



COMMUNITY ENGAGEMENT COURSE CHECKLIST FOR COMMUNITY PARTNERS

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CLCE Contacts for Community Engagement Courses	
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BASIC INFORMATION

Rollins Faculty or Staff Contact Information

Rollins Contact Name

Course Name (if applicable)

Department

Semester

Telephone (Office) Telephone (Cell)

Email

Notes

THINGS TO CONSIDER

Consider these items when preparing or planning for a CE Course:

- Budget Needs
- Celebration and Demonstration
- Curriculum and Assessment
- Goals and Objectives
- Liability Issues (waivers, etc.)
- Media Coverage
- Participant Roles
- Prepare for Reflection
- Scheduling
- Structure
- Supervision
- Timeline
- Training
- Transportation

STEPS TO PARTNERING WITH A CE-DESIGNATED COURSE

Items to Discuss with Faculty and CLCE Staff

- Meet with faculty member or CLCE staff to discuss establishing a partnership (for new CE courses or new CPs)
- Identify existing needs in community and your organization
- Maintain contact w/ faculty & CLCE contacts before, during, and after course, lending stories and feedback to constantly improve partnership
- Complete and submit partnership assessment by end of semester

INTRODUCTION TO FACULTY FOR CE COURSE

- Work with faculty to arrange a one-on-one visit to your site
- Discuss goals and objectives of the course, which demonstrate a clear connection between the service-learning activity and the course content
- Identify service-learning experiences/social impact areas that relate to learning objectives
- Establish shared expectations between your organization, the faculty member, and students to illustrate a reciprocal relationship; create and sign MOU
- Discuss the community engagement project/logistics:
 - How many students will/can be placed?
 - How will their schedule be determined?
 - How will their work fit in with their academic objectives?
 - How will their work be assessed?
 - Will their service outcomes be sustainable or create holes after the semester? Is a need being filled or created?
 - What will the students learn that will be applicable to their academic discipline?
 - Does the student need training? When/where will the training take place?
 - What types of orientation occur prior to service?
 - Who will supervise the students? How can this person be contacted? Is there a backup supervisor?
 - Who should students call if they will be absent or late?
 - Do students need to be fingerprinted or have a background check? Any certifications? Who will pay for this?
 - What waivers (if any) does the CP require (Don't forget Rollins waivers)
 - Establish a clear dress code
 - Establish transportation method/parking situation. Will there be a parking fee? If so, who will pay for this?
 - Determine what materials are needed and who will provide the materials
- Develop communication plan and remain in consistent communication with faculty; check in monthly and 1 and 2 weeks out from beginning of class
 - Discuss any important dates with faculty and ask for academic calendar
 - Ask about facilitating an orientation in-class prior to starting service
 - Ask about sharing in classroom dialogue and discussions
 - Ask about joining end of semester final presentation/reflections

SEMESTER PROCESS

Beginning

- Review the details of service-learning project with faculty
- File any necessary insurance/risk waivers with faculty
- Make sure reflection/final CE project are agreed upon and built into syllabus
- Facilitate in-class discussion/orientation (if possible)
- State/explain the service-learning component to the class and the goals/ importance of service-learning more generally (Consider inviting CLCE to help guide the conversation)
- Specify how students will be expected to demonstrate what they learned
- Have students complete appropriate waivers and background checks
- Discuss the evaluation and reflection methods and importance of both
- Solidify time with CLCE to facilitate assessment for end of semester

During

- Provide a timeline which highlights benchmarks for service-learning project
- Contact the faculty at least once mid-semester to exchange feedback
 - Maybe schedule a mid-semester luncheon with the agency/faculty to exchange feedback in person
 - Send any relevant notes to CLCE so that future collaborations can be robust
- Assess student service activities
- Make sure reflection is on-going and timely

End

- Complete an end-of-semester partnership and impact assessment with CLCE
- Attend final SL project presentation (if applicable)
- Communicate with the CLCE staff about projects that have been completed, on-going projects, and new projects
- Celebrate your collaborative partnership!