**Community-Engaged Learning (CEL) Course Agreement Form**
Center for Community Engagement | Christopher Newport University

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| Course Name, Number, and Term: |
| Instructor Name: |
| Instructor Email / Phone: |
| Community Partner Organization Name: |
| Address: |
| Website: |
| **Primary Point of Contact** |
| Name and Title: |
| Phone: |
| Email: |
| **Secondary Point of Contact** |
| Name and Title: |
| Phone: |
| Email: |
| Term Start Date: |
| Term End Date: |
| Best Method of Communication for Partners: |

This Community Partnership Course 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 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. 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. *If direct service, a schedule will be created that outlines days and hours per week the student will serve and in what capacity. If indirect service, a timeline will be created that outlines due dates for project components, to whom project components should be submitted, and how.*
- Provide sound supervision through (a) providing an on-site orientation, (b) meeting and/or speaking consistently with the student about community engagement experience and performance, and (c) involving the student in on-site training and reflection.
- Respond to student; instructor; and, if applicable, student course assistant 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 time lane and explore ways to be part of the teaching-learning "team".
- Participate in a formative midterm evaluation and follow-up with the campus center for community engagement support.
- Provide summative assessment/evaluation of student performance (service) and the community engagement partnership at the 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. *If direct service: Frequently check and/or collect students' logs, schedule frequent in-class reflections, and assign frequent reflection assignments to determine what students are doing and how they are connecting it to course content. If indirect service: Provide academic support for project components and actively reinforce project timelines.*
- With the assistance of the campus center for community engagement, keep in contact with site supervisors and respond promptly to community partner needs and concerns. Respond to community partner, campus center, and student communications in a timely manner, ideally within 48 hours.
- Participate in a formative midterm evaluation and follow-up with campus center support.
- 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 the term's end.

**Plan for Student Community Engagement:**

These points should be negotiated and recorded. This template can be modified to reflect the specifics of student community engagement in the context of a particular course.

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| Number of students, given community partner capacity: |
| Number of hours per student and allocation of hours over academic term (max 30 hours): |
| 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? What is the product or deliverable for the community partner? |
| How will community engagement experiences be linked to course concepts? What course activities and assignments will demonstrate that students are connecting course concepts to community engagement experiences? |
| Roles and responsibility(ies) of community partner in class (if any): |
| Role(s) and responsibility(ies) of community partner in terms of assessing student performance (if any): |

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| In-class orientation date, time, and location: |
| On-site orientation date(s), time(s), and location(s): |
| Important dates (i.e., school holidays and vacations) worth noting: |
| How and when a transition plan for students will be executed with vulnerable population being served (if applicable): |
| What special preparation will be required prior to the start of community engagement? Special training (provided by community partner), tuberculosis tests, background checks (live scan or fingerprints), other? |
| Signing this agreement indicates both parties' best intentions to meet these mutually agreed-on components and to complete the summative evaluation following.<br><br>Community Partner:<br><br>Date:<br><br>Instructor:<br><br>Date: |