

Community-Engaged Learning Step-by-Step Guide for Faculty

Initial Planning

- Select your CEF as early as possible prior to beginning of term
 - Consider the importance of having a CEF that has already taken the course.
 - Choosing the right CEF can be key to successfully achieving stated goals. Make sure that the CEF fully understands their role.

- Determine CEF time commitment/availability for project
 - Can he/she dedicate (xxx) number of hours a week?
 - Will he/she be available over breaks or only while class is in session?

- Connect with Campus Partners to discuss possible community partners.
 - Jessica Paquin, the Administrator for Academic Internships in the Hiatt Career Center, to learn about Internships with community agencies
 - Lucas Malo, Director of Community Service/Waltham Group to learn about related co-curricular activities
 - Elaine Wong, Laura Goldin, and Adi Grabiner-Keinan from the Community-Engaged Learning Committee to see if other students/faculty are working with targeted population

- Meet with the CEF to discuss:
 - His/her responsibilities
 - Potential community partners
 - Defining the project
 - Managing logistics
 - Leading reflective activities
 - Harassment policy

- Information Collecting/Community Assessment/Determining Need
 - Research online/Newspapers
 - Community meetings
 - Other college/university initiatives and resources
 - Site visits
 - Previous CEFs

- Identify appropriate community partner
 - What will be the mission/goal of the partnership?
 - How will the community benefit?
 - How will volunteers/students benefit?
 - How will the community partner (organization?) benefit?
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- How often will you meet with the CEF?

- What resources are available to support the CEF's project from
 - Brandeis University?
 - Meetings with other CEL Instructors?
 - Meetings with Adi Grabiner-Keinan
 - Use of "toolkit"
 - Apply for Experiential Learning grant funds
 - Review syllabi of other CEL courses at Brandeis and other universities
 - Other Agencies and Community Partners in Waltham
- What funding do you need to operate successfully?
 - Transportation expenses?
 - Programming supplies?
 - Training?
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- How will you and the CEF address problems?
 - Meet with faculty biweekly?
 - Meet with Community partner once a month?
 - Meet with other campus resources once a month/semester?

Course and Syllabus Design

- Identify/Design CEL course assignments
- How will you and the CEF connect the community based work with the topic/theme of the course?
- How will you train and orient students on the following topics?
 - Communication Skills/language skills
 - Confidentiality
 - Specific Job Functions/Responsibilities/Skills
 - Dependability
 - Personal Biases/Stereotypes
 - CEL and Agency missions
 - Community Demographics
 - Information on working with this specific population (e.g. expectations, challenges)
 - Time-management/organization skills
- How many hours per week will students be required to commit?
 - In the community?
 - Behind the scenes?
 - Travel time?
 - Time to complete assignments

- Will all students be working on the same project?
 - If yes, is there sufficient need?
 - If yes, can the agency support them all?
 - If no, how will you link student projects together?
 - If no, how will you monitor individual student progress?
 - How will you coordinate logistics?

- How will reflection be incorporated into student's experiences?
 - What means of reflection (journal, discussions, presentations, papers, surveys?)
 - How often?
 - Why do you think this is important?

- Who is the CEF's emergency contact?
 - Off Campus?
 - On Campus?

- What liabilities are involved with your project?

- Do you have a backup plan if needed? What will you do if community needs change in the middle of the semester? If your community partner decides to withdraw from the project? How will this affect your students? Grades?

- How will you grade participation in this work?
 - Through reflection assignments?
 - Incorporating CEL project into final papers
 - Through oral presentations?
 - Through graded journal entries?
 - What percent of the final grade will the project be worth? Should a student still be able to pass this class if they do not complete the project?

- List your course on the CEL website. Note that this is a CEL course in syllabus.

- Plan to discuss CEL project on first day of class.

End of the Semester

- Is your main project sustainable beyond this year? If not, why not?
If sustainability is the goal, how will this be achieved?

- Create/Utilize Assessment Forms
 - For Community Partners (Do these exist?)
 - For Students

How will the CEF and CEL students celebrate success?