

Figure 1: Informal Agreement adapted from the Atlanta Community Engagement Playbook

Informal Classroom/Community Partnership Agreement Template

This informal classroom/community partnership agreement constitutes a description of a relationship between _____ of _____ and _____ of _____. It outlines the intent of _____ and _____ to collaborate in mutually beneficial activities in the interest of furthering the missions of both organizations.

It is understood that this agreement is a letter of intent only and the participants agree to proceed in good faith to determine the feasibility of the collaboration described in this agreement. No participant shall have any legal obligation to the other as a result of this agreement other than as expressly stated herein. This agreement does not constitute a binding agreement.

1.0 Intent of Participants

It is the intent of _____ and _____ to participate in a collaborative effort to _____. The two entities will also work together to _____. This collaboration will result in the following intended outcomes: _____.

2.0 Responsibilities and Timeline

Describe how responsibilities are divided and the timeline for completing agreed upon work.

3.0 Agreement Termination

The undertakings of the parties described in this agreement will expire on _____. Either party may terminate its continued participation in the discussions contemplated by this agreement, and the agreement, at any time and for any reason or no reason by giving the other party written notice of the termination. Signed, emailed or faxed documents shall constitute originals and written notice.

4.0 Points of Contact

Each participant agrees to provide a point of contact, who will serve as the responsible person to ensure that activities outlined in this MOU are accomplished as agreed. For _____, the person is _____. For _____, the person is _____.

5.0 Communications

Communications between _____ and _____ will be accomplished through _____.

6.0 Fees & Expenses

_____ shall pay for expenses in connection with the proposed project but not to exceed _____ and pending discussion and approval from the _____ working team and the community-based coalition.

7.0 Confidentiality

_____ and _____ agree that no press release or other general public announcement (including in any trade journal or other publication) of the transaction shall be made without the prior written consent of each of the parties hereto, except to the extent that disclosure may be required by law, in which case the party required to make such disclosure will give the other party prior notice.

8.0 Binding Nature of This Letter

This agreement is not intended to be a binding agreement, except as set forth in sections 6.0 and 7.0, each of which shall be binding on the parties and their respective successors and assigns. Except as provided in the preceding sentence, the parties will not be contractually bound unless and until Definitive Agreements have been prepared and executed. This agreement shall be governed by the internal laws of the State of Georgia, without regard to its conflicts-of-law principles.

Signing this document indicates acceptance of the foregoing.

This agreement will be effective _____ until _____.

Name

Name

Date

Date

Figure 2: Service-Learning Memorandum of (Partnership) Understanding, Virginia Commonwealth University



Memorandum of (Partnership) Understanding

Memorandums of Understanding (MOUs) are not required for VCU service-learning courses. VCU service-learning course instructors may choose to develop an MOU with their community partner(s). This form is provided as an example and may be adapted to fit the needs of the involved stakeholders. VCU instructors collaborate with their community partners to develop the roles listed below. MOUs should be updated annually. Copies of the signed MOU should be provided to the community partner(s), and student roles should be articulated to enrolled students through the service-learning course materials (e.g., on the course syllabus).

Semester/Year: _____ Today's Date: _____

Course Number and Title: _____ Course Instructor: _____

Community Partner Supervisor: _____

Minimum required hours of service per student per semester:

Expected number of enrolled students: _____

Students Role(s): *Type student roles here. Some general examples are provided below. Delete/edit these as needed.*

- Be aware of the organization's needs and provide assistance where and when needed.
- Contact the agency to arrange initial meeting to discuss service-learning hours and project.
- Adhere to organizational rules and procedures, including confidentiality of organization and client information.
- Periodically reflect upon and re-evaluate the service experience keeping in mind the objectives of all parties involved.
- Operate with integrity and professionalism at all times; which includes being punctual, meeting deadlines and being open to supervision and feedback which will facilitate learning and personal growth.

Faculty Role(s): *Type faculty roles here. Some general examples are provided below. Delete/edit these as needed.*

- Provide students with structure and guidance to process and reflect upon service learning experiences.
- Assist students in connecting their community based learning experience with course learning objectives.
- Participate in evaluation process.

Community Partner Role(s): *Type faculty roles here. Some general examples are provided below. Delete/edit these as needed.*

- Provide service-learning opportunities that are significant and/or challenging to the students, relevant to course learning objectives, and address community agency's goals.
- Provide training, supervision, feedback, resources and sufficient information about the organization to aid in the success of students' service-learning projects.
- Participate in the evaluation process.

VCU Service-Learning Office Role(s): *Type Service-Learning Office roles here. Some general examples are provided below. Delete/edit these as needed.*

- Supervise service-learning teaching assistant.
- Provide support and guidance for any challenges that may arise.
- Provide end-of-semester online course evaluations

Primary Course Learning Objectives Related to Service Project:

Instructor completes collaboratively with community partner supervisor. Communicate these to the students via course materials (e.g., in the syllabus).

1. _____

2. _____

Primary Organization Service Objectives:

Instructor completes collaboratively with community partner supervisor. Communicate these to the students via course materials (e.g., in the syllabus).

1. _____

2. _____

Project Description as defined by the Community Partner, Instructor and Students: _____

Student Task: _____	Deadline: _____
Student Task: _____	Deadline: _____
Student Task: _____	Deadline: _____
Student Task: _____	Deadline: _____
Student Task: _____	Deadline: _____
Student Task: _____	Deadline: _____
Student Task: _____	Deadline: _____

I HAVE READ AND UNDERSTAND MY ROLE(S) AS OUTLINED IN THIS DOCUMENT. I COMMIT TO FULFILLING MY PART OF THIS SERVICE-LEARNING PARTNERSHIP. I UNDERSTAND THAT THIS PARTNERSHIP IS MEANT TO FURTHER VCU STUDENT LEARNING AND TO MEET THE COMMUNITY PARTNER GOALS.

COMMUNITY PARTNER SUPERVISOR
INSTRUCTOR
Signature /Date

VCU SERVICE-LEARNING COURSE
Signature/Date

Figure 3: Memo of Understanding, Adapted from Belmont University Office of Student-Learning

Belmont University Service-Learning and Community-Based Projects Memorandum of Understanding Belmont University partners with community agencies, programs, and initiatives to provide learning experiences for students through direct service and/or projects that are useful and meaningful to the community. This Memorandum of Understanding is designed to clarify roles and responsibilities for the duration of the service project.

Course Instructor: Please complete, and have community partner complete, this form and return it to the Office of Service-Learning prior to the beginning of the service project.

Community Partner: _____

Belmont Faculty: _____

Course number and title: _____

Semester/Year _____

Duration of Project: Full semester _____ Part of semester (specify): _____

Description of service-learning project and instructor responsibilities (to be completed by course instructor): Please attach a syllabus.

If direct service:

Tasks students will be expected to perform:

Number of students: _____

Number of hours per week per student:

Number of weeks during the semester:

If project-based:

Deliverables for the agency:

Timeline: Expected format and frequency of communication between students and agency representatives:

Expected format and frequency of communication between the faculty/instructor and the agency contact:

How the faculty/instructor will address students who fail to meet agency expectations:

Community Partner Responsibilities (to be completed by agency representative):

In this section please describe the needs of the agency that can be realistically filled by service-learners and the number of students the agency can support.

If direct service, please explain the agency's role in training and supervision of students:

Expected format and frequency of communication between faculty/instructor and agency:

How the agency will address students who fail to meet agency expectations:

Joint Responsibilities:

The Community Partner will be responsible for damages caused by the negligence of its directors, officers, agents, employees and volunteers occurring in the performance of the activities described by this MOU. Belmont will be responsible for damages caused by the negligence of its directors, officers, agents, employees and volunteers occurring in the performance of the activities described by this MOU.

The Community Partner shall maintain in force during the term of this Agreement general liability insurance, insuring itself and its agents and employees for their acts, failures to act or negligence with minimum coverage limits of \$500,000. If requested, Community Partner will supply a certificate of insurance. Community Partner agrees to keep Belmont University advised of any changes in this policy.

Students will at no time throughout the Community-Based Project be considered officers, employees, or agents of Belmont.

Neither party will unlawfully discriminate against any student on the basis of race, color, national origin, religion, sex, age, disability or military service.

Community Partner will maintain a reasonably safe environment by observing all applicable safety regulations under the Occupational Safety and Health Act.

Both parties will comply with the Family Educational Rights and Privacy Act by keeping confidential all records concerning students' service experience.

Minor Changes in the above instructor and community partner responsibilities may be made upon agreement by both parties.

Community Partner Contact Information:

Faculty Contact Information:

Community Partner (name, title)

Agency

Address

Phone

e-mail

Community Partner Signature & Date

Faculty/Instructor (name)

Department

School/College

Phone

e-mail

Faculty Member Signature & Date
