

Community Partnership Frist College of Medicine (FCoM) Agreement for Credit-Bearing Community Engagement Activities

BELMONT UNIVERSITY COMMUNITY PARTNERSHIP COURSE AGREEMENT FOR LONGITUDINAL SERVICE LEARNING:

Belmont University Onsite Faculty Coordinator	Dr. Amy Henneman
Faculty email	amy.henneman@belmont.edu
Community Partner Organization Name	
Address	
Website	
On-Site Supervisor Name & Title	
Phone & E-mail	
Executive Director or Principal Name	
Phone & E-mail	
Best Method of Communication for partner	

This Community Partnership FCoM Agreement ensures academic rigor, creates and/or sustains a reciprocal relationship between the college and community partner, and promotes best practices that lead to quality experiences for students, the instructor and the community partner. This agreement will be reviewed, discussed, and completed by the Belmont instructor and community partner organization or agency (hereafter called “community partner”). Approval represents a commitment by the instructor and community partner to oversee the project and ensure that appropriate supervision, safety and ethical standards are met. The curriculum and requirements for the service learning project are established by FCoM. No provisions relating to liability, indemnity, insurance or financial obligations may be added to this template without authorization from appropriate campus authorities.

Community Partner site supervisor agrees to the following:

- Provide an orientation to the mission and goals of your organization and the issues being addressed.
- Provide a description of student community engagement responsibilities. *Students are required to provide direct service. A schedule will be created that outlines days and hours per week the student will serve, and in what capacity.*
- Provide sound supervision through 1) providing an on-site orientation, 2) meeting and/or speaking consistently with the student about his/her community engagement experience and performance, 3) involving the student in on-site training and reflection.
- Respond to student, instructor and, if applicable, Belmont Office of Service-Learning Director communications in a timely manner, ideally within 48 hours.
- Review, sign and return paperwork related to community engagement in a timely manner.
- Become familiar with the course content and timeline and explore ways to be part of the teaching-learning “team.”
- Participate in a formative mid-term evaluation and follow-up, with Office of Service-Learning support, if needed.

Provide summative assessment/evaluation of student performance (service) and the community engagement partnership at term's end.

Faculty Member agrees to the following:

- Articulate course learning objectives and community partner service objectives connected to community engagement.
- Plan an in-class orientation to community engagement opportunities, specific course-based project(s), and the community setting.
- Provide indirect support for community engagement supervision by: frequently checking and/or collecting students' logs, scheduling in-class reflections and assigning frequent reflection assignments to determine what students are doing and how they are connecting it to course content.
- With the assistance of the Office of Service-Learning, keep in contact with site supervisors and respond promptly to community partner needs and concerns. Respond to community partner, Office of Service-Learning and student communications in a timely manner, ideally within 48 hours.
- Participate in a formative mid-term evaluation and follow-up, with Office of Service-Learning support, if needed.
- Integrate reflection throughout the course (prior to service/research, during and after).
- Review, sign and return paperwork related to community engagement in a timely manner.
- Provide summative assessment/evaluation of student performance (learning) and the community engagement partnership at term's end.

Plan for Student Community Engagement:

These points should be negotiated and recorded.

Number of students, given community partner capacity:	
Number of hours per student, if direct service, and allocation of hours over academic term:	
What form will student community engagement take? Provide a detailed description of what students will do (nature of direct service, indirect service, or both). How will the community engagement experience respond to community partner priorities and contribute to the organization's mission?	

In-Class Orientation Date, Time and Location:	Fall
On-Site Orientation Date(s), Time(s) and Location(s):	
Important dates (i.e. BU holidays and vacations) worth noting:	
<p>What special preparation will be required prior to the start of community engagement? Special training (provided by community partner), TB tests, background checks (live scan or fingerprints), other?</p>	

Please follow the steps below and check each of the boxes as you do so:

- The College has shared student expectations for completion of longitudinal service-learning within FCoM and how the experience will be assessed.
- Institutional Review Board (IRB):** The instructor and community partner have determined if there is an intention to publish or otherwise publicly disseminate the results outside the course and thus contribute to “generalizable knowledge”, and have submitted the project for IRB approval prior to beginning to collect data if this is the case.

SIGNATURES:

By signing this plan you have read, understood, and agree to the terms set out in the pages above.

Community Partner Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Both the instructor and community partner will keep a copy of this plan on file during and after the partnership experience. The instructor will provide the Office of Service-Learning with a copy of this agreement in advance of the community engagement course.