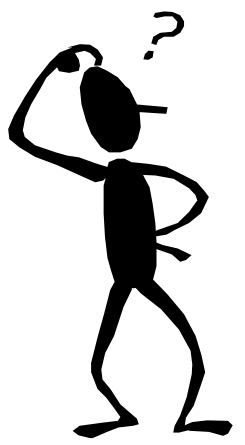


Community Partner Organization Name: _____
Address: _____
Website URL: _____
Primary Community Partner Contact/Supervisor: _____
Contact/Supervisor Phone Number and Email Address: _____

Students, please complete this worksheet before you begin at your site. You can get the following information from:

- Community Partner websites
- UD faculty members
- Community partner staff



History and Overview of the Community Partner

How did the organization begin and why? _____

How long has it been in existence: _____
What is the mission and vision statement? _____

How is this organization an asset to the larger community? _____

Programs and Services of the Community Partner

Who are the clients/guests/participants and why? _____

What programs and services does the partner offer? _____

What larger social issues does your partner seek to address? Do they engage in advocacy related to these issues? How? _____

What environmental, social, economic, legal, and/or current event issues impact/influence the organization? _____

Begin with the FACE Assessment:

- **Facts:** What do I know about the community? What more do I need to fully understand & appreciate their perspective?
- **Assumptions:** What assumptions do I have (or have heard) about the organization, clients, and community (stereotypes, rumors, previous experiences, judgments, etc.). Why do these assumptions exist? How do I seek the truth?
- **Challenges:** What am I worried about, nervous about, fearful of in thinking about this experience? Why?
- **Expectations:** What am I expecting from the experience (people you might meet, what you might do, etc.)? Are these expectations realistic? Why or why not? Am I invested in the experience or do I feel forced?

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Student Name: _____
Last First MI

ID #: _____

Phone: _____

Email: _____

Major(s): _____

Minor(s): _____

Year in School: _____

Course Name & Number: _____

Department: _____

Course Meeting Day and Time: _____

Community Engaged Learning Start Date: _____

End Date: _____

Scheduled hours for community engagement project (hours & days of week) if applicable:

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

What's the preferred method of contact between the student, faculty, and site supervisor(s)?

What are the do's and don'ts? (Dress code, language, office etiquette, frequency of contact, etc.)?

How are students going to get to and from the site(s)?

If student cannot make scheduled hours, who do they call? What's the process for making-up hours?

In what way, and how often, will students receive support and feedback regarding their work with the community organization? (e.g. weekly one on one, every other week in groups, just via email, twice during the semester from both faculty and partner, etc.)

What are the expectations around confidentiality at the organization, including taking pictures/videos?

Any hazards or risks (emotional, physical, and reputational) involved with the work the student will be doing?

What are the safety rules in regards to these hazards/risks?

What are the procedures should something happen? How should the student report issues they find concerning at site?

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<p>Brief description of the tasks, project, etc. with which the student will engage (what will be done, guidelines, expectations, hopes, and/or expected final “product”).</p>	
<p>How does the task, project, etc. support efforts to meet the mission and/or goals of the organization?</p>	
<p>Community Engaged Learning Outcomes: (What knowledge and/or skills will students gain by engaging in and reflecting on the community engaged learning experience?)</p>	
<p>Student’s personal and civic development goals</p>	
<p>What resources and pre-service education are needed (books, articles, movies, documentaries, statistics, stories, etc.)?</p>	
<p>What relevant skills, knowledge, experiences, attributes, and values does the student bring to this experience?</p>	
<p>Other relevant or helpful information not indicated above:</p>	

RESPONSIBILITIES OF UNIVERSITY OF DAYTON STUDENTS:

I, _____, choose to participate in a community engaged learning experience with _____ (organization's name). I am doing this as part of a community engaged learning project in _____ Course during _____ semester, 201__.

I understand that I am making a commitment to:

- Be on time and notify my supervisor AT THE Community Site in advance if I cannot come as scheduled;
- Consider all information concerning those I work with to be confidential;
- Conduct myself with dignity, courtesy, consideration, and in a professional manner;
- Follow site policies and procedures and accept supervision graciously;
- Notify the site coordinator at the site of any problems, emergencies, safety hazards, concerns, or suggestions regarding my activities;
- Actively pursue meaningful learning experiences that relate to the course material while volunteering at my placement site by asking questions and searching for answers through experiences gained, participating in special activities, gaining background knowledge, etc.;
- Fulfill my hour requirements with the community partner site;
- Arrange my own transportation to and from the site(s) unless other arrangements are made by my course instructor;
- Notify my site supervisor and instructor of termination of my service at the placement site if I cannot fulfill my responsibilities because of circumstances which are beyond my control;
- Fulfill ALL conditions and assignments outlined in the course syllabus.*

RESPONSIBILITIES OF COMMUNITY PARTNER SUPERVISOR(S):

- Provide clear expectations and directions for the assignment/responsibilities so that UD students can proceed with appropriate independence and make good use of their time at the site;
- Work with the class professor (_____) to provide direction regarding expectations of the students;
- Orient students to the overall operation, mission, and goals of the community partner site; to the role of your agency in addressing social issues and needs; and to the students' tasks and roles while at the site;
- Monitor UD student service, give feedback and complete evaluation reports, assist in assessing student learning performance;
- Give UD students advance notice regarding any changes of schedule;
- Refer problems or special requests regarding UD students to the UD professor (_____)
- Work closely with the class professor (_____) at the University of Dayton to assess learning opportunities available and negotiate details about projects for UD students (both formal service learning and volunteer opportunities);
- Monitor & communicate progress and setbacks to UD students and faculty (_____);
- Promote understanding of site nutrition-related goals to UD student and faculty (_____).
- Assist the course instructor in assessing the student service learning performance by completing

RESPONSIBILITIES OF COURSE INSTRUCTOR:

- Design and implement an appropriate community engaged learning assignment to the objectives outlined in the course syllabus. If the student provides a community engaged learning project proposal, the instructor has the option to accept, revise, or decline the proposal as deemed appropriate;
- Guide articulation and deepening of learning from the community engaged learning project through intentional critical reflection activities and/or assignments. Reflection will help connect course objectives with the community engaged learning project and help students to further enhance their civic and cross cultural competency skills;

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- Advise the students on various aspects of the projects as needed;
- Monitor the student's progress at the placement site through on-going communications with the student and site supervisor;
- Provide the students with timely and constructive feedback on their learning;
- Work collaboratively with the community partner (and, where applicable, with the Fitz Center Community Engaged Learning Director) to arrange the service placement and assign students to appropriate partners;
- Provide adequate orientation to community engaged learning, risks and liability, the community partner, and the connection between the agreed upon community engagement and course goals;
- Facilitate solutions to problems which may arise in the community engaged learning placement;
- Review the agency's evaluation of the community engaged learning experience and the students.

UD Student: _____

Date _____

Course Instructor: _____

Date _____

Community Partner Supervisor: _____

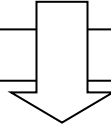
Date _____

Ending the semester = Reflective Analysis

This reflection will provide you the opportunity to critically examine the community engaged experience and connect it to learning objectives. *Each step has suggested questions that are meant to prompt your thinking.*

WHAT? (Describe Experience)

- What was my role?
- What did I observe in this experience and what were the key events and features?
- What did I observe about the physical surroundings, about my behavior/actions, and those of others?



SO WHAT?

Personal Reflection:

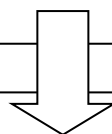
- How has this experience touched upon my own values and beliefs?
- What emotions and thoughts does this experience trigger in me?
- What does this experience point out to me about my own attitudes, biases, or preferences?
- What behaviors (both verbal and non-verbal and personal or from others) enhanced or diminished my participation and/or effectiveness in the experience? Why?
- What, if anything, did I feel uncomfortable about in the experience?
- How have my attitude towards and views of “serving” been changed? of “those people?” of “community?” of “respect”?

Academic Enrichment:

- What course work or reading have I done that is relevant to this experience?
- What principles, theories, skills, or information have I learned which relates to this experience?
- How is the experience consistent or inconsistent with my academic knowledge?
- How does my academic knowledge help me to organize, understand, make sense of, or develop hypotheses about this experience?
- What disagreement is there between my personal views and theories/knowledge of the profession/discipline involved in the experience?

Learning Articulated:

- What are the major lessons learned (skills developed, knowledge gained, deeper understanding, etc.)?
- Did you meet your learning objectives? Was your most important learning related to your own objectives, or rather, something unexpected?
- What did you learn about yourself? About others? About the world around you? About issues involved?
- What wisdom or insights did you gain?
- How do I know that I learned the above?



NOW WHAT?

- Where do I go from here in both my work and in my learning?
- What gaps do I recognize in my knowledge and skills?
- How might I modify my approach to similar experiences in the future?