

Academic Community Engagement (ACE) Standards of Practice Continuum

These examples seek to illustrate the correlation between emerging degrees of reciprocity with levels of practice in applying the ACE standards. They do NOT seek to suggest that these examples apply to all ACE partnerships or courses uniformly.

ACE Standards	Levels of Practice		
	Competency Building Examples	Quality Building Examples	Advanced Integration Examples
Reciprocal partnerships and processes shape the community activities and course design.	The instructor contacts a community organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community activities.	The instructor meets with the community partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus), and to identify how the community activities can enrich student learning and benefit the organization.	The instructor collaborates with and learns from the community partner(s) as co-educator in various aspects of course planning and design (e.g., learning outcomes, readings, preparation and orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and add to the capacity of the organization.
Community activities enhance academic content, course design, and assignments.	The instructor includes community activities as an added component of the course, but it is not integrated with academic content or assignments. The syllabus does not address the purposes of the community activities.	The instructor utilizes the community activities as a “text” to provide additional insight into student understanding of academic content and ability to complete assignments. The syllabus describes the relationship of community activities to learning outcomes.	The instructor integrates the community activities and relevant social issue(s) as critical dimensions for student understanding of academic content and ability to complete assignments. The syllabus provides a strong rationale for the relationship of community activities to learning outcomes.
Diversity of interactions and dialogue with others across difference occurs regularly in the course.	The instructor and the course and community activities offer students limited opportunities for interaction and dialogue with others across differences.	The instructor and the course and community activities engage students in periodic interactions and dialogue with peers across a range of experiences and diverse perspectives.	The instructor and community partner(s) engage students in frequent interactions and dialogue with peers and community members across a range of experiences and diverse perspectives.
Civic competencies (i.e., knowledge, skills, disposition, behavior) are well integrated into student learning.	The instructor focuses on discipline-based content with little attention/priority given to civic learning or development of civic competencies.	The instructor focuses on discipline-based content and connects to civic learning and civic competencies when relevant to the community activities.	The instructor focuses on the integration of discipline-based content with civic learning and civic competencies and emphasizes the relevance of the community activities to the public purposes of the discipline in society.
Critical reflection is structured, consistent, and guided.	The instructor asks students, on a limited basis, to create reflective products about the community activities, usually at the end of the semester.	The instructor structures reflection activities and products about the community activities that connect the experience to academic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.	The instructor builds student capacity to critically reflect and develop products that explore the relevance of the experience to academic content, use critical thinking to analyze social issues, recognize systems of power, lead to new action, and provide ongoing feedback to the student throughout the semester.
Assesses student learning and community-university partnership outcomes.	The instructor articulates student learning outcomes, but no measurement tool is in place for assessing the community engagement component of the course.	The instructor articulates student learning outcomes and uses a measurement tool to assess the community engagement component of the course.	The instructor and community partner(s) articulate student learning outcomes and use measurement tools to assess the community engagement component of the course and its influence on community outcomes.

Adapted from Thatcher, Bringle & Hahn, Nov. 2016.