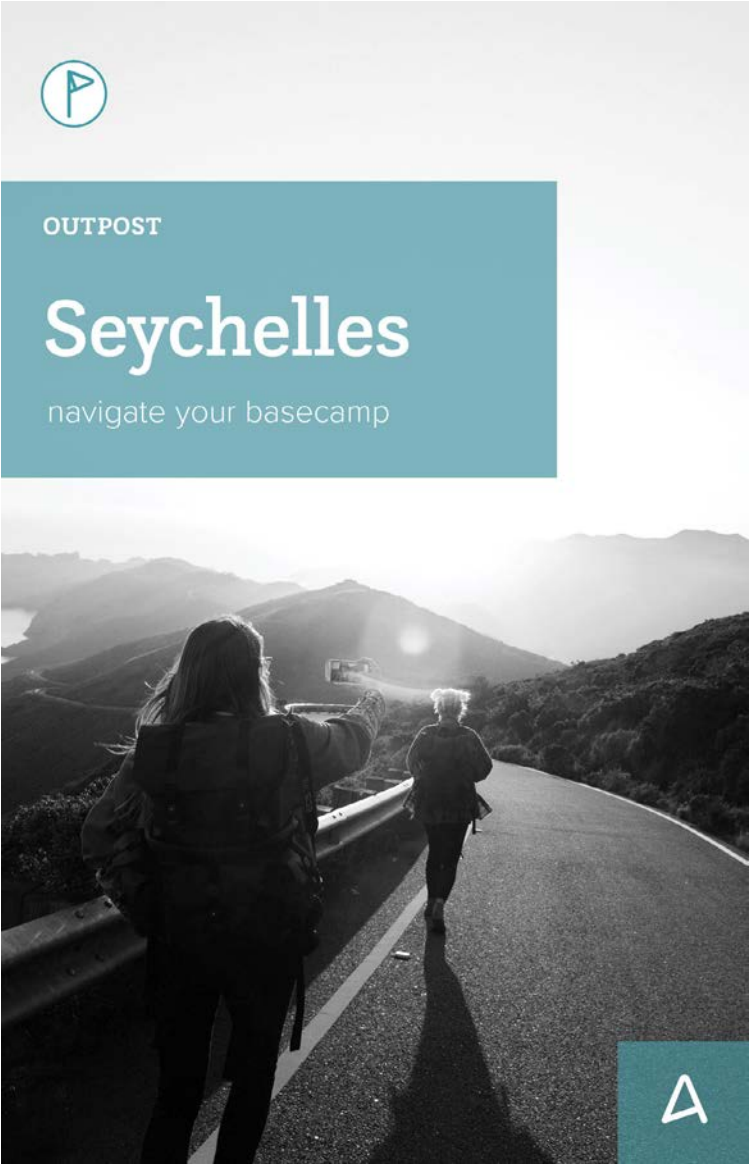


The packet was created to simplify the preparation process by reducing effort and minimize hassles and stress. It contains checklists indicating time-sensitive tasks such as VISA applications and immunization schedules as well as program specific requirements. The folder has removable inserts that allows Accord to provide region- and program- specific requirements for each student. All the information students need to ensure a smooth transition to their service destination in one place minimizes confusion. Access to this information is also available through the website portal.



HANDBOOK

Students receive their regional handbook at bootcamp weekend. Although the information is also available through their website portal, they are required to maintain a physical copy on their person while traveling. The pocket-sized handbook serves as a troubleshooting reference such as how to exchange currency, setting up cellular service (if applicable), managing culture shock, and foreign laws and regulations pertaining to social customs, conduct, behavior etc.



OUTPOST AT A GLANCE

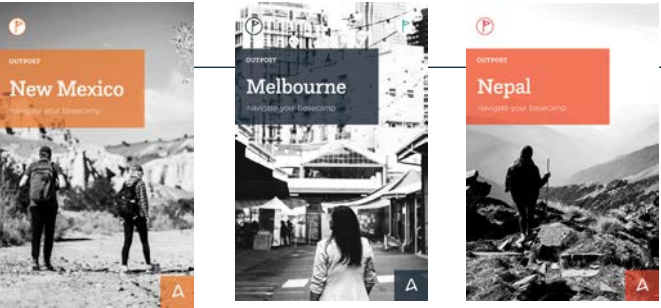
SAFE TO EAT
Hard-cooked eggs
Food that is served hot
Unpeeled fruit or vegetables
Produce washed in clean water
Well-cooked meat, served hot
Pasteurized dairy products

UNSAFE TO EAT
Raw, runny eggs
Food served room temperature
Unwashed, peeled raw produce
Unpasteurized dairy products
Bushmeat (monkey, bat, game)
Street vendor food

SAFE TO DRINK
Water bottled and sealed
Water that is disinfected
Ice from disinfected water
Carbonated drinks
Hot coffee or tea
Pasteurized milk

UNSAFE TO DRINK
Tap or well water
Reconstituted Juice
Unpasteurized milk
Drinks made with tap water
Drinks made with well water
Ice made with tap or well water

ACCORD | OUTPOST HANDBOOK
MORE INFORMATION: WWW.ACCORD.COM



(left) There's a different cover for each handbook to correspond with the different programs. (above) In addition, the handbook has information on what is safe to eat and drink.

HANDBOOK PAGES

The first page contains space for students to write in their emergency contact details for easy access in case of emergency. The following page also includes a map highlighting key areas of interest such as the nearest bus stop to basecamp.

complete before your departure date

DETAILS

YOUR INFO

FULL NAME _____

PHONE _____

E-MAIL ADDRESS _____

BASECAMP ADDRESS _____

ON-SITE CONTACT _____

ON-SITE CONTACT PHONE _____

ON-SITE CONTACT E-MAIL _____

IN CASE OF EMERGENCY

NEAREST US EMBASSY ADDRESS _____

PHONE _____



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INTRODUCTION

About this Book

This is not a tourist guidebook. We purposefully left out information on "what to do and see". Your outpost hand-book is a quick-reference aide to help you navigate your outpost's cultural climes. Troubleshoot issues such as culture shock, homesickness, and cultural expectations. Did a local invite you to a religious ceremony and you're unsure what attire is appropriate? It is always best to directly communicate with the person who invited you, but if you are in a pinch, see *Social Customs* under *Foreign Laws & Regulations*. What should you do if your passport is lost or stolen? See *Staying Informed*. You should try to carry your outpost handbook on your person at all times in case of emergency. Alternatively, access this information on the ACCORD app and/or online. However, **YOU ARE REQUIRED TO MAINTAIN A PHYSICAL COPY OF THIS HANDBOOK WHILE ABROAD.**

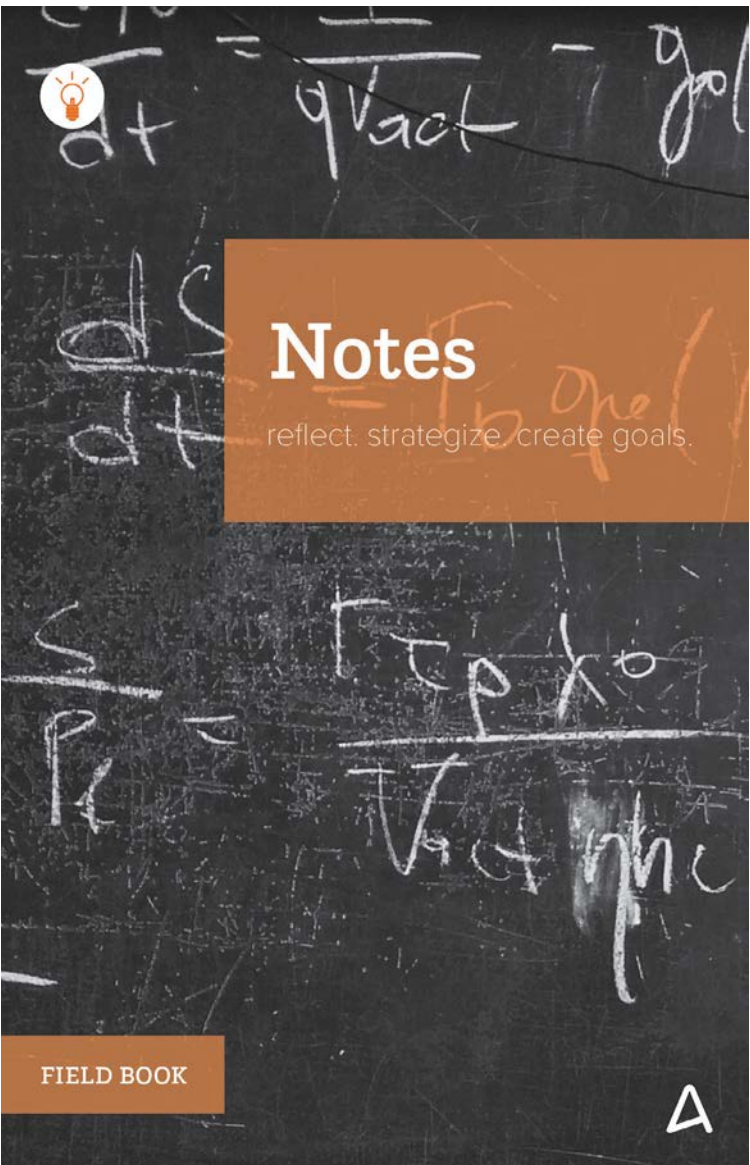
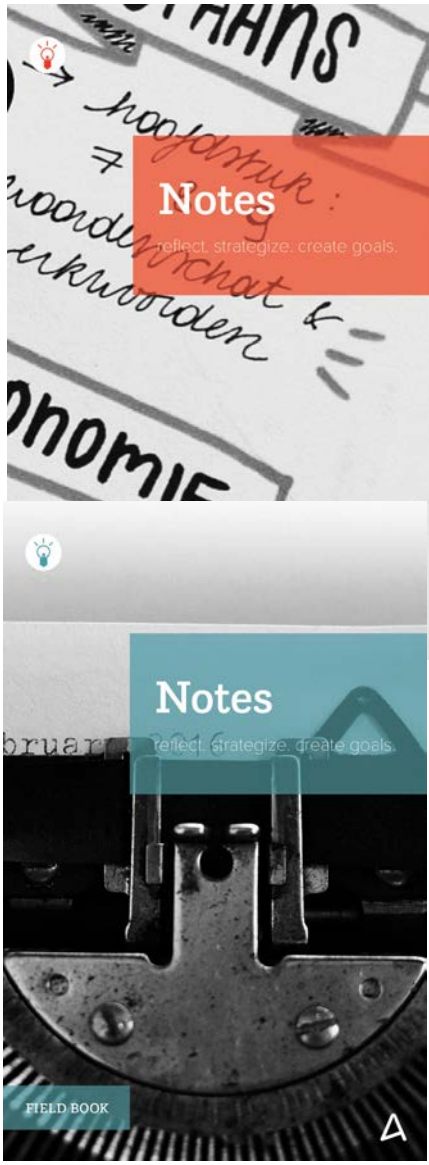
About the Seychelles

The Seychelles is an archipelago of 115 islands in the Indian Ocean, off East Africa. It's home to numerous beaches, coral reefs and nature reserves, as well as rare animals such as giant Aldabra tortoises. *Mahé Island*, a hub for visiting the other islands, is home to capital *Victoria*. It also has the mountain rainforests of Morne Seychellois National Park and beaches, including Beau Vallon and Anse Takamaka.



FIELD BOOK

Students receive their field book at bootcamp weekend. The field book is a place to help students dictate action items by making monthly goals and recording their progress during their service journey.



COVERS

FIELDWORK CONTENT

The inner pages contain weekly prompts and monthly goals. In addition, milestones such as the halfway mark have special questions to keep students reflective and motivated. Studies have shown writing specific goals and creating plans for the future are empowering, increase productivity and reduce depression. The field book also asks students to write down on a scale from 1 to 10 their current emotional state to keep them self-aware.



MONTH 1

MONTHLY GOALS



ACADEMIC Learning occurs in and out of the classroom. What do you think you will gain from your service learning education as you embark on your adventure?



CULTURAL Think about the reason you chose your destination country. What makes it unique?



EXPLORATION What are you passionate about? What does your host country have to offer that pique your interest?

express yourself

(draw, write, doodle, cut and paste, whatever makes sense for you)



Be Honest...how do you feel now that you're in a different country?

"What we must decide is perhaps how we are valuable, rather than how valuable we are." F. Scott Fitzgerald

WEEKLY REFLECTION ||

What positive things happened this week?

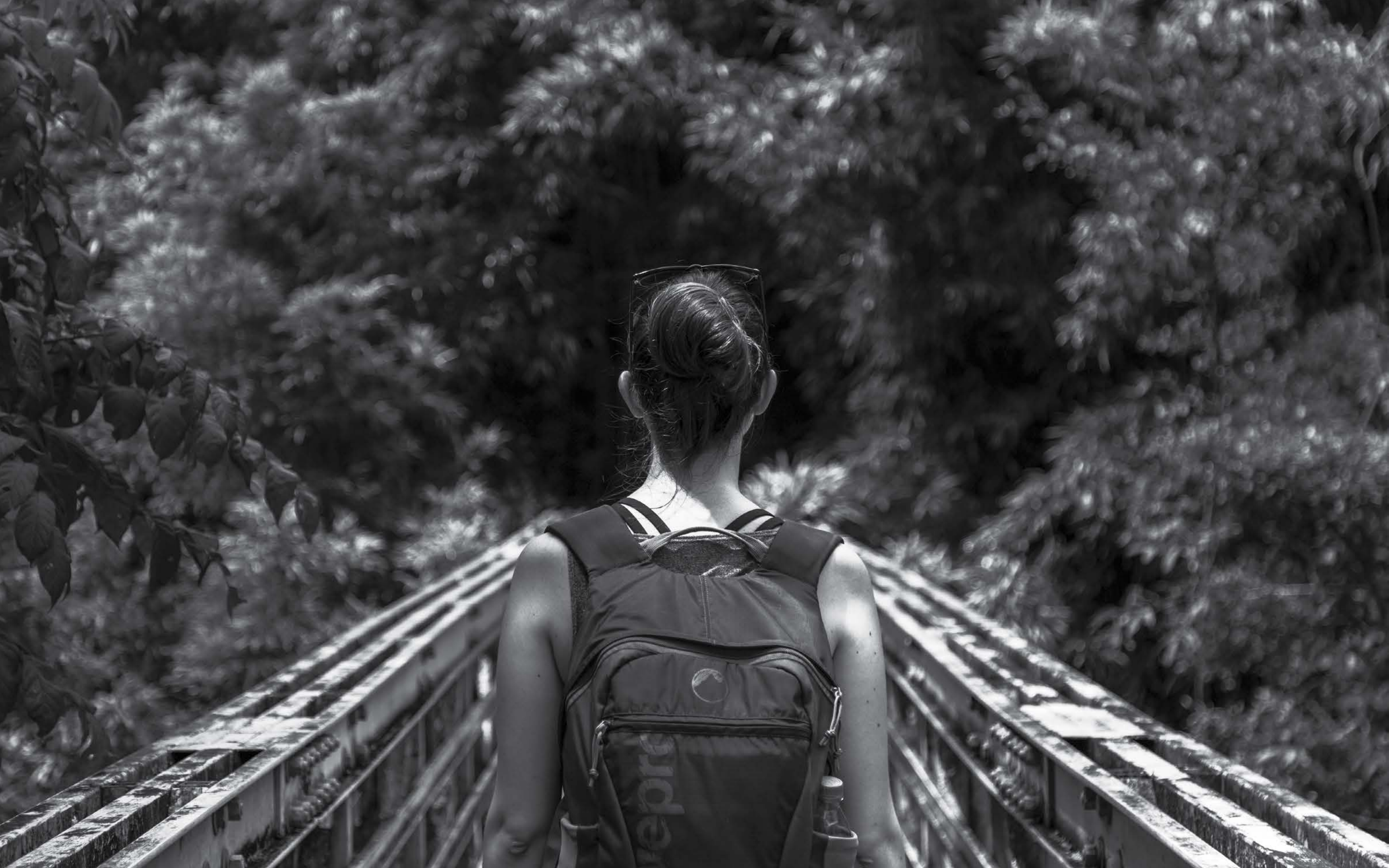
What memorable things happened this week?

What worked well this week?

WEEK 1

What didn't work well? Where did you struggle? Why?

On a scale from 1 - 10, how do you feel this week?



INTERACTION



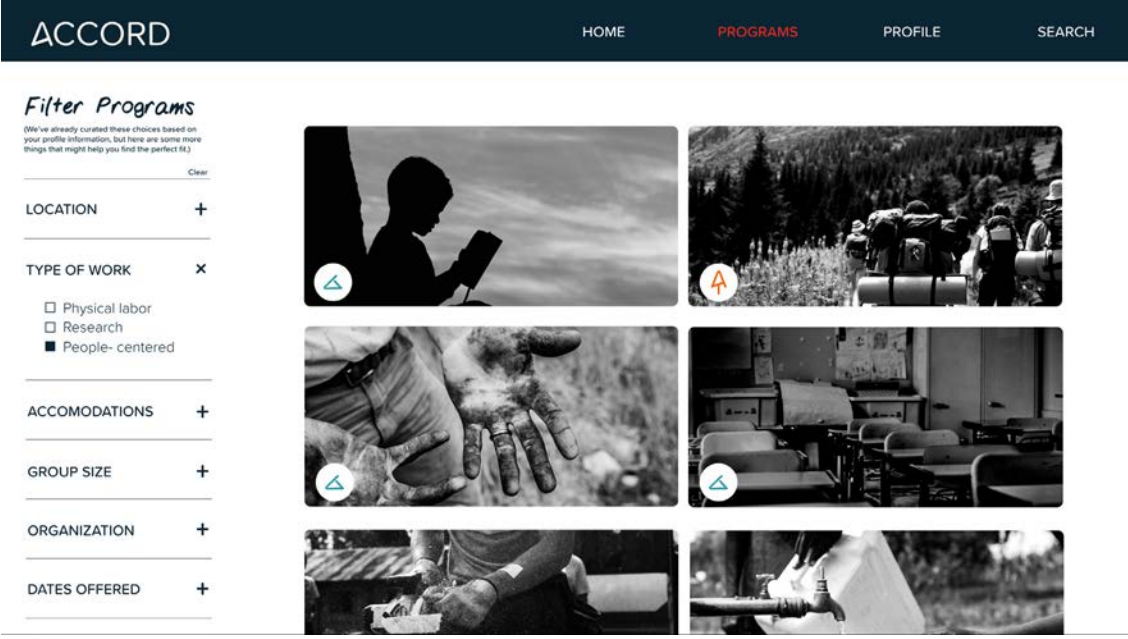
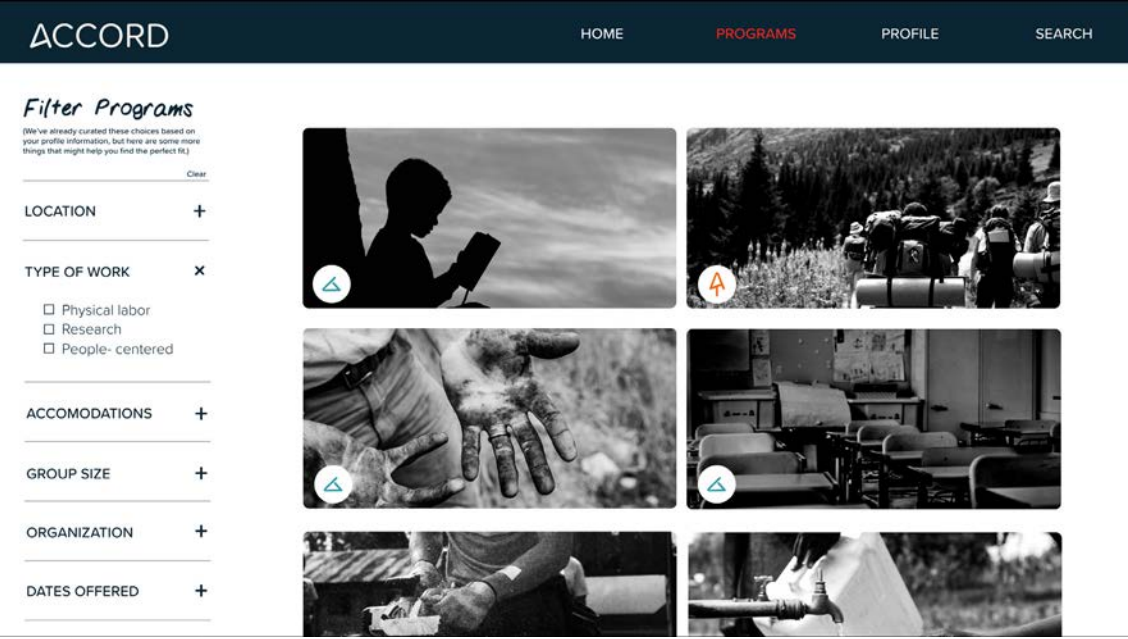
WEBSITE

The website is our center of communication. This multifunctional resource not only streamlines the planning process, but also serves as a portal- connecting students to service organizations, their university, and students who have been involved with Accord in the past.



LANDING PAGE

On the landing page, students can quickly find out who we are and what we do. Further down on the page, there is an archive of past trips where students can see pictures and testimonials from previous students. Next there is a prompt encouraging students to create an account, followed by more information about Accord.



PROGRAM SEARCH

Perhaps the most helpful portion of the Accord website is our program search function. Here students can find the perfect fit with ease. Once a user has created a profile, Accord automatically uses that information to begin curating programs to show the student. Since Accord has filtered through all of the major factors

such as academic requirements, health, age, and experience, the student is able to focus on matters of preference. The sidebar allows students to quickly toggle on and off preferences regarding location, type of work, accommodations, dates, and more, without affecting the essential filters.

ACCORD

HOMEPROGRAMSPROFILESEARCH

Filter Programs

(We've already curated these choices based on your profile information, but here are some more things that might help you find the perfect fit.)

Clear

LOCATION

+

TYPE OF WORK

+

ACCOMODATIONS

+

GROUP SIZE

+

ORGANIZATION

+

DATES OFFERED

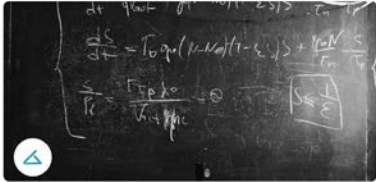
+

INTERNET ACCESS

+

Search







ACCORD

HOMEPROGRAMSPROFILESEARCH

BACK TO BROWSE

COMPARE

APPLICATION

CONTACT US

SAVE PROGRAM

NEPAL: Rural Teaching

Shree Nawa Durga Lower Secondary School

We need teachers or student-teachers to work side by side with Nepali teachers to help improve the level of education for the students.

ELIGIBILITY

Must be at least a Junior, majoring in education

2.5 + GPA

Not on active disciplinary probation

DATES OFFERED

Fall Semester

Spring Semester

Summer Not Available

GALLERY





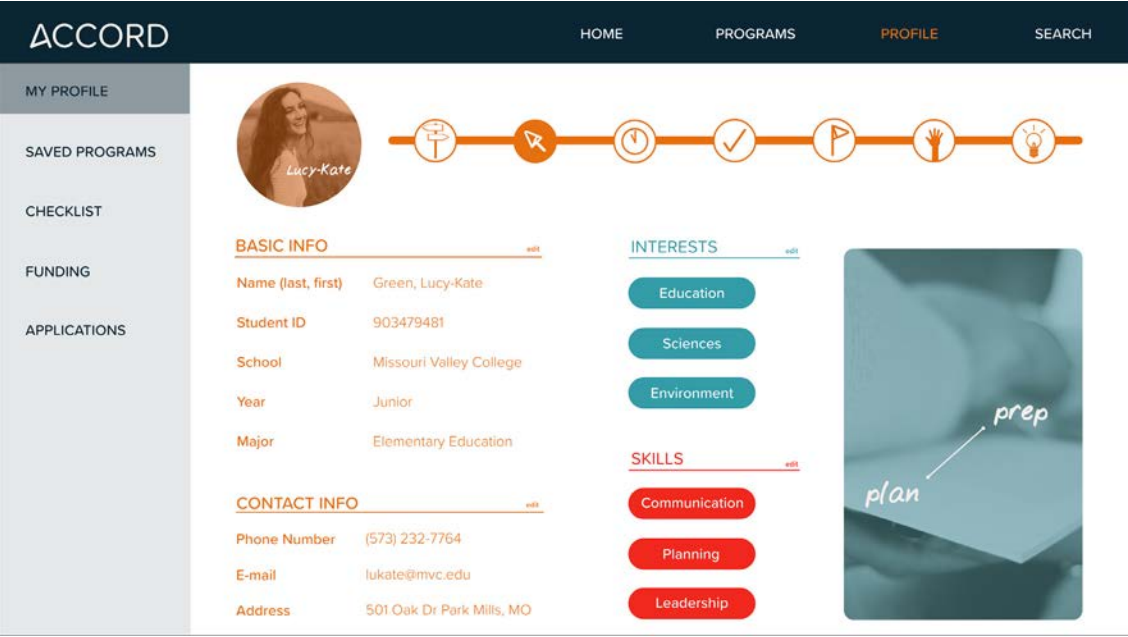
view all

RELEVANT SKILLS

PROGRAM SEARCH

Each program’s page includes important information, a list of relevant skills that would be helpful to have, a gallery from this trip in years past, and a link to the website of organization running the trip. There are also options to apply, compare to other programs, and save it for later.

28



Past Trips



[Full Archive](#)

USER PROFILE

Students can easily create their profiles by signing in with their student ID. Information their university has already stored about them is automatically transferred into their profile, to make the onboarding process easier. Students can then go through and add details to their profile such as interests and skills. All of this

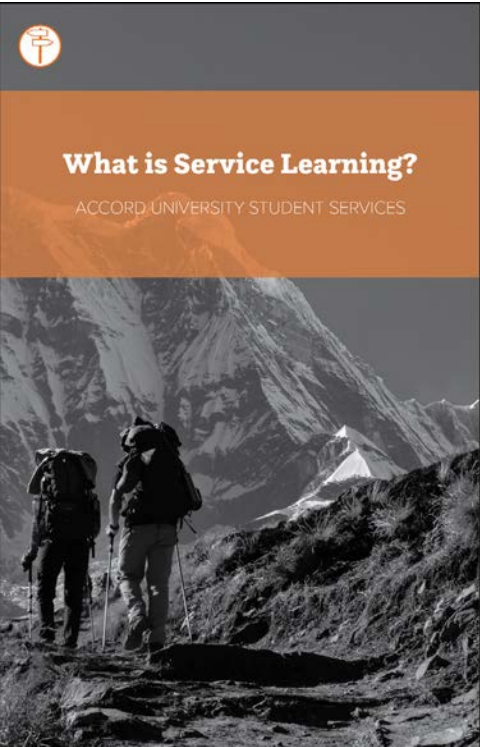
information is later used to filter through programs to simplify the whole process.

From this page, students also have easy access to things such as programs they have bookmarked, steps they need to take next, financial aid, and applications.

At the top of each user's profile, there is a timeline with the current stage they are in highlighted to give them an idea where they are in the whole process.

ADVISOR TOOLKIT

Our programs are not traditional study abroad trips, and they certainly are not for everybody. So our advisors have a huge responsibility to communicate this to students and help them make a well-informed decision that takes into account issues such as health, physical fitness, and personality. We provide a toolkit to help advisors effectively counsel and assess students who are considering a service learning course.





“Service learning is a blend of studying and volunteering at the same time.”

What is it?

Service learning is a combination of study and volunteering simultaneously. The volunteering work relates to the field of study. Therefore, each reinforces the other. This creates a valuable experience for both the volunteer and those they are serving.

Our programs focus on human rights and creating equality by linking you to social justice organizations operating on a local, national, or global level. Courses take place all over the globe. You can teach English in Peru, initiate sustainable fishing practices with communities in the Seychelles, support microfinance programs in Ghana, or develop a program to bring fresh produce to food deserts in Philadelphia.

Service courses create an opportunity to **earn course credit** and drive social change. You can **transform your knowledge** into practical skills.

Compare programs

	STUDY ABROAD	SERVICE LEARNING	VOLUNTEERING
EDUCATION	Primary, + credit	Integrated, +credit	Unintentional
SKILL LEVEL	None	Suited	Unskilled/skilled
COMMITMENT	Semester	Semester to year	Any range
OPPORTUNITY	None	Launching point for a career in that field	Considered Professional Experience
EXPERIENCE	Not focused on working and learning about the local community	Focused on working and learning about the local community	Less focused on learning explicitly about the community
TRAVEL	Yes	Yes/No	No
RISKS	Low - Moderate	High	Low
COST	Tuition, Fees	Tuition, Fees	None

Is it right for me?

Considerations

It depends on your goals and level of commitment. Acceptance is competitive and not every student is well-suited for the program. Courses may require a high-level of physical fitness, cultural sensitivity, and adaptability to unknown circumstances. Further, some medical conditions and prescriptions cannot be accommodated in certain countries abroad due to legal issues.

However, service learning has similar qualities to both study abroad and volunteer opportunities. Consult the chart above to help you determine what program is right for you.

For information on eligibility and programs, log-on to our website or contact an ACCORD advisor at your University's Student Services Office.

IS IT RIGHT FOR ME BOOKLET

The pamphlet that explains the differences between service learning, study abroad, and volunteering. It assists advisors by communicating challenges and expectations while directing them to the website or offices for more information.

ADVISING CARDS

The cards facilitate conversation between the advisor and advisee. They create prompts to help the student think about their motivations and expectations for a service learning trip and the advisor to asses their answers.



Why do you want to go on a service learning trip?



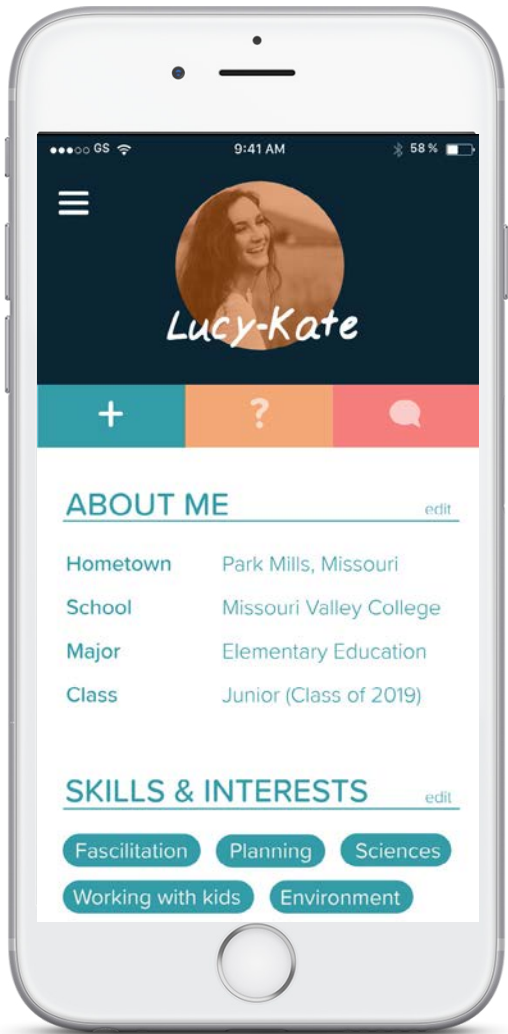
Would you still do a service learning trip if nobody could know that you went?



How would you feel if you got there and found out there was no running water or electricity?

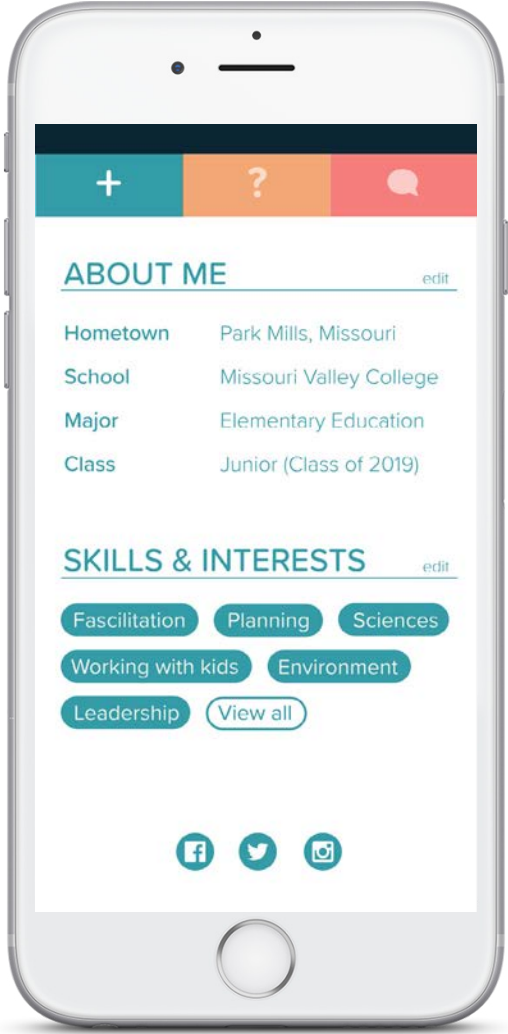
APP

After being accepted into a program, students are prompted on the website and in the packet to download the Accord App. This app allows students to begin building a sense of community before they even depart.

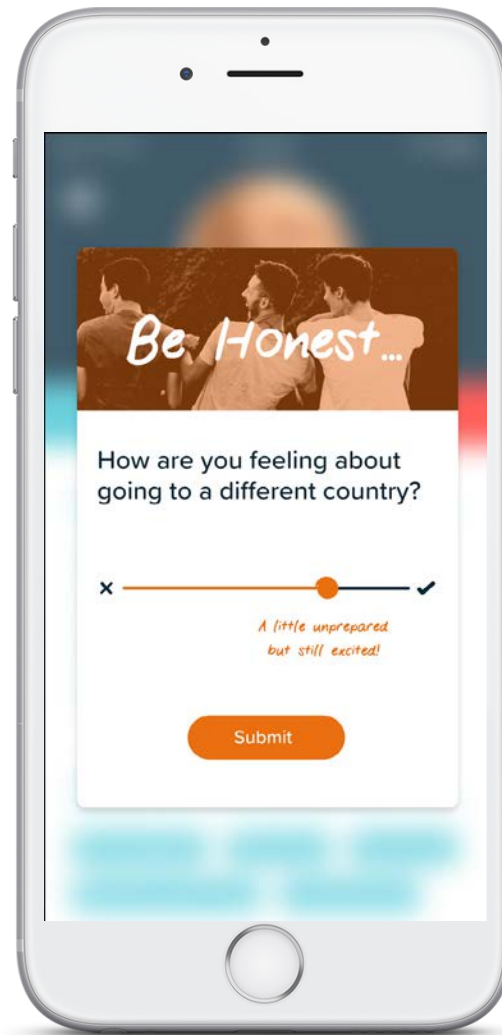


PROFILE

Students simply log in with their pre-existing Accord accounts and the app receives all of their information from the website. Their profiles will only display relevant information that they have approved, such as basic introductory facts and their list of skills. Students also have



the option to add links to their social media accounts, so that their new friends can follow them.



MESSAGING

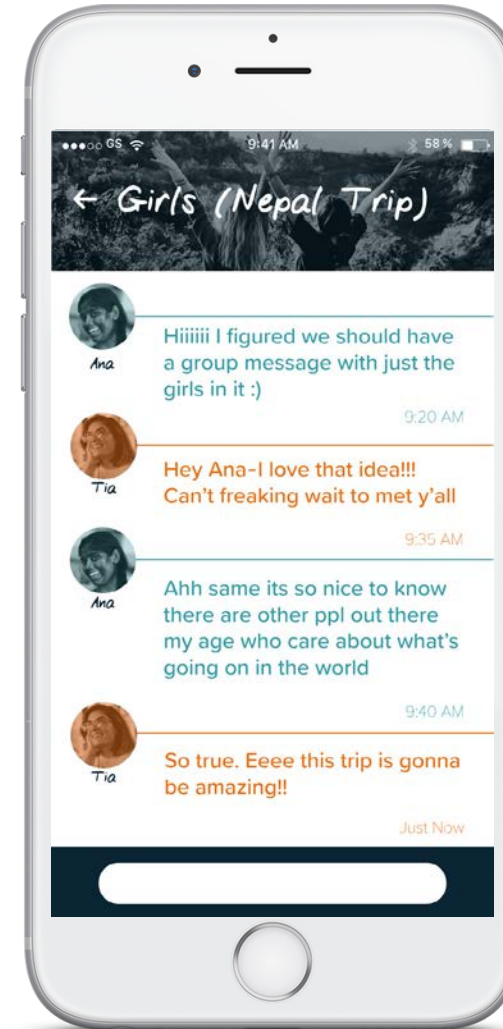
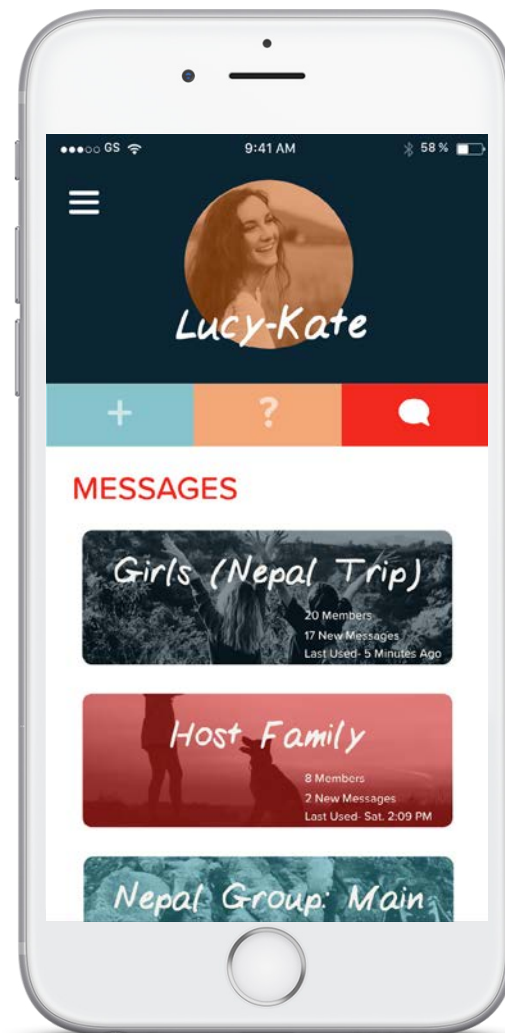
Students may message each other individually or create their own groups, but the core of the app is to get everyone talking together.

By forming group messages for students who will be serving side-by-side, Accord helps jumpstart these friendships. It gives them a sense of community and support system to aid in their transition into a new environment.

However; conversation may not just happen out of nowhere. Because of this, the Accord App features prompts to help get the ball rolling. These prompts are simple to answer as they ask users to vote in a poll, rate something, select from a multiple choice question, etc. Users' responses are sent to their group message and conversations can grow from there. The questions begin as simple icebreakers, but as time

progresses, become more focused on how they feel about the program.

Students' responses are also archived and sent to their advisor, to help them know where students need more preparation or support.



CONNECTIONS

Students are automatically placed into group messages with everyone who is going on the same trip through Accord. They can view one another's profiles, follow their social media accounts, and communicate through both private and group messaging.

They are also put in touch with any local contacts they may have where they are traveling, so that they can begin building a supportive network there as well.

The option to add links to their social media accounts, so that their new friends can follow them.



BRANDING



MEDIA KIT FOR STUDENTS

The media kit for students includes a number of items that communicate what Accord is and what that means for students at each university. The culmination of the items in this kit works to not only persuade students to use our service, but also provide a foundation of understanding the significance of Accord.



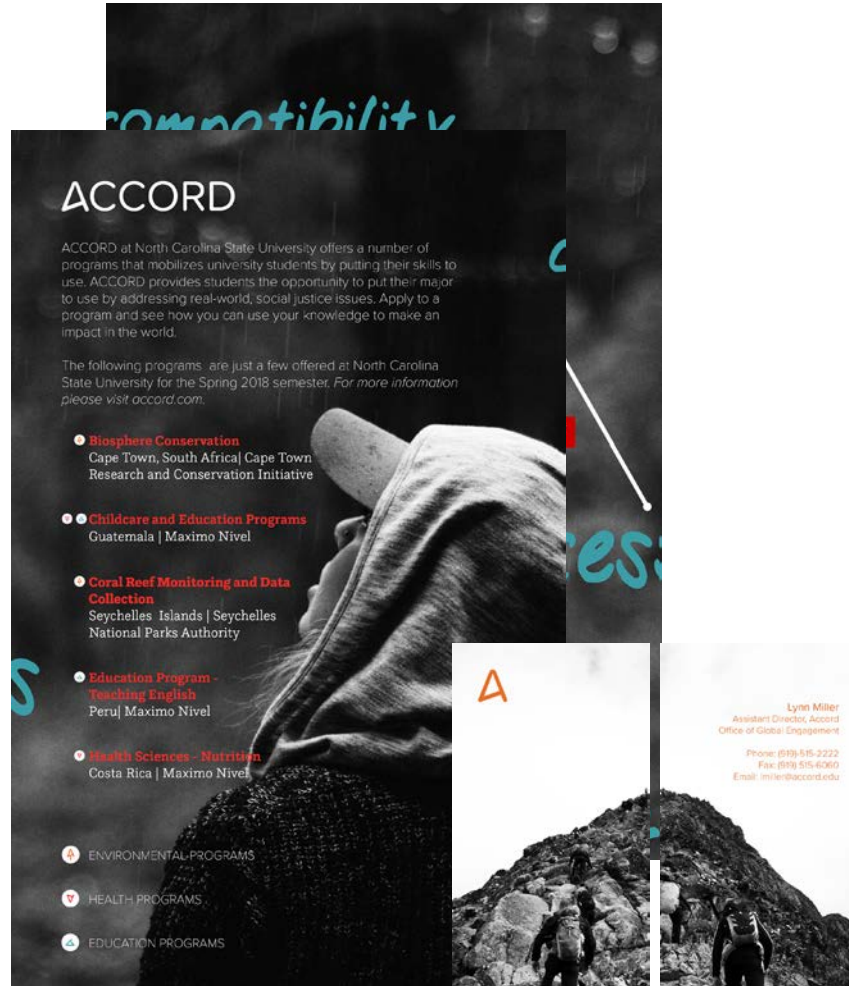
T-SHIRTS

At the prep programs, universities distribute program-specific t-shirts to students. At the university level, t-shirts create a sense of community between participants who express similar interests and may be participating in the same program. In this way the t-shirts may act as conversation starters, but they also are walking advertisements and work to promote our brand as students travel across the nation and abroad.

PINS

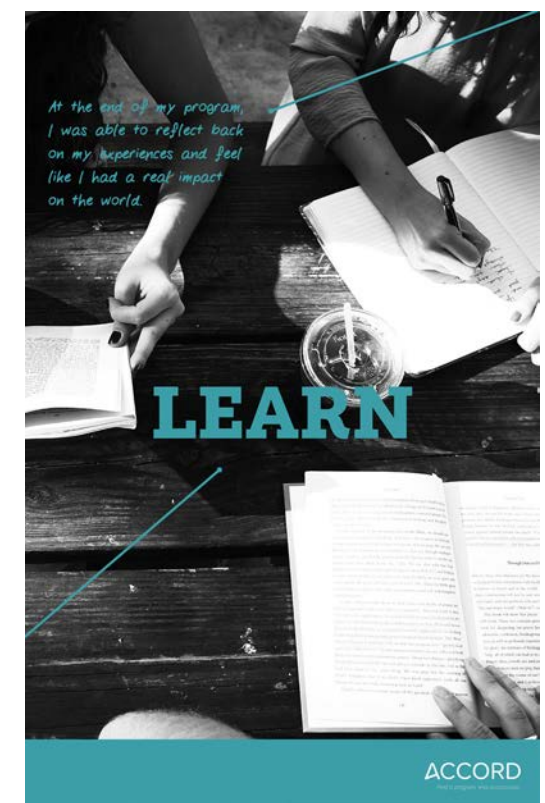
The Accord pins, which are distributed at the prep programs, display the Accord “A” logo. In the same way, that the t-shirts are walking advertisements, so are the pins. These can be clipped anywhere students desire, and can prompt questions about our logo and who Accord is.





POSTER SERIES

The Accord poster series relies on our use of active language to prompt students to act on the opportunity to be a part of an Accord program. Posters should be strategically placed around university campuses to be visible to students and peak their interest. These posters also include blurbs from testimonials of past participants along with our website for interested students to visit.



RACK CARDS

Accord rack cards are placed around university campuses for students to pick up each semester. With each semester comes a new round of offered programs, specific to each university. Rack cards will feature a few programs that prompt students to explore these featured programs and more on our website.

BUSINESS CARDS

The business cards display contact information for Accord advisors specific to students' universities and our website, accord.com.

MEDIA KIT FOR UNIVERSITIES

The media kit for universities includes a number of items that communicate what Accord is and why universities should be affiliated with Accord. The culmination of the items in this kit works to not only persuade universities to partner with us, but also provide a foundation of understanding of what Accord can bring to this partnership.

DESIGN FOR STUDENTS

How does ACCORD help students?
We are helping connect students to volunteer abroad opportunities where they use their skill sets and can get funding and academic credit.

Language: Use of active language to prompt users reflective of our timeline of touch-points (GO, ACT)

Image heavy (show images of past trips, salt of the earth photos to show what it takes to be a part of an ACCORD program)

Use handwriting font more for students
-more playful (shown below)

compatibility

access

commitment

B/W IMAGE W/ WRITING AND "MAPPING"

B/W IMAGE OVERLAY + (OPACITY S

Keneshia Sneed

Ceramic Artist & Freelance Illustrator

Students at NC State University

who want to help

motivated

Use your skill sets to address environmental, health or education issues across the nation and world wide. Decide on an organization program and act now at [accord.com](#).

Partner Universities

You have the chance to volunteer abroad with students from universities across the nation including:

University of Virginia
Duke

Georgia University
University of North Carolina- Chapel Hill

more...

BRANDING GUIDELINES (DESIGNING FOR STUDENTS)

Our branding guidelines are available to our affiliated universities and organizations. However, in order to implement their own materials on campus, universities are provided with Accord’s branding guidelines for designing for students. This includes graphics, facts, language, etc that Accord believes is effective and in line with our brand.

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BOOKLET FOR UNIVERSITIES

The booklet communicates why Accord would be beneficial for the university and their students. Universities would be more interested in facts, figures, and the success and impact of this partnership.

INTRODUCING ACCORD

Our Mission Statement

We mobilize university students by connecting them to organizations that require knowledgeable and skilled volunteers to address social justice issues.

Our Vision Statement

We catalyze civic engagement and volunteerism by informing students in higher education about social justice issues by connecting them to organizations with volunteer opportunities that capitalize on their unique knowledge and specific skill set.

WHY ACCORD

compatibility

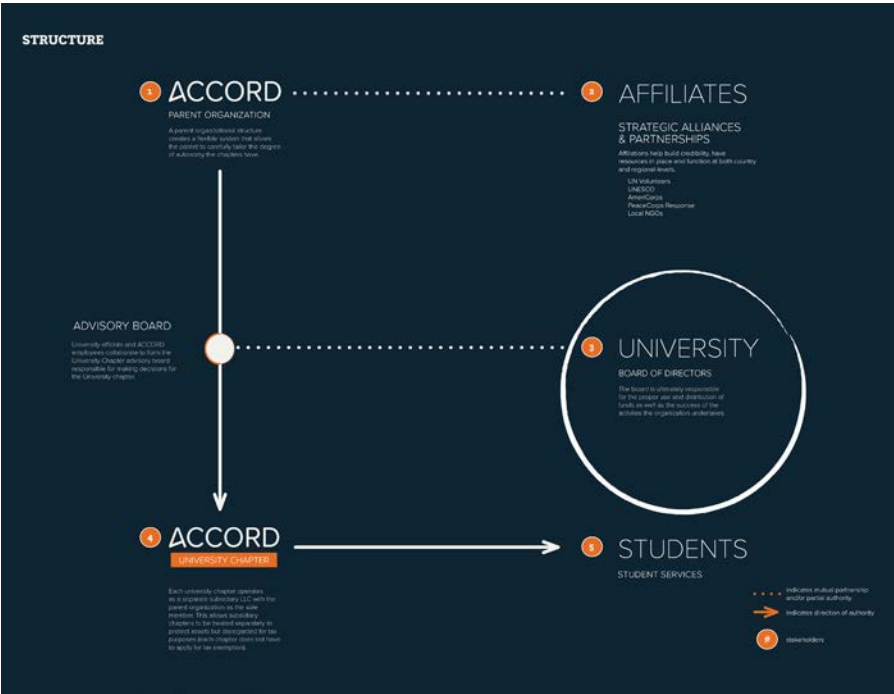
ACCORD connects you to organization-run programs that address social justice issues around the world that **best fit** the knowledge or skill sets you have.

access

ACCORD connects you to these programs and provide you with the **information and access** to these organizations that address social justice issues around the world.

commitment

ACCORD provides you with opportunities where you would be **committed** to a cause, not only as apart of your education and utilizing your knowledge and skill set, but also to help address issues around the world.



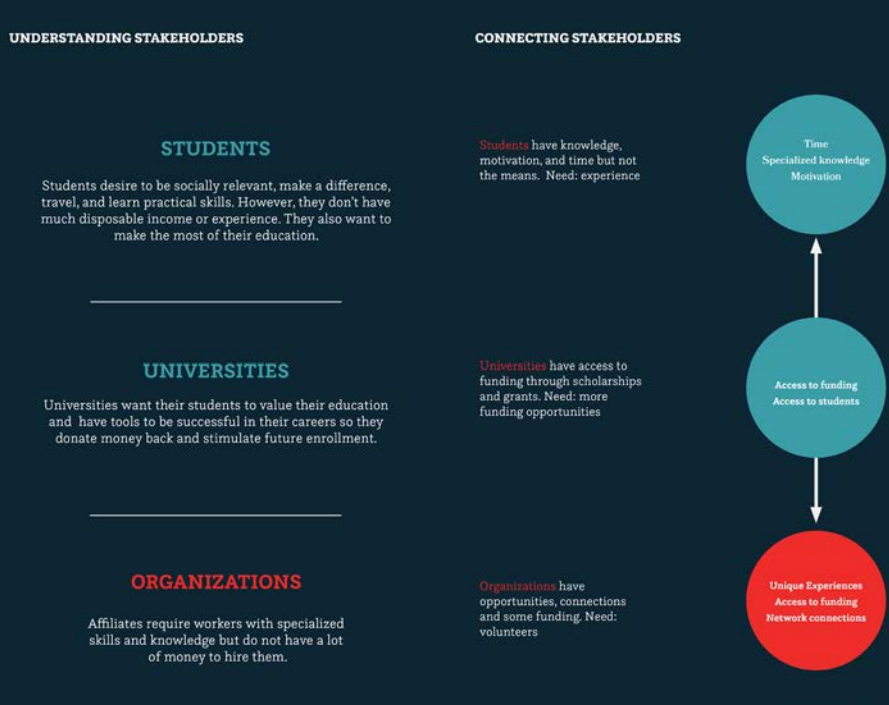
MEDIA KIT FOR ORGANIZATIONS

The media kit for organizations includes a number of items that communicate what Accord is and why organizations should be affiliated with Accord. Organizations need skilled volunteers so its important for us to communicate effectively how Accord can meet that need.



BOOKLET FOR ORGANIZATIONS

The booklet communicates why Accord would be beneficial for organizations and persuade them to be affiliated with us. Organizations would be more interested in facts, figures, and the success and impact of this partnership. These projections would be included specific to each university.



POSSIBLE PARTNER ORGANIZATIONS

Each booklet would include additional information to cater to each organization and their needs at the time. Pictured are some of the affiliated organizations ideal for our service.





PROCESS



SERVICE PROCESS

ACCORD

potentially INFO by Universities

ACCORD is a service process for the university, designed to help students and faculty alike to find a connection to the world.

ACCORD is a service process for the university, designed to help students and faculty alike to find a connection to the world.

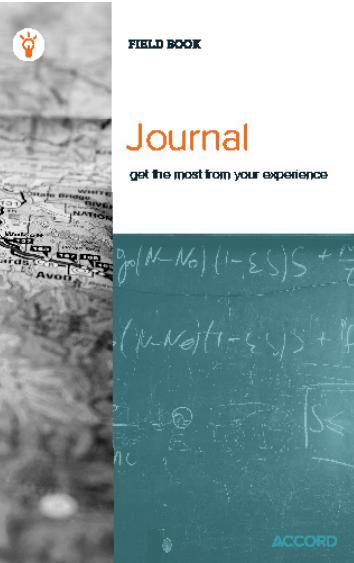
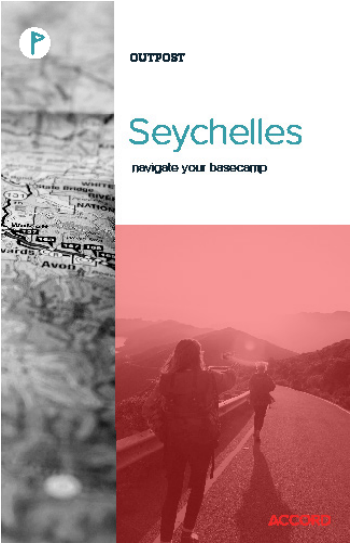
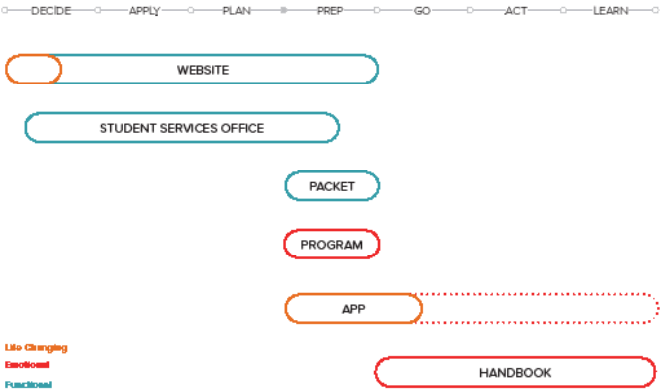
WE MAKE IT POSSIBLE

by considering the individual and meeting their specific requirements as well as their knowledge and skills to an organization in need of volunteers, so students can transform their knowledge into practical skills that drive social change for the good.

Agency

Humanist

Academic



SEYCHELLES

Vaccination Schedule

REQUIRED

Hepatitis A, Typhoid, Hepatitis B, Rabies, Yellow Fever

ROUTINE

MMR, Diphtheria, Tetanus-Pertussis, Varicella, Polio

6 MONTH IS

Hepatitis A: 2 doses 6 months apart

MIN 1 WEEK PRIOR

Typhoid: Oral pill taken every other day for a week

MIN 6 MONTH IS PRIOR

Hepatitis B: 3 doses

MIN 1 MONTH PRIOR

Rabies: 3 doses

MIN 10 DAYS PRIOR

Yellow Fever:

Please discuss with your doctor for your specific needs, recommendations, and possible contraindications.

Check the Center for Disease Controls website for the most up-to-date information: www.cdc.gov



BRANDING PROCESS



SOCIAL JUSTICE

- RIGHT

FAIR

IMPACT

EQUALITY

EQUITY

FIGHT

WORK

OPPORTUNITY

ADVOCACY

PROGRESS

EMPOWERMENT

PROSPERITY

ACCESS

ACTION

PROTEST

COMMUNITY

ADVOCACY

CATALYST

CHANGE
- EFFECT

MARK

TRACE

NAME

STAMP

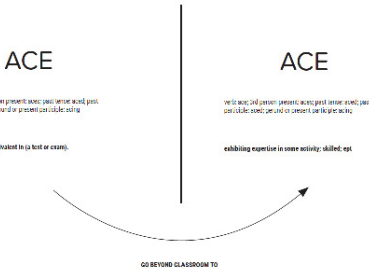
ACE
ACE
ACE

Proxima Soft Thin
Proxima Soft Light
Proxima Soft Regular

Bookmania Regular
Bookmania Semibold



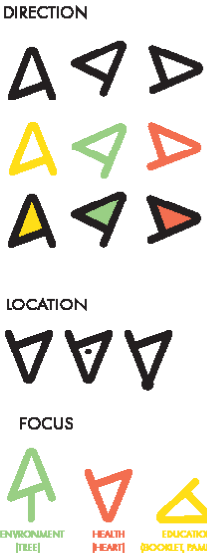
ACCORD



ACCORD
ACE

Proxima Soft Thin
Proxima Soft Light
Proxima Soft Regular

pair with
Bookmania Regular
Bookmania Semibold



LINES

When diagramming, use solid lines in addition to the "Dotted" line option in InDesign.

circle solid

use curved arrow

The choice of the dotted line is based on our logotype, which utilizes the rounded edges of Proxima Soft in the "A" of "ACCORD".

SHAPES

In the same way Proxima Soft informs our choice of lines it also informs the shapes used when diagramming. Primarily use circles when diagramming but if need be also use ovals and rounded rectangles.

circle

oval

COLOR

Can use entire color palette to differentiate content. Can also utilize the color guide.

black

dark grey

light grey

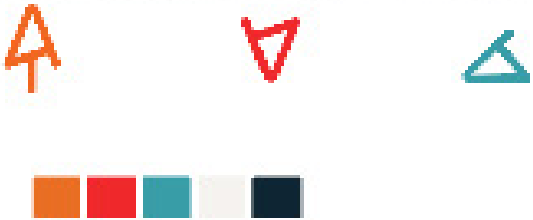
orange

red

teal

dark blue

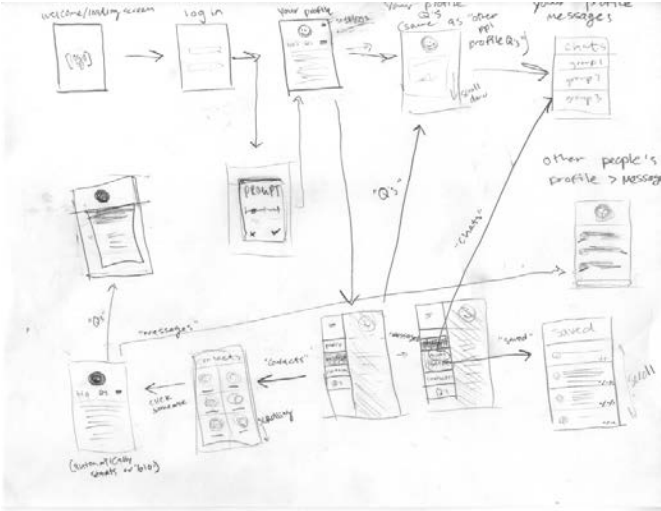
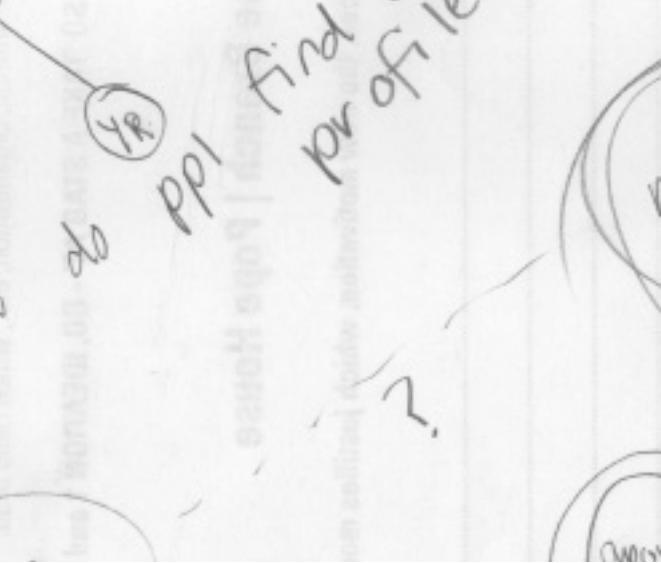
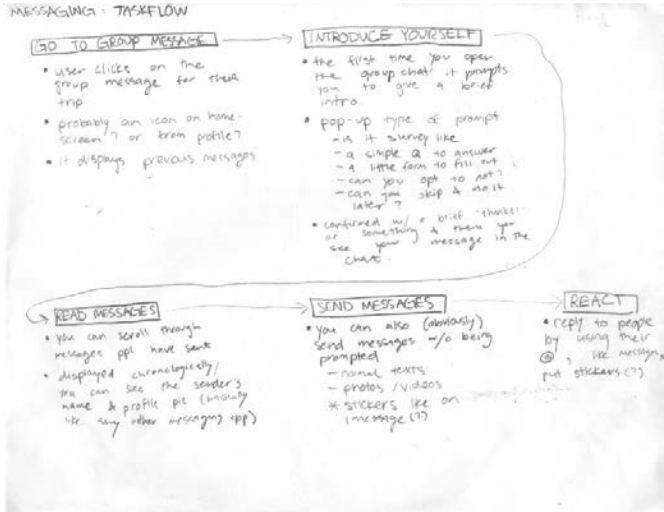
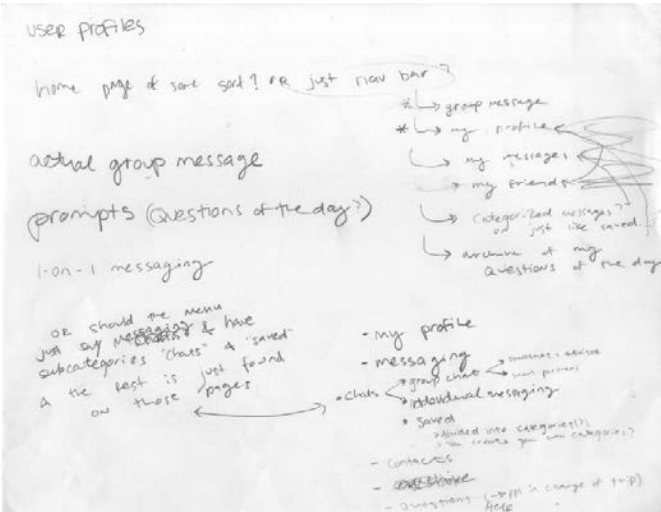
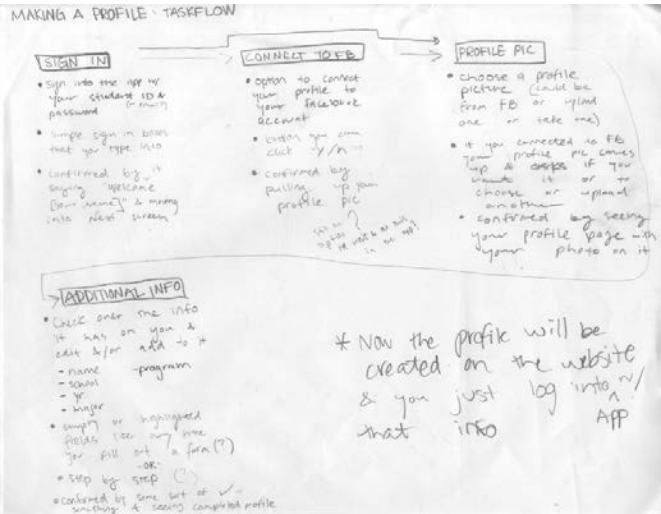
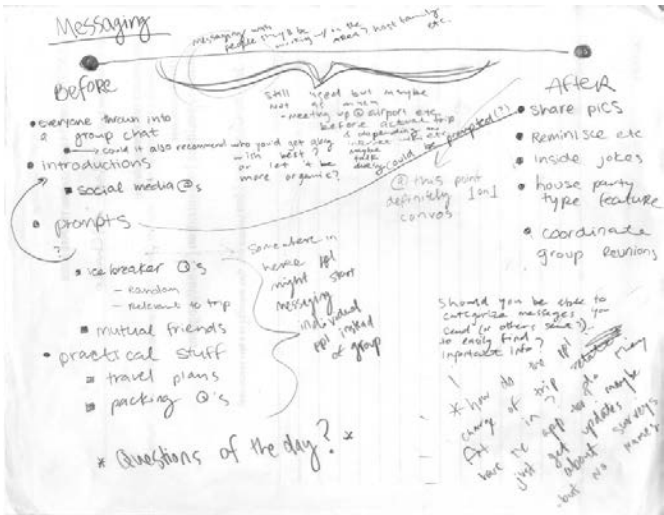
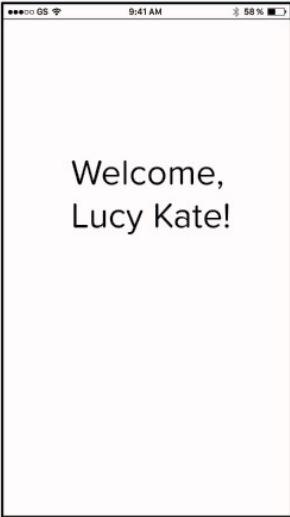
ACCORD

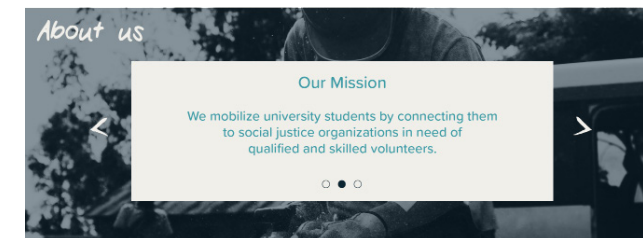
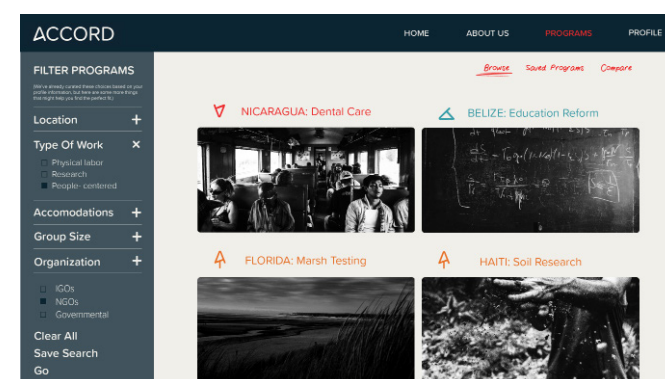
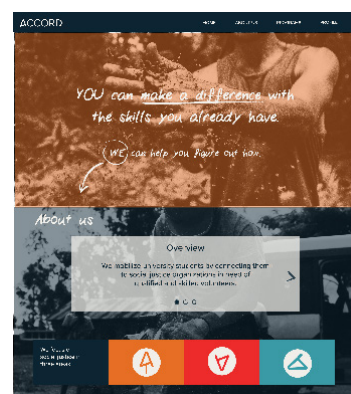
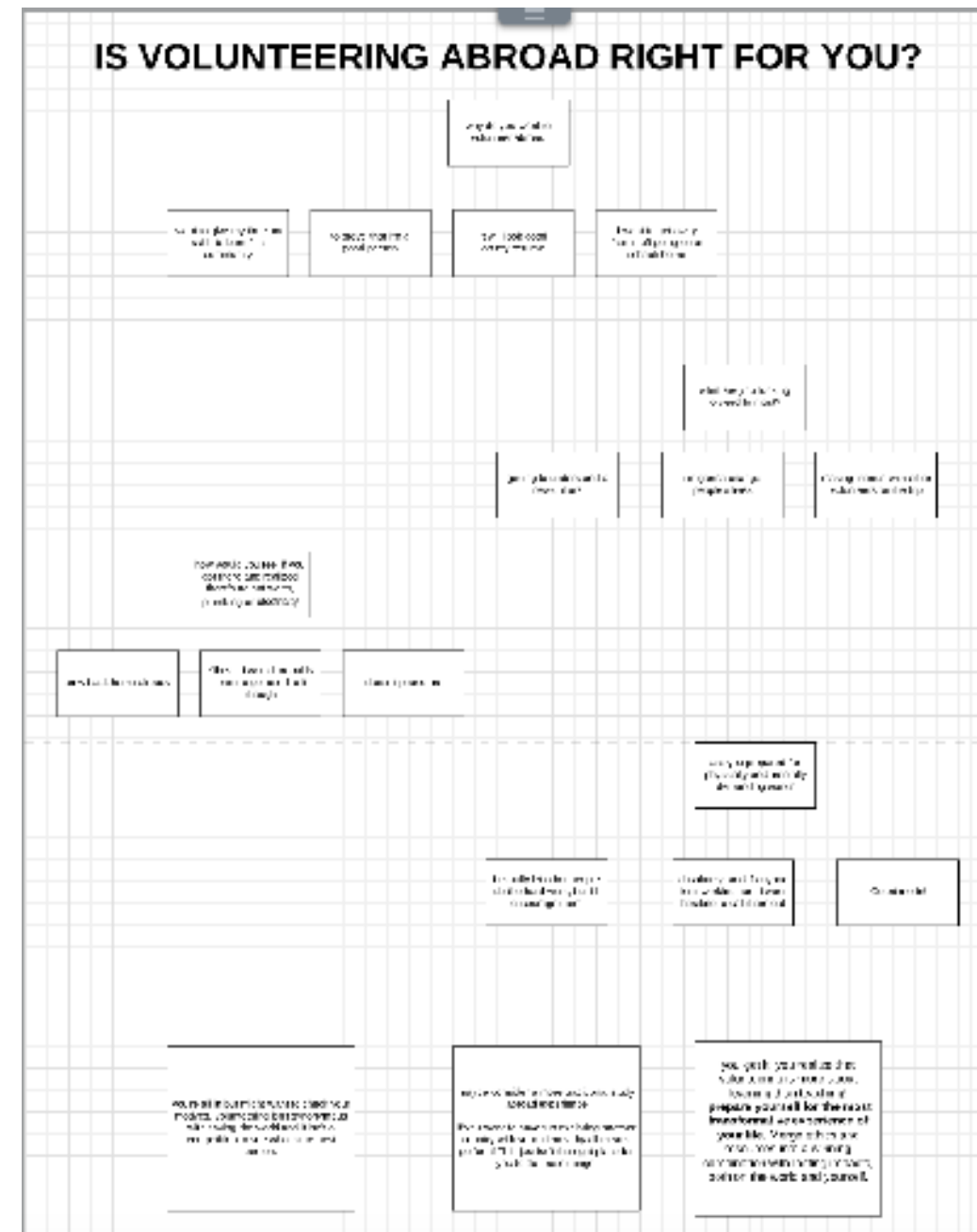
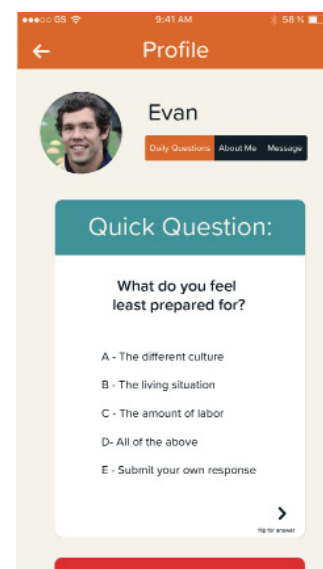
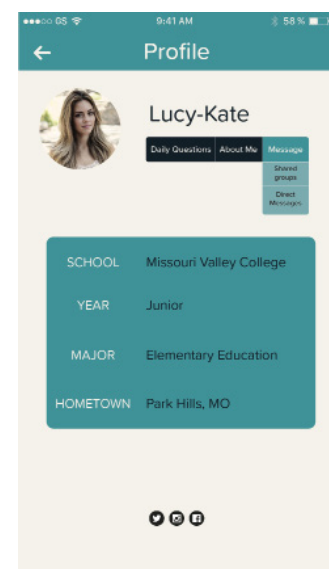
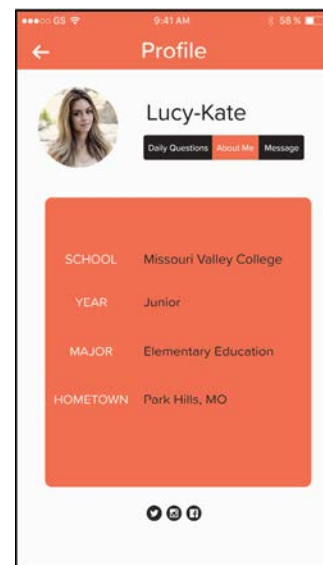
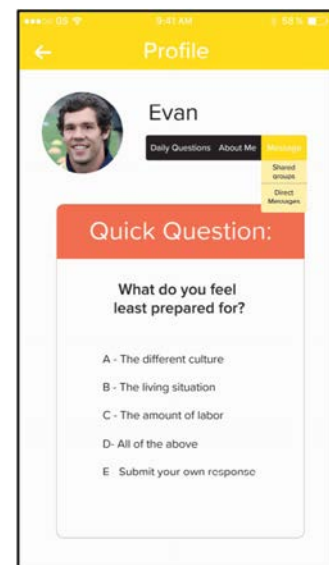


INTERACTION PROCESS



confirmation





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BRANDING

Allona Wilkerson

SERVICE DESIGN

Julia Paret

INTERACTION

Madi delCharco

