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1. Organization Name \_\_\_\_\_
  2. Mailing Address \_\_\_\_\_
  3. Street Address \_\_\_\_\_
  4. City \_\_\_\_\_
  5. State \_\_\_\_\_
  6. Zip \_\_\_\_\_
  7. Organization Phone # \_\_\_\_\_
  8. Organization Email \_\_\_\_\_
  9. Organization Website \_\_\_\_\_
  10. Hours of Operation: (Days and Times) \_\_\_\_\_
  11. Americans with Disabilities Act Compliant
    - Yes
    - No
  12. Primary Service-Learning Contact Name \_\_\_\_\_
  13. Primary Service-Learning Contact Phone \_\_\_\_\_
  14. Primary Service-Learning Contact Email \_\_\_\_\_
  15. Preferred Method of Contact \_\_\_\_\_
  16. Does your organization require students to undergo a background check under any circumstances?
    - Yes
    - No

**17. Will your organization fund the fee for the background check?**

- Yes
- No

**18. Will your organization require Masks or Gloves if students are working on site? If so, which?**

- Masks
- Gloves
- Both masks and gloves
- Neither are required

**19. Commitment to Inclusiveness**

- We acknowledge our commitment to inclusiveness. To further enhance our commitment to inclusiveness, we will conduct a performance review annually with respect to the foregoing items and develop appropriate action plans**

As you think about opportunities for service-learning students, please keep in mind that service-learning is similar to an internship in which students are gaining experience that relates to their career choice and their educational studies, in exchange for receiving academic credit for the work they are doing with your organization. This is different than general volunteerism.

Due to COVID-19, many of our community learning site partners are providing indirect, advocacy-based, and research-based opportunities for service-learning students, in addition to various direct forms of service-learning. Those additional types or forms of service-learning are nationally recognized and include, but certainly not limited to, many of the following below listed examples:

**Example 1: Indirect Service-Learning**

Service-Learning students can:

1. Work to address a problem or issue that your organization is currently working to address (Example: Access to healthcare; Environmental Issues in communities; Child Abuse and Neglect; Citizen Engagement in Communities; Hunger, Homelessness, Pollution in the water due to incorrect disposal of medications; lack of cultural knowledge and language for first responders; etc., etc.). Students could assist your organization by:
  - Reviewing current literature on the issue in your community (Reading the Community Focus Report is a great place to start)
  - Identifying at least two articles that discuss the issue or problem in a community that you have identified
  - Critically thinking about how you would work to address this problem in a community?
  - Write a plan that discuss the elements in 1-e and submit a report that organization can use when seeking grant funds or program development
2. Collect items for a Food Pantry or coats for the Homeless or glasses frames for the Lions Club

3. Develop virtual programs for residents in long-term care or assisted living facilities; create Oral Histories for residents/their families
4. Tutor children and youth virtually in math or science or other subjects; develop lessons for teachers
5. Conduct Virtual Health Screenings for an organization

**Example 2: Advocacy-based Service-Learning**

Service-Learning students can:

1. Work with your organization to develop or assist with the development of an advocacy campaign to address a topic important to that partner (Examples: Healthy Eating; Stop Smoking; Drunk Driving; Clean Water)
2. Create Educational Material to be used for Classroom Learning (lesson plans; activities; etc.)
3. Write a Grant or looking for/identifying potential grants for an organization/community learning site partner
4. Write a business plan for a new program
5. Develop a new program
6. Work with long-term care or assisted living facilities to provide virtual programming to support positive mental health

**Example 3: Research-based Service-Learning**

Service-Learning students can:

1. Conduct research about a topic or problem/issue (Examples: Vision Deficiencies and Congestive Heart Failure – Is there a relationship or correlation?; Healthy Eating and Vision Deficiencies; Stroke Victims and Vision Deficiencies; Addressing how Medications are Disposed of – the Impact on Clean Water; etc., etc.)
2. Conduct research to map areas of food insecurity, or drugs, or crimes, or lack of educational facilities, or after school programs, etc., for a community
3. Work with your organization to collect and analyze data (Prosper Springfield is a great example)

**20. Please list any service-learning projects and/or opportunities (direct, indirect, research-based, and/or advocacy-based) students may engage in during the semester:**

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## 21. Service-Learning Agreements

- I agree to operate as a service-learning partner hereinafter known as a community Learning Site with Missouri State's office of Citizenship and Service-Learning (CASL).
- I agree to host academic service-learning at my organization for the purpose of aligning meaningful educational and career development opportunities with the needs of my organization to Missouri State University students.
- I agree that no student will be denied service-learning opportunities or subjected to different treatment under this agreement on the grounds of race, color, national origin, ancestry, age, disability or veteran status.

### Missouri State University Non Discrimination Statement

Missouri State University is a community of people with respect for diversity. The University emphasizes the dignity and equality common to all persons and adheres to a strict nondiscrimination policy regarding the treatment of individual faculty, staff, and students. In accord with federal law and applicable Missouri statutes, the University does not discriminate on the basis of race, color, national origin (including ancestry, or any other subcategory of national origin recognized by applicable law), religion, sex (including marital status, family status, pregnancy, sexual orientation, gender identity, gender expression, or any other subcategory of sex recognized by applicable law), age, disability, veteran status, genetic information, or any other basis protected by applicable law in employment or in any program or activity offered or sponsored by the University. Sex discrimination encompasses sexual harassment, which includes sexual violence, and is strictly prohibited by Title IX of the Education Amendments of 1972.

- I understand that I may terminate from service any student as necessary, however, I agree to contact CASL before any student is terminated from service.
- I agree that students may not displace paid workers or duplicate work, causing individuals to become unemployed.
- I agree that service-learning students will not work with political organizations, elected officials, partisan efforts, religious activities or promoting religious viewpoints, for-profit purposes, for or against unions or be used to provide replacement services during work stoppage.