The University of Nevada, Reno Office of Service-Learning and Civic Engagements understands that community engagement through service-learning would not be possible without the support and willingness of our community partners to host students, build reciprocal relationships, and share knowledge with UNR faculty and students. OSLCE serves community partners by providing a central space where partners can connect to resources on service-learning, market community service opportunities, and find institutional support. The University currently has numerous formal and informal partnerships with various community groups, organizations, and agencies. OSLCE was initiated to centralize the partnerships being created between faculty and community organizations in an effort to enhance student learning and community welfare.

We are also available Monday-Friday during regular university hours for discussions and inquiries.

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Welcome

The Office of Service-Learning and Civic Engagement (OSLCE) is the hub for service-learning and civic engagement at the University of Nevada, Reno and within the Reno community. We strive to co-create democratically engaged partnerships that meet the immediate and long-term needs of the community, students, and faculty.

Service-learning is grounded within the philosophical frameworks of reciprocity and experiential learning. Reciprocity involves work that is of equal benefit to all involved. Experiential learning allows students to engage with learning through direct experiences. Service-learning combines these two frameworks to engage students in direct learning of course material through mutually beneficial partnerships with communities.

The extent to which reciprocity and experiential learning are valued and exercised within an institution in many ways depends upon the culture of the institution. This certainly holds true at the University of Nevada, Reno. For this reason, OSLCE is an initiative under the Office of the Provost. We facilitate relationships between University faculty and community organizations for the purpose of providing structured experiences outside of the classroom that align with the curricular learning taking place inside the classroom. The integration of an academically rigorous model of learning and meaningful service with the community assists the student in achieving learning outcomes that help encourage civic responsibility.

Community Partner Guide

The Community Partner Guide to Service-Learning is a handbook specifically designed for community based organizations, including both those currently working with OSCLE and those interested in service-learning partnerships. The guide gives information on how to partner with a service-learning faculty member (referred to here as your faculty partner), how to plan the service-learning experience with your faculty partner, how to design student projects that meet both your own and your faculty partner’s needs, how to implement a service-learning project based at your organization’s site, and how to navigate any challenges you might face.

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1 Overall format adapted from: “Community Partner Guide to Service Learning”, University of Tennessee, Knoxville, Office for Service-Learning, Knoxville, TN, 37996
Please use this guide as a resource before, during and after the service-learning experience, and send us any insights or suggestions you may have for its improvement.

Thank you for your interest in heightening your own and students’ involvement in the community, and thank you in advance for any knowledge or experience you are willing to share with us!

**Mission**

Our mission is to facilitate meaningful community-based learning experiences that engage students and faculty with the community through service-learning courses, civic engagement experiences, and community-based research. We connect and integrate the campus, classroom, and the community by building sustainable partnerships, assessing learning, and tracking impact.

We strive to be a national leader in service-learning and civic engagement by providing:

- Rigorous and reflective academic experiences
- Cutting edge resources and support for faculty
- Valuable engagement experiences that address community issues

**What We Do**

<table>
<thead>
<tr>
<th>Community</th>
<th>University-Organization partnership process &amp; manage legal forms</th>
<th>Match organizations with relevant courses to serve mutually identified needs</th>
<th>Celebrate and connect outstanding Community Partners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>Register &amp; track all Community Learning Opportunities for Academic Credit</td>
<td>Match organizations with relevant courses to serve mutually identified needs</td>
<td>Provide resources, forms, &amp; support for faculty engaged in service-learning</td>
</tr>
</tbody>
</table>
What is Service-Learning

Service-Learning is a specially designed model of experiential-learning which combines service at a community organization with intentional learning outcomes achieved through critical, reflective thinking. Hence, equal emphasis is placed on both the service and the learning (service-learning). Essential components of service learning include: critical reflection, reciprocity, collaboration, and evaluation.

Service-Learning at the University of Nevada, Reno is defined as a course or competency-based, credit-bearing educational experience in which students:

1. participate in mutually identified service activities that benefit the community
2. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility²

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Benefits of Service-Learning

Service-learning is geared toward transformative work rather than charity work. Research shows that service-learning, when done well, can offer a number of benefits to communities, including:

- Help meet community needs through additional human and intellectual resources
- Expose and connect community partners to university resources and opportunities
- Build sustainable partnerships with faculty who are conducting research relevant to community problems
- Provide an opportunity for the community to educate faculty, staff, and students, thus preparing them for more sincere and informed citizenship
- Provide a platform for community members to disseminate information and promote services
- Create an environment where new ideas and perspectives can be shared
- Provide free marketing for volunteer opportunities as students share their experiences with classmates and friends
- Create opportunities to network with colleagues in other organizations and agencies

Service-learning has potential benefits to everyone involved: students, faculty, the community, and community partners. Listed below are potential benefits for all parties.

Students can benefit academically, professionally, and personally:

- Takes students out of the classroom and into the community
- Provides students with “real-life” experiences that in turn supports and contributes to academic learning outcomes
- Increases students understanding of the class topic
- Develop critical thinking and problem-solving skills
- Gives students an opportunity to become active citizens; to be part of the democratic process and part of the problem solving solutions that impact the community
- Connect with professionals and community members who you will learn from
- Test out their skills, interests, and values in a potential career path, or learn more about a field that interests them
- Explore or cement values and beliefs
- Learn more about social issues and their root causes
• Grow a professional network of people you might connect with again later for jobs or internships
• Improve ability to handle ambiguity and be open to change; become more flexible

**Faculty** can benefit personally and professionally from integrating service-learning into courses:
• Enriches and enlivens teaching while keeping it academically rigorous
• Connects the community with the curriculum and the academic mission of the University
• Provides opportunities to identify new areas for research and publication, thus increasing opportunities for professional recognition and reward
• Encourage interactive teaching methods and reciprocal learning between students and faculty
• Add new insights and dimensions to class discussions
• Develop students’ civic and leadership skills
• Provide networking opportunities with engaged faculty in other disciplines
• Foster relationships between faculty and Reno community organizations, which can open other opportunities for collaborative work

**Community partners** can benefit personally and professionally by serving as co-educators for service-learners:
• Provides an opportunity for community partners to participate in an educational partnership
• Allows community partners to contribute to the education and preparation of the next generation of community leaders, non-profit employees, and public servants
• Provides opportunities to educate students about current issues that impact surrounding communities
• Gain additional human resources needed to achieve organizational goals
• Network with colleagues in other organizations and agencies
• Increase volunteer resources
• Identify and access other university resources; build relationships with UNR faculty, students, and staff
What Service-Learning is Not

Service–learning differs structurally from service-based field-work or internships in that it is intentionally integrated into a course. This integration is characterized by careful planning and selection of course content and assignments that inform the service, as well as ongoing reflection that connects the learning and service.

There are many types of community engagement or involvement besides service-learning. It is important to note some vital characteristics of other forms of participation so you can best decide if service-learning is what your organization, group or agency is looking for at this time. Below is a list of the different type of community engagement opportunities at UNR.

Internships

Associated with preprofessional career development that unilaterally benefits the student; Does not focus on the civic dimensions; Integrates knowledge and theory while allowing students to gain applied experience and make professional connections.

Community Service

Students who engage in volunteer activities without pay to help give back to their community. Students receive some benefit by learning more about how their service makes a difference in the lives of the service recipients and its impact in the community.\(^3\)

Volunteerism

Students who perform some service or good work of their own free will and without pay\(^4\).

Episodic Volunteering

People seek out and engage in short-term experiences that will fulfill their immediate and timely needs, and they sometimes move on to other fulfilling experiences\(^5\). Macduff (2005) classified episodic volunteering along a time continuum: temporary (volunteering only for a short time); interim (volunteering on a regular basis but for a defined period, for example on a project); and occasional (volunteering for short periods of service at regular intervals).

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\(^4\) Toole, J., & Toole, P. (1995). Reflection as a tool for turning service experiences into learning experiences.

Community-Based Research

A form of engaged scholarship based on three principles: 1.) it is a scholarly endeavor conducted by professors, students, and community members; 2.) it democratizes public knowledge by validating multiple methods of discovery and dissemination of knowledge; and 3.) it is aimed at social action and change to achieve and promote social justice⁶; Questions are designed collaboratively by the researcher and community partner; Can be incorporated in courses as a form of engaged pedagogy.

<table>
<thead>
<tr>
<th>Primary Intended Beneficiary</th>
<th>Internship</th>
<th>Service-Learning</th>
<th>Volunteerism⁷</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Community Organizations &amp; Students</td>
<td>Community Organizations</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Definition</th>
<th>Application of learning</th>
<th>Providing meaningful service and growing academically</th>
<th>Providing meaningful service</th>
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</table>

<table>
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<tr>
<th>Educational Outcomes</th>
<th>Career Preparation</th>
<th>Academics learning and civic engagement</th>
<th>Personal and social development</th>
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</table>

<table>
<thead>
<tr>
<th>Academic Link</th>
<th>Curricular or co-curricular</th>
<th>Curricular</th>
<th>Co-Curricular</th>
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<table>
<thead>
<tr>
<th>Topic of Activity</th>
<th>Based on industry or career choice</th>
<th>Based on course topic or discipline</th>
<th>Based on student interest or passion</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Time Commitment</th>
<th>10-30 hours per week</th>
<th>15-30 per semester</th>
<th>1 time, repeat possible</th>
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</thead>
</table>


⁷ Table adapted from “Service Learning Guide For Prospective Service Partners” University of Cantal Oklahoma Volunteer and Service Learning Center.
<table>
<thead>
<tr>
<th></th>
<th>Internship</th>
<th>Service-Learning</th>
<th>Volunteerism(^8)</th>
</tr>
</thead>
<tbody>
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<td>10-30 hours per week</td>
<td>15-30 per semester</td>
<td>1 time, repeat possible</td>
</tr>
</tbody>
</table>

How does service-learning differ from community service?

In a service-learning context, the community service piece is strategically designed by the community partner and the faculty member to be both relevant and meaningful to you, the faculty member you are working with, and the students who will be the service-learners. This may or may not be the case with community service that is not a part of service-learning.

Jeffrey Howard’s *Service-Learning Course Design Workbook*\(^9\) establishes the following three criteria for community service that is part of a service-learning experience:

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\(^8\) Table adapted from “*Service Learning Guide For Prospective Service Partners*” University of Cantal Oklahoma Volunteer and Service Learning Center.

1. The service must be relevant, both to the community and the course learning objectives, by contributing to the amelioration of some social issue and/or improving the quality of life in the community.
2. The service must be meaningful, involving students in activities that the community deems appropriate and necessary for its purpose and that the faculty member deems appropriate to course learning objectives.
3. The service must be developed with the community, rather than for or to the community.

Who is served by service-learning?

Service-learning has now become a common practice in higher education and has the capability to transform all who are involved. We know more data needs to be collected on community member experiences with service-learning and community impact, but we fundamentally believe that public higher education is responsible for contributing to the betterment of society. When done in a thoughtful, reciprocal, and continuous way, service-learning serves everyone.

Finding the Right Office

Are you still unsure if The Office of Service-Learning and Civic Engagement is the right program to work with or contact? Do you need volunteers, but not necessarily service-learners? Do you have positions open for interns, but also want to engage in service-learning? Whatever your needs, we can help you to find the right office at UNR.

Below is a list of some of the campus offices that work to promote opportunities in the community.

<table>
<thead>
<tr>
<th>Internships</th>
<th>Volunteerism / Community Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nevada Career Studio</td>
<td><a href="http://www.unr.edu/career">www.unr.edu/career</a></td>
</tr>
<tr>
<td>Elizabeth Loun</td>
<td>Associate Director</td>
</tr>
<tr>
<td><a href="mailto:nvcareerstudio@unr.edu">nvcareerstudio@unr.edu</a></td>
<td><a href="mailto:nvcareerstudio@unr.edu">nvcareerstudio@unr.edu</a></td>
</tr>
<tr>
<td>775-682-7114</td>
<td>775-682-7114</td>
</tr>
</tbody>
</table>
Assessing Your Capacity for Service-Learning

There are many factors that influence a community partner’s willingness to take on service-learning. While your interest in engaging service-learners is unique to your organization, it is helpful to consider the following capacity issues before determining if it is right for you at this time:

**Time, Energy, and Resources**

Based on the nature and scope of the service-learning project under consideration, determine whether your organization has the time, energy, and resources needed to make the project successful, and consider whether your organization is equipped to provide these. In addition, if the project entails having service-learners work at your site, make sure that you have the space to accommodate them, make plans to stagger their service hours, or plan with your faculty partner to only host a certain number of students. OSLCE will always be available to assist organizations and faculty members in addressing capacity issues, as well determining the number and skillset of students that would produce the most successful service-learning experience.

**Time to Supervise Service-Learners**

The Office of Service-Learning and Civic Engagement recognizes that many community organizations have limited time to supervise service-learners. Service experiences that take place on-site can require varying levels of supervision. Be sure to assess the amount of time you or
your staff can dedicate to this process over the course of the project, to ensure that supervision will not be overly burdensome.

Project assignments
The quality of a service-learning project is highly dependent upon the quality of the tasks and assignments the students engage in. If you are considering having service-learners at your site, work with your faculty partner to design assignments, projects, and/or tasks that will maximize their time and yield meaningful learning experiences. The Office of Service-Learning and Civic Engagement is aware that an organization’s capacity to host service-learners changes from year to year. We expect our community partners’ needs to change as the community itself fluctuates and we understand that committing to service-learning may not be feasible all of the time. If your organization is unable to participate in service-learning every semester, you may still engage in partnerships or opportunities in the future.

How to Form a Partnership
The first step to forming a new service-learning partnership is to contact the Office of Service-Learning and Civic Engagement. We will schedule a time to meet with you at your site and discuss your needs. The University requires that each organization complete the following before accepting students:

- Self-Assessment of Learning Site is to determine if there are any issues or risks at the Site that might cause student health and safety concerns. The form is specific to a particular site or location of an organization. If an organization has more than one location, a site assessment form will have to be completed for each location where a student is being sent. See Appendix B. Self-Assessment of Learning Site Form.

- Sign an Organization Agreement is to ensure the Organization and the University are aware of their respective responsibilities for the Community Learning Opportunity component of the course or activity. The Organization Agreement's provisions include, but are not limited to, the statement of purpose of the agreement, the structure and support of students, the term length of the agreement, considerations of FERPA and other confidentiality issues, general provisions (including insurance and liability requirements), and other considerations specific to student placement. The Organization Agreement is usually for a three-year term. See Appendix C for Organizational Agreement.
• Provide a copy of the Certificate for General Liability insurance, comprehensive or commercial form with $1,000,000 minimum limit for each Occurrence and minimum limit of $2,000,000 General Aggregate or provide documentation that the organization is self-insured. Organization should have Workers Compensation insurance if required by applicable state statute. If the student is not being paid, the student should be considered a volunteer and the organization should provide insurance coverage for the volunteering student either under its workers' compensation policy or a volunteer accident insurance policy. The University needs to be named as an additional insured for all liability arising from this Agreement and be added to the insurance policy as an "additional insured."

Once all the documentation has been completed OSCLE will disseminate information about your organization and needs it to our faculty network and try to find a match. If you know of a prospective faculty partner or have worked with a faculty partner in the past, feel free to contact them directly to determine if they might be a good match. The process of finding a faculty partner may take some time, and unfortunately is not guaranteed. You are welcome to market your partnership opportunity through other avenues as well, and may also explore other partnership opportunities at UNR or elsewhere during this time. If you partner with another campus office, you can still decide if you want to engage in service-learning when an opportunity arises. You may pursue as many partnerships as your need and capacity allows.

After a match is made (either by a faculty member finding you or by you finding them), it is recommended that you and your faculty partner meet in person to design and plan the service-learning project. OSLCE is available to attend this initial partnership meeting as well should you and your faculty partner deem it helpful. If you would like someone from OSLCE to attend this meeting, you or your faculty partner can contact us via telephone or email to schedule a common meeting time.

During your in-person meeting with your faculty partner, you both can work out the details of the partnership and the service-learning project. Upon completion of the service, OSLCE invites you and your faculty partner to complete the Service-Learning Survey, which will be emailed out to you at the end of the semester. These evaluations are intended for use by both partners to facilitate continuous improvement of the service-learning experience over time.
Quality Community-Campus Partnerships

Forming Sustainable Partnerships that have Meaning and Impact
Meaningful partnerships are integral to service learning programs because they connect and reinforce in-class work and readings with real life experiences. They provide an opportunity for students to think critically about civic responsibility, as well as examine and challenge personal values, beliefs, and opinions. Community partnerships provide a platform for students to ask questions, share ideas and experiences, challenge current solutions to community issues and develop plans to address community needs.

Principles of Strong Partnerships
One of the goals of forming relationships between the campus and community organizations is to build sustainable relationships that benefit both the University and the community organization. In order to ensure that the relationships are not only sustainable but also mutually beneficial to all parties, there are some basic principles that provide context and guidance through which these partnerships can be formed, maintained, and understood.

• Partners have agreed upon mission, values, goals, and measurable outcomes for the partnership.
• The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
• The partnership builds upon identified strengths and assets, but also addresses areas that need improvement.
• The partnership balances the power among partners and enables resources to be shared among partners.
• There is clear, open, and accessible communication between partners, making it an ongoing priority to listen to each need, develop a common language, and validate or clarify the meaning of terms.
• Roles, norms, and processes for the partnership are established with input and agreement of all partners.
• There is feedback to, among, and from all partners with the goal of continuously improving the partnership and its outcomes.
• Partners share credit for the accomplishments within the partnership.
• Partners understand that partnerships take time to develop and will evolve over time.
Engaging Co-Educators

As a co-educator in charge of supplementing and enhancing academic course material with civic experiences, it is important that the students perform duties that correspond as closely as possible with the academic knowledge they will gain throughout the semester. The more closely the connection between the service experience and the course material, the more meaningful the experience will be for students. Community partners and faculty will also benefit if the service and academic elements of a service-learning course are connected. In order for this to happen, it is ideal for university faculty and community partners to try and match course material with service experiences, and understanding the community issue area or areas addressed by partners is a great place to begin!

Community Partner Roles and Expectations 10

Below is a list of expectations the University holds of community partners when they are hosting students in service-learning placements. Incorporated into this list is a description of the community partner's role as a co-educator in the learning process.

Be a co-educator

Service-learning is unique in that it allot students an opportunity to enhance the academic learning taking place in the classroom with meaningful service experiences in the community. As a community partner, you should think of yourselves as "partners" and "educators" in the students' learning process throughout their time at your organization. Students placed with your organization should have specific, defined learning objectives that should be met during their service experience. Your role as the co-educator is to enhance their understanding of how their service with your organization will help them meet those objectives and further deepening their education experience and knowledge of social responsibility.

As a co-educator, you should feel that you are not only enhancing the academic learning but also the service experience of the students. Ask them questions that allow them to draw connections between what they learn in class and what it is they are working on at your organization. Have students reflect on the tasks you have assigned so they may gain a deeper understanding of the impact the work they complete has not only for your organization but the greater Reno community as well.

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10 Adapted from California State University, Monterey Bay
Read the course syllabus
Reading the syllabus for the course in which students placed with your organization are enrolled in is certainly not a requirement of being a community partner. However, it may help your organization understand the background knowledge students are gaining through their academic learning. Knowing what it is students are learning in the classroom may assist the partner in providing additional knowledge that can expand on the academic knowledge and enrich students' experiences with the organization. It is suggested that the students are asked to either provide a copy of their syllabus or briefly summarized the materials discussed in the course so the service experience can best support academics.

Provide students with a clear service description
It is important to provide students placed within your organization for a service-learning placement with a clear description of what tasks they will be completing. Community partners should give students tasks or experiences that help the organization strive towards their mission and make an impact in the community.

Be realistic with your expectations of students and their time commitments
Remember that when working with the University, you are working within a semester time frame. Students will often have a limited number of hours they must complete throughout the semester, such as 1-2 hours each week for 15 weeks. You may have to adapt your traditional volunteer schedule or expectations in order to accommodate students for the duration of a semester.

Communicate with the faculty member and Office of Service-Learning and Civic Engagement
In order to build sustainable relationships, communication between all parties must occur before, during, and after the semester. Communication should not be solely between the community partner and the Office of Service-Learning and Civic Engagement. Ideally, the partner will also communicate directly with the faculty to help ensure that students are getting the most out of their experience and that the learning objectives are being met. The Office of Service-Learning and Civic Engagement will ask community partners to complete a survey and the end of each semester but we strongly encourage you to communicate with us at any point during the if you have any concerns or suggestions.
Orient and Supervise Students On-Site
Community partners should provide students some form of orientation once they arrive at the organization to begin their service. The University does not have a uniform orientation that all partners must follow so partners can tailor the orientation to their individual organization and what makes sense for them. Below are some suggestions of information that you may wish to include in an on-site orientation:

• The mission of the organization
• The population and demographics served by the organization
• What services or programs are offered by the organization
• Discuss appropriate dress code for students
• Provide contact information for the on-site supervisor and any other individuals the student(s) may be working with on-site
• Any confidentiality policies in place that students need to be aware of and whether photos or videos are allowed
• Emergency procedures students should follow in case of an emergency
• Inform students if and where they need to sign in at the beginning of their service each time
• Also, it may be beneficial to provide students with a tour of the site where they will be serving. Point out things such as restrooms, emergency exits, and where students can place personal items such as a backpack or purse while completing service.

See Appendix D: Orientation Checklist

Be Realistic with your Ability to Host Students
A faculty member or staff member from the Office of Service-Learning and Civic Engagement may approach you with an opportunity to place students at your organization for a particular course. However, your organization may not be able to support a large number of students at that given time. Instead of trying to accommodate more students than you are easily able to, offer a number of students that your organization can accommodate in order to make the placement and service process less stressful on the faculty member, students, and more important, yourself.

Roles and Expectations of a Community Partner

Ideal Service-Learning Timeline
The timeline for service-learning will vary according to the type of course, type of service-learning project, and the final agreement between you and your faculty partner. Generally service-learning can be divided into four phases.
Phase 1: Initiation and Planning (often 2-3 months prior to the start of the service-learning course)
- Action: Clarify responsibilities and goals with faculty partner
- Action: Complete the Organization Agreement, Self-Assessment of Site and proved copy of insurance.  

Phase 2: Start of Service-Learning and Troubleshooting (generally within the first 3 weeks of the service experience)
- Action: Initiate and orient students in their new service roles
- Action: Work with faculty partner to problem solve as they arise

Phase 3: Service-Learning Experience and Reflection (averages 2-4 months long, depending on the start of service)
- Action: Communicate with your faculty partner regularly throughout the service
- Action: Continue to fulfill responsibilities as determined prior to service

Phase 4: Evaluation and/or Wrap-up (last 3 weeks)
- Action: Work with faculty partner to facilitate students’ completion or closing out of service projects
- Action: Complete Service-Learning Community Partner Survey
- Action: Determine with faculty partner if partnership will continue

Planning Your Service-Learning Project
Contacting Faculty CI’s service-learning program fosters a reciprocal relationship between the community partners, faculty members and students and we welcome suggestions from community partners for potential service-learning projects. The OSCLE can assist by acting as liaison for community partners and faculty. If you have an idea for a service-learning project, please contact OSLCE@unr.edu.

Designing a Meaningful Service-Learning Project
A service-learning project integrates the skills or knowledge students are learning in the course. Service-learning projects should be designed so that a student or a group of students can make a significant contribution to your organization’s mission or goals within a semester and coincide

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11 This step is intended only for organizations have not already completed this set.
12 Adapted from California State University Channel Island, Center for Community Engagement, Community Partner Guide to Service-Learning.
with the academic calendar. Often the best kinds of projects are those that have been on the “back-burner” for your organization; the ones where you say, “wouldn’t it be great if we had a student to do that.”

Service-learning projects can take on a number of formats, ranging from projects that simply offer exposure and Information-gathering to those that offer on-site organizational support or program involvement, and/or those that tackle specific issues through problem-based service-learning or community-based participatory research. Projects can be direct (on-site service to constituents), indirect (on-site support service not working directly with constituency), or non-direct (off-site support service).

There are many models for how a project can fit into a course. For example:\(^{13}\):

- **Placement:** The placement model integrates an optional or required community service component in an existing course. Students select a service placement and complete projects individually or in small groups.

- **Service-Centered:** The service-centered model builds a course around a community service experience. The service-learning is the central concentration of the course.

- **Problem-Based or Community-based Research / Action research:** These models make the study of community problems and the application of research findings the center of service-learning activities. Research is performed with and shared with community partners.

- **Disciplinary Capstone:** The disciplinary capstone model invites students to demonstrate their accumulated knowledge in a specific discipline through a service-learning project.

- **Additional Credit Option:** Service is performed as an optional addition to a regular course.

### Tips on Working with Students\(^{14}\)

Working with students can be an art. Most students are enthusiastic, goal-oriented, and appreciative of guidance when doing unfamiliar work. However, some students can be challenging to work with. The following tips will help you minimize these challenges and master the art of working with students to meet your organization’s needs.

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\(^{14}\) Adapted from Stoecker, Randy & Tryon, Elizabeth. (2009). The Unheard Voices: Community Organization and Service Learning. Temple University Press. Philadelphia
Communicating Expectations for Students

It is important to communicate to students the expectations of service-learners working with your organization. The following items are suggested expectations that can be shared with students serving at your site. These can be adapted to meet the needs of your organization.

Service-learners should be expected to:

- Know the mission and history of your organization
- Know the learning objectives of the course and the function of the service in advancing these
- Commit to completing the service project and any other activities or assignments they take on
- Communicate problems or emergencies to the appropriate person in a timely manner
- Ask questions often and effectively deal with challenges
- Perform to the best of their abilities
- Be respectful toward staff members, community members and clients of the organization
- Maintain the dress and etiquette standard of the organization
- Refrain from sharing confidential or internal information with the media
- Call ahead or notify their site supervisor in a timely fashion if they will be late or absent
- Commit to the organization’s cause throughout the duration of the service project
- Be self-motivated and self-directed
- Maintain responsibility for all deadlines
- Work to recognize and understand how their own social status and ideas of self-identity influence their attitudes and behaviors as service-learners
- Recognize the community organization as an agent to improving the community

Other expectations could include:

- Actively reflecting on their experiences with you or your organization’s staff (if this is part of the service-learning arrangement)
- Actively listening to your and/or your organization’s staff’s feedback and guidance
- Communicating their specific skills, knowledge, talents or interests to you or your organization’s staff
Accommodating Students with Disabilities

The Office of Service-Learning and Civic Engagement is committed to helping faculty and community partners provide reasonable accommodations for persons with disabilities. Students with disabilities have the option of disclosing to their faculty member and working with the campus Disability Resource Center (DRC) to arrange accommodations. If your faculty partner has a student in their course who has disclosed a disability, they should inform you of the student’s disability and work with DRC and your organization to make accommodations for the student. If your faculty partner does not disclose this information but the student has an obvious disability, you and your faculty partner can work together to come up with an accommodation plan for the student. Your faculty partner can contact DRC with questions, and may enlist the help of OSLCE in coordinating the logistics of the accommodation. We will do all we can to ensure that students with disabilities have access to the same service-learning opportunities as other students.

If you and your faculty partner are unable to make accommodations for a student with a disability for any reason, please make this determination well in advance of the start of the service so that your faculty partner can make alternative arrangements with the student. For ideas on alternative assignments, please contact OSLCE at 775-784-4846 or oscle@unr.edu.

Risk Factors and Management

When working in communities through service-learning there are always risks factors to be considered. Identifying and managing those risks is everyone’s responsibility, including the service-learners’. As a community partner, the ability to foresee risks while hosting students will help to minimize the level of risk. OSLCE is committed to protecting all stakeholders of the service-learning project, and is available for phone or in-person consultations on best practices of risk management. While all risks cannot be predicted, taking steps to foresee and minimize risk can reduce your liability should something happen.

Some risks may be inherent in your project, so it is important for to advise your faculty partner of these. If your organization has procedures for training volunteers in understanding and minimizing risks, service-learners should receive this training. You may also require service-learners to sign a Waiver of Liability for your organization before engaging in service. You may also require that students serving at your site undergo background checks and/or TB test before beginning the service, and are advised to do so if the service entails working with vulnerable populations. If requiring a waiver, background check, etc., it is important to notify your faculty partner of this requirement early into the planning process.
The Self-Assessment of Learning Site form will help guide you through Risk factors and management at your organization.

Addressing Problems with Students

For routine problems with students, OSLCE recommends that you use the following steps to address the situation. Problems may arise with students as they could in any collaboration, but OSLCE is committed to making sure students are responsible and accountable for their actions. You have the right to refuse to host any student for any reason if you feel the student is or may pose a threat to your organization. However, the following steps may prove useful if you prefer to address the problem in another way.

Address the Student: Most problems or situations can be resolved between you and the student. Consider first taking time to talk with the students about the situation. Often minor situations are a result of miscommunications or unclear understanding of expectations. In these cases, talking with the student about the situation and clarifying expectations can often help resolve the issue.

Contact the Faculty Partner: If you have spoken to the student about the problem and it continues to persists, alert your faculty partner. You and your faculty partner can decide whether the faculty partner should address the situation with the student, or remove the student from the site.

Contact the Office of Service-Learning and Civic Engagement: If a student’s behavior is particularly disruptive or if the student is continually tardy or absent, we ask that you contact both your faculty partner and our office for assistance.

Documentation: If a student seriously abuses your organization’s policies or if the unsatisfactory behavior persists, make sure you are properly documenting the incidents. If this happens, you are encouraged to dismiss the student from the service, and notify your faculty partner and the OSLCE.

If a student commits a grievance or poses a threat to others while engaging in service at your organization, you can address the situation in an immediate fashion using the same protocol you use for any other volunteer. In addition, we ask that you notify your faculty partner as soon as possible. Students are subject to jurisdiction by both the state and the University, through the Office of Equal Opportunity & Title IX.
Emergency Contacts
For immediate emergencies involving fire, rescue, bodily danger, biohazard or chemical emergency
• 911

For questions concerning risk management or reporting an student-involved incident to the University
• OSLCE: 775-784-4847 or 775-784-4897
• Office of Equal Opportunity & Title IX: 775-784-1972

For the General Campus Information and Directory
• 775-784-1110

University of Nevada, Reno Web Resources
• Academic Calendar: www.unr.edu/academic-central/academic-resources/academic-calendar
• Office of the General Counsel: https://www.unr.edu/general-counsel
• Office of Risk Management: http://www.bcn-nshe.org/hr/wcrm/riskmanagement/
• Office of the Provost: https://www.unr.edu/provost
• Office of Service-Learning and Civic Engagement: https://www.unr.edu/service-learning
Service-Learning Reading Resources


Appendix A: Service-Learning FAQs for Community Partner

This information was designed for community partner organizations who are working with faculty members to engage service-learning students. It is intended to answer basic questions.

What is a Community Learning Opportunity (CLO)?
A CLO is an internships service-learning, student engagement or field-study, sponsored by, related to, or affiliated with the University, whether for academic credit or non-academic purposes.

Can a student start a CLO before an agreement with the organization is signed?
No. Placement of the student cannot begin until the agreement is signed. Beginning work when an agreement has not been signed could be interpreted by a court as constituting acceptance of the agreement and, thus, binding upon NSHE and the University.

What if an organization wants to change or delete provisions or language found in the University agreement?
If an organization wants to delete, change or deviate from the terms of the University's organization agreement, General Counsel's Office must review and approve the proposed deletion, change or deviation to make sure it complies with NSHE and University policy. No changes can be made to the agreement without this review and approval.

What if an organization wants to use its own agreement?
If an organization wants to use their own agreement instead of the University's agreement, General Counsel's Office must review the agreement to make sure it complies with NSHE and University policy.

If I don’t partner for a semester or more, is my organization still eligible to partner again?
Absolutely! We are aware that an organization’s capacity to host service-learners changes from year to year. We expect our community partners’ needs to change as the community itself.

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15 Adapted from “Frequently Asked Questions about Service-Learning—For Community Partners” by Community Service-Learning Center at the University of Minnesota, n.d, retrieved from http://www.servicelearning.umn.edu/info/FAQ.html#partners
fluctuates, and we understand that committing to service-learning may not be feasible all of the time. This does not disqualify you from future service-learning partnerships or opportunities.

**How do I report a concern or emergency issue?**
You and your faculty partner should work together to develop a protocol for discussing concerns and reporting emergencies; however, if your concern or issue is better addressed by OSLCE then please contact us at 775-784-4897 or abbeyg@unr.edu. We provide confidential guidance to help you and other parties resolve concerns and deal with emergency issues.

**How do I find the right faculty and/or students to work with for service-learning?**
Finding the right faculty partner depends on you identifying the needs of your organization and how service-learners can help you meet those needs. OSLCE can help you find the right partner by communicating your organization’s partnership opportunity to our faculty network.

Finding the right students can be done with the help of your faculty partner (assuming the service experience is not a whole-class project. If it is for the entire class, you can determine whether you would like to host the class, and if so, what conditions or screening process applies). Your faculty partner can assist you with determining which students’ interests, skill sets, and experience are a proper match for your organization. Depending on your intake process for volunteers, you also may request an internal screening process to interview students before selecting them. Again, these details should be established with your faculty partner beforehand.

**What is the best way to communicate with UNR or my faculty partner?**
OSLCE responds most quickly to email, but we also will follow up on phone messages within two business days. UNR faculty generally communicate best through email as well; however, we recommend that you and your faculty partner determine during your planning process how best to communicate. OSLCE recommends that you exchange phone, email, and other relevant contact information that would help when issues or emergencies arise; however, you may also contact us for assistance.

**What information would be helpful to provide to faculty and students before service-learning begins?**
Some key items you should strive to provide to faculty and students are contact information for your organization, including a staff point person; a welcome packet for volunteers or some other type of information detailing the history, mission, client-base, and goals of your organization;
and a list of essential procedures and guidelines for working with your agency or organization. Additional information can be added as well to help your faculty partner and the students to better understand your organization and what their roles will be in contributing to the fulfillment of the organization’s mission.

**What happens at the end of the service?**
Before departing service at your organization, students may have requirements to complete, such as their service projects, evaluations, reports, or essays. These requirements will vary across classes and is best addressed by your faculty partner. If the students are creating a product or conducting research for your organization, you may want to negotiate with your faculty partner what you will receive upon completion of the service.

At the end of the semester you also may be asked to complete an evaluation of the service-learners you hosted, or of the partnership experience.

**What if I don’t need service learners, but I do need volunteers?**
You do not need to partner with a faculty member if you are simply seeking students to volunteer at your organization. To inquire about having students volunteer at your site independent of a course, please contact the Center for Student Engagement.

**What types of service can students do for my organization?**
Service-learning can take on many forms. The most common are direct service, indirect service, advocacy, and community-based research. Students can also do capacity building or development work, both of which refer to work that enhances your organization’s ability to affect change and meet organizational goals. This type of service can take the form of students helping to develop strategic plans, fundraising strategies, training manuals for staff or incoming volunteers, grant writing, marketing strategies, or staff trainings on how to do these activities themselves.

**What is reflection? Why is it important?**
Reflection is an essential element of service-learning as it makes connections between community engagement activities and classroom learning. As a co-educator for service-learning, community partners are expected to help students reflect. This doesn’t have to be a formal process-- it can be as simple as a brief conversation about what a student is observing and thinking about while serving. This facilitates students in making meaning of their community engagement experience and drawing connections to course content, while also questioning their
assumptions and values, and paying attention to the impacts and implications of community work.

How many hours will service-learning students work?
Typically, service-learning students are required to spend 2 to 3 hours per week at their community organization, for a total of 25 to 30 hours during the semester. However, if your program requires a greater commitment from volunteers—in number of hours per week and/or length of service commitment—you don't need to change your expectations to accommodate students. Clearly state your expectations. Students who can meet those requirements can select your organization with the understanding that they will exceed the service-learning requirement for their course.

Who are the students participating in service-learning?
The OSCLE works with a variety of faculty and departments around the University. Therefore, the students coming to your organization will have a variety of majors and areas of study. Should there be particular student requirements your organization is looking for (i.e., areas of study, language etc.) be sure to let us know.

What happens at the end of the semester?
Community partners will be asked to complete an impact survey. Data will be used for program planning and quality improvement.
Appendix B: Self-Assessment of Learning Site

This form should be completed by a knowledgeable representative of the Learning Site who is intricately familiar with the organization’s safety policies and procedures and the potential learning activities that University of Nevada, Reno students will be engaged in as part of their learning experience.

### Organization Information

**Organization Name:**
**Contact Person:**
**Email:**
**Phone:**
**Address:**
**City:** **State:** **ZIP Code:**
**Website:**
**Organization Type:**
Government  Private  Non-Profit  Other:
**Name of University Contact who sent you this form:**

### Logistics

**Will the student work remotely?**
- Always
- Occasionally
- Never

**How will students check in at the Site?**

**Do students meet with the Site supervisor prior to starting?**
- Yes
- No

**Will students be working under supervision?**
- Yes
- No

**Will students be working at alternate sites?**
- Yes
- No

**Will students performing home visits?**
- Yes
- No

**Is the organization located in a personal home?**
- Home-based learning sites should have a separate attachment specifying where meetings with students should take place (i.e., a public location or on campus).
- Yes
- No
Policies

What is required of students prior to starting?
- Fingerprinting
- Background checks
- TB Test
- Supplemental Applications
- N/A
- Other:

Will Organizations provide the following to the students? Select all that apply.
- Orientation Tour of Site
- Reporting Requirements
- Safety Training
- Emergency Procedures
- Sexual Harassment Prevention Training
- Volunteer/Employee Handbook
- Other:

Does the organization have a written sexual harassment prevention policy that is distributed to:
Staff – Yes
Staff – No
Volunteers – Yes
Volunteers - No

Please provide a copy of any such policy that will be distributed to students

Does the Site have a written safety plan?*
Yes  No

Will students be asked to sign any of the following?*
- Confidentiality Waiver
- Nondisclosure Agreement
- Noncompete
- Other:

Please provide a copy of any of the above that a student will be asked to sign
Transportation

Is Site accessible by public transportation?*
Yes  No

Will student be required to drive as part of their responsibilities?
Yes - Personal car
Yes - Company car
No

Site Information

Where do the students park?

Are parking areas well-lit as necessary?
Yes  No

Will students be interacting with individuals who have a history of physical violence?
Yes  No

Will students be working with “behaviorally challenged” populations?
As related to risk based on the work being performed; e.g. working with individuals with mental or behavioral health concerns, or who act atypically from expected social norms
Yes  No

Will students be interacting with minors?
Yes  No

What are the standard work hours?

Will the student be required to work alone?
Yes  No

Are exits clearly marked
Yes  No

Describe Site environment

Office, manufacturing, mining, school, working with animals, hospital etc

Safety

Are hazardous materials or hazardous chemicals used?
Excluding standard cleaning supplies
Yes  No
Are manufacturing tools and equipment used?
Yes  No

Will student be required to perform heavy manual labor of lifting over 50lbs?
Yes  No

Are there specific health and/or safety risks associated with the student’s specific work assignment? If so, what are the mitigation plans or specific safety policy and procedures to address that risk?

Are there any prior incidents of violence, environmental hazards or other health and safety risks at the site within the last 5 years?
Yes  No

**Insurance**

Does the Site carry general liability insurance with $1,000,000 minimum limits for each occurrence and minimum $2,000,000 general aggregate?*
Yes  No

Will the Site cover worker’s compensation for the students?*
Yes  No

List any additional insurance policies available to cover students

**Signature**

Signature:

Date:

Name:

Title:
Appendix C: Organizational Agreement

UNIVERSITY-ORGANIZATION AGREEMENT
For Service-Learning, Internship or Field-Study Placement

This agreement entered into this ______ day of _________, 2019, between the Board of Regents of the Nevada System of Higher Education on behalf of the University of Nevada, Reno ("University") and ____________ (the “Learning Site”).

1. Term: The Term of this Agreement shall be for three (3) years. The Term shall commence on ___________ 1, 2019 and shall end on July 31, 2021.

2. Responsibility of the University:
   2.1 The University shall provide coordination in facilitating communication between the University and/or faculty designee, the student, and the site supervisor for the Learning Site (the “Site Supervisor”).
   2.2 The University and/or faculty designee shall be available for consultation with both the Site Supervisor and the student in the event of any disagreement or problems concerning requirements.
   2.3 The University shall be responsible for planning and execution of the education phase, including curriculum, administration, faculty appointments, and customary University functions, such as granting degrees and advising students.
   2.4 The University shall advise the student of his or her responsibility to:
      a. Participate in all training required by the Learning Site.
      b. Exhibit professional, ethical and appropriate behavior when at the Learning Site.
      c. Complete all assigned tasks and responsibilities in a timely and efficient manner.
      d. Adhere to the policies, procedures, rules, standards and regulations of the Learning Site.
      e. Maintain the confidentiality of the Learning Site’s proprietary information, records and information concerning its clients.
      f. Get a background check, a tuberculosis test, fingerprints and any other training and/or testing requirements if the Learning Site requires them.

3. Responsibilities of the Site:
   3.1 Orientation. The Learning Site shall provide an orientation that includes a site tour, where applicable, an introduction to staff, a description of the characteristics of and risks associated with the Learning Site's operations, services and/or clients, a discussion concerning safety policies and emergency procedures, mandated reporting requirements and information detailing where students check-in and how they log their time.
   3.2 Site Supervision. The Learning Site shall provide a supervised on-site experience. The Learning Site shall provide a supervisor, who shall meet with the student to provide support and to review progress on assignments and activities.
   3.3 Training. The Learning Site shall provide appropriate training, equipment, materials and work space for students to conduct professional activities appropriate to the Learning Activity.
   3.4 Evaluation. The Learning Site shall evaluate the student if requested by the University and contact the University if the student fails to perform assigned tasks or engages in misconduct.
3.5 Safety.

a. The Learning Site shall notify the University as soon as is reasonably possible of any injury or illness to a student participating in a Learning Site activity. The Learning Site agrees to arrange emergency care or provide first aid to students in the event of an accident, injury or illness resulting from the Learning Site activity.

b. The Learning Site shall not ask the student to transport any person, unless the Learning Site maintains business automobile liability insurance coverage for the student.

c. The Learning Site shall inform the student of any need for a background check, fingerprinting and/or a tuberculosis test, ensure that the student obtains the student’s fingerprints, background check and/or tuberculosis test and maintain the confidentiality of any results as required by federal and state law. The University does not perform background checks, fingerprinting or drug testing of its students.

4. Status of Student:

4.1 Each party agrees that the student will be in a learning situation and that the primary purpose of the Learning Activity is for the student’s learning. While engaged in the Learning Activity, the student shall retain the status of a student working towards the fulfillment of a degree requirement. The student is not an employee, agent, independent contractor or volunteer of the University.

4.2 With the exception of situations where the student is undertaking the Learning Activity as a paid employee of the Learning Site, the student shall not displace regular employees of the Learning Site.

To the extent that the student is participating in a paid internship or paid Learning Activity, the student shall be considered an employee of the Learning Site. The student shall be paid by the Learning Site and the student shall be covered under the Learning Site’s worker’s compensation and liability insurance.

5. Discipline of Student

5.1 The Learning Site may remove the student from placement for violating Learning Site rules or regulations and professional codes/standards for such actions as the Learning Site views as detrimental to its operations. The Learning Site shall notify the University immediately after final action is taken.

5.2 The University shall have full responsibility for the conduct of any student academic or disciplinary proceedings and shall conduct the same in accordance with all applicable codes, statutes, rules, regulations and law.

6. Insurance

6.1 The Learning Site shall procure and maintain General Liability insurance, comprehensive or commercial form with $1,000,000 minimum limit for each Occurrence and minimum limit of $2,000,000 General Aggregate or provide documentation that the Learning Site is self-insured. The Learning Site shall procure and maintain Workers Compensation insurance if required by applicable state statute. If the student is participating in a paid internship or paid Learning Activity, the student shall be considered an employee of the Learning Site and shall be covered under the Learning Site’s worker’s compensation and liability insurance. If the student is not being paid, the student shall be considered a volunteer and the Learning Site shall provide insurance coverage for the volunteering student either under its workers’ compensation policy or a volunteer accident insurance policy. The University shall be named as an additional insured for all liability arising from this Agreement and be added to the insurance policy as an “additional insured”.

6.2 NSHE is self-insured for its general liability exposure in accordance with the provisions of NRS Chapter 41. As a state agency, the University and NSHE are included in this self-insured program.
7. Indemnification

7.1 Indemnification by Learning Site. The Learning Site shall indemnify and hold NSHE and the University, its officers, employees and agents from and against any and all liabilities, claims, losses, costs or expenses to the person or property of another, lawsuits, judgments and/or expenses, including attorneys’ fees, arising either directly or indirectly from any act or failure to act by the Learning Site or any of its officers, employees or agents, which may occur during or which may arise out of the performance of this Agreement.

7.2 Indemnification by University. To the extent limited in accordance with NRS 41.0305 to NRS 41.039, the University shall indemnify, defend, and hold harmless Learning Site from and against any and all liabilities, claims, losses, lawsuits, judgments, and/or expenses, including attorneys’ fees, arising either directly or indirectly from any act or failure to act by the University or any of its officers or employees, which may occur during or which may arise out of the performance of this Agreement. The University shall assert the defense of sovereign immunity as appropriate in all cases, including malpractice and indemnity actions. University’s indemnity obligation for actions sounding tort is limited in accordance with the provisions of NRS 41.035 to $100,000 per cause of action.

8. Compliance With Federal, State and Local Laws. Each party shall continue to be in compliance with all applicable federal, state and local laws, codes, regulations, rules and orders.

8.1 Discrimination. Both parties agree to fully comply with all applicable state and federal non-discrimination laws. The Learning Site agrees to accept, assign, supervise, and evaluate qualified students regardless of a student’s age, disability, whether actual or perceived by others (including service-connected disabilities), gender (including pregnancy related condition), military status or military obligations, sexual orientation, gender identity or expression, genetic information, national origin, race, or religion.

9. Confidentiality of Records

9.1 The Learning Site agrees to treat all records relating to the student confidentially and not to disclose student records except to the University and Learning Site officials who have a legitimate interest in the information, consistent with their official responsibilities.

9.2 The parties agree to comply with the Family Educational Rights and Privacy Act of 1974 (“FERPA”), and all requirements imposed by or pursuant to regulation of the Department of Education and the University to the end that the rights and privacy of the students enrolled in the University are not violated or invaded. No access to individual student data shall be granted by the parties to any other person, agency or organization without the written consent of the student, except for sharing with other persons within the University or the Learning Site, so long as those persons have a legitimate interest in the information.

10. Termination:

10.1 This Agreement may be terminated by either party for any reason upon ninety (90) days prior written notice.

10.2 Notwithstanding any termination under this Agreement, once a student has been accepted by the Learning Site, and so long as the student remains in good standing in the University and within the Learning Site’s performance standards, and the student’s assignment has not otherwise ended, the student shall be allowed to finish his or her Learning Activity experience at the Learning Site.

11. Miscellaneous

11.1 Entire Agreement. This Agreement contains the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the
11.2 **Invalid Provisions.** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms, disregarding such unenforceable or invalid provision.

11.3 **Governing Law.** This Agreement shall be governed, interpreted, construed and enforced in accordance with the laws of the State of Nevada, with venue in the City of Reno and County of Washoe.

11.4 **Assignment.** A party may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of the other party.

11.5 **Binding Effect.** This Agreement shall be binding upon and inure to the benefit of the parties hereto, and their respective successors and assigns, and no other party shall be a beneficiary hereunder.

11.6 **Notice.** Notices required by this Agreement shall be in writing, delivered personally, by certified or registered mail, or by overnight courier, and shall be deemed to have been given when delivered personally or when deposited in the United States mail, postage pre-paid, or with an overnight courier, addressed as follows:

To Learning Site:  

To University: David K. Shintani  
Vice Provost, Undergraduate Education  
University of Nevada, Reno  
1664 N. Virginia Street Clark Admin 110  
Reno, Nevada 89557  
Telephone No.: 775-784-1740  
Email: dshintani@unr.edu

11.7 **No Joint Venture.** In no event shall this Agreement be construed as establishing a partnership, joint venture or similar relationship between the parties hereto. Each party is an independent contractor, and neither is the agent, employee or servant of the other, and each is responsible only for its own conduct.

11.8 **Use of Name or Logo.** Nothing contained in this Agreement confers on either party the right to use the other party’s name without prior written permission, or constitutes an endorsement of any commercial product or service by the University.

11.9 **Counterparts.** This Agreement may be executed in any number of counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

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LEARNING SITE

______________________________

(Name)

Approved:

Signed: _______________________

Printed: _______________________

Title: _________________________

Date: _________________________

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BOARD OF REGENTS OF THE NEVADA SYSTEM OF HIGHER EDUCATION, ON BEHALF OF THE UNIVERSITY OF NEVADA, RENO

Recommended By:

By _________________________

Nevada Career Studio/OSCIE

Approved:

______________________________

David K. Shintani  
Vice Provost Undergraduate Education  
Date: _________________________
Appendix D: Orientation Checklist

This is a list of items that are helpful for students to know about their community partner organization for their community engagement experience.

Orientation Provided Before First Day of Service

☐ Mission of the learning site.
☐ Who are the clients of the learning site?
☐ What programs/service does the learning site offer?
☐ Specific policies and procedures related to the service placement.
☐ Discuss expectations by the learning site.
☐ Provide the students a job description detailing the work they will do and explains the types of activities.
☐ Give the students their site supervisor’s contact information.
☐ Will the students need to meet with the site supervisor prior to beginning their service?
☐ How closely with the students be supervised? By whom?
☐ Where do students check in at the site on their first day?
☐ How are students’ service hours recorded?
☐ Discuss appropriate attire when providing service.
☐ Provide specific training for the position.
☐ What will the students be learning? What qualities or skills will the students develop?
☐ Review confidentiality rules for the site.
☐ Review the risks associated with the placement.
☐ Explain what the students should do if harassment occurs.
☐ Provide a handbook or other written materials for the service-learner.
☐ Establish a start date.

Site-Specific Information On or Before First Day of Service

☐ Tour of site.
☐ Review safety rules of site, location of emergency exits, and emergency procedures.
☐ Introduce students to other staff at the agency.
☐ Review accident procedures at the site and what to do if a student or client is hurt.
Appendix E. Service-Learning Asset Map

This activity is designed to align student’s skills, interests and learning goals with the community partner’s project/service needs. Each partner should complete their respective half of the chart and bring it to an initial meeting with Faculty partner to discuss.

<table>
<thead>
<tr>
<th>Student Participants Service-Learning Course</th>
<th>Community Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Objectives:</td>
<td>Mission:</td>
</tr>
<tr>
<td>Skills:</td>
<td>Skills of Staff Members/Volunteers:</td>
</tr>
<tr>
<td>Talents:</td>
<td>Skills/Talents of Clients</td>
</tr>
<tr>
<td>Interests:</td>
<td>Interests of the Organization:</td>
</tr>
<tr>
<td>Experience that students may bring:</td>
<td>Experience we can provide for students:</td>
</tr>
</tbody>
</table>