


RECIPROCAL PARTNERSHIPS

We Believe...	Attribute	Our Criteria
...that campus and community, working as equitable partners and co-educators, can create transformative change		Address a community- defined interest, priority, or public concern.

PROFESSIONAL COMPETENCIES

Knowledge of reciprocal partnerships as it relates to community-engaged learning.

1. Demonstrate knowledge of self-awareness and reflection on how personal and professional identities may shape relationships among partners and communities.
2. Develop an understanding of the community with which you are partnering as it relates to supporting the community interests and priorities.

Values reciprocal partnerships inherent in community-engaged learning.

3. Participate in the development of authentic relationships in the ongoing life of the community.


Incorporates reciprocal partnerships at all levels of the experiential learning process inherent in community-engaged learning.

4. Develop on-the-ground strategies that promote mutuality in partnerships.
5. Illustrate community voice by its degree of influence on our actions and decisions as it relates to the partnership, the course design, and the project(s).
6. Develop an asset-based approach to connecting campus and community assets.

Uses relationships & communication to support reciprocal partnerships in community-engaged learning.

7. Utilize effective communication to delineate roles and boundaries as you steward campus and community stake holders in partnership work.
8. Utilize collaborative problem-solving strategies to address challenges and dilemmas.

DIVERSITY OF INTERACTIONS & DIALOGUE

We Believe...	Attribute	Our Criteria
...engaging across difference promotes an awareness of the inter-dependence between self and society, which serves to humanize others and build vibrant communities		Includes working with and learning from a community partner and/ or their constituencies.

PROFESSIONAL COMPETENCIES

Knowledge of diversity, equity, and inclusion as it applies to community-engaged learning.

1. Identify frameworks for understanding dynamics of power, privilege, identity, and difference as they arise in community engagement experiences.
2. Connect civic and community engagement work with diversity, equity, and inclusion work as it relates to the recruitment, retention and success of under-represented students, faculty, and staff.

Values diversity, equity and inclusion in community-engaged learning

3. Describe opportunities and challenges inherent in engaging students and other partners/stakeholders across lines of social difference within the community- engaged learning experience.

Incorporates DEI at all levels of the experiential learning process inherent to community-engaged learning.

4. Describe effective, inclusive strategies for developing and maintaining culturally sensitive approaches and practices throughout the development and implementation of the community- engaged learning experience.
5. Analyze how community voice informs the community- engaged learning experience and fosters student learning.

Uses relationships & communication to support DEI in community-engaged learning

6. Create a flexible plan for on-going collaborative communication (before, during, and after the project) with community partners to enhance accountability and community outcomes.
7. Construct inclusive strategies to foster mutually beneficial learning and supportive relations across differences among students engaged in the experience.
8. Identify strategies to engage with community partners as equitable co-educators of students, allowing their expertise to inform the community activities and course design.

COMMUNITY ACTIVITIES

<p>We Believe...</p> <p>...engaging in activities that reflect the concerns and priorities of the community deepens both civic and academic learning and enhances community wellbeing</p>	<p>Attribute</p> 	<p>Our Criteria</p> <p>Connect and integrates community engagement activities with educational content.</p>
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PROFESSIONAL COMPETENCIES

Knowledge of community activities as it applies to community-engaged learning.

1. Explain key definitions, historical and theoretical bases, components, and potential outcomes or impacts of community- engaged learning activities.
2. Articulate approaches to designing community-based activities.

Values community activities inherent in community-engaged learning.

3. Demonstrate an asset-based approach to working with communities in a community- engaged learning partnership.
4. Utilize participatory pedagogies that allow students to provide input about the directions of the community- engaged learning activities and facilitate their learning through mutually supportive relationships.

Incorporates community activities at all levels of the experiential learning process inherent to community-engaged learning.

5. Develop or explicitly name competencies, learning objectives, and high-impact learning outcomes/ goals for students that are thoughtfully tied to community engagement experiences.
6. Establish expectations of a community- engaged learning course by articulating key elements required for a community-engaged experience.

Uses relationships & communication to support community activities in community-engaged learning

7. Develop strategies and practices that bridge service and learning goals through the design of community activities in ways that are mutually reinforcing one another.
8. Support students to navigate differences & challenges that arise during a community-engaged learning experience.

CIVIC COMPETENCIES

<p>We Believe...</p> <p>...the public purpose of higher education is to promote the development of engaged citizens who will uphold democratic values and serve the public good</p>	<p>Attribute</p> 	<p>Our Criteria</p> <p>Promotes civic learning and development.</p>
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PROFESSIONAL COMPETENCIES

Knowledge of civic competencies as it applies to community engaged learning.

1. Describe how to foster the knowledge students need to assume the roles and responsibilities of citizenship through curricular community- engaged learning.
2. Evaluate ways in which students' civic identities inform and frame their community engagement experience.

Values civic competency development in community engaged learning.

3. Analyze the public purpose of your discipline or profession as a strategy for civic learning and development.
4. Describe how to engage students in opportunities to clarify and further develop personal civic and democratic values.


Incorporates civic competency development at all levels of the experiential learning process inherent to community-engaged learning.

5. Identify learning strategies that cause civic learning and action to occur within a community engaged learning experience.
6. Design strategies to help students acquire and learn to use the personal and life skills necessary for becoming responsible citizens.

Uses relationships & communication to support civic competency development in community engaged learning

7. Demonstrate effective communication skills that promote civic learning and development.
8. Design strategies to foster interpersonal interactions that reflect democratic values and civic engagement.

CRITICAL REFLECTION

<p>We Believe...</p> <p>...critical reflection bridges service and learning in order to enhance and reinforce both, enabling meaning to be deprived from the experience, and hastening the creation of capable citizens</p>	<p>Attribute</p> 	<p>Our Criteria</p> <p>Utilize critical reflection that is structured, consistent, and guided.</p>
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PROFESSIONAL COMPETENCIES

Knowledge of critical reflection as it applies to community engaged learning.

1. Identify the connections among community engaged experiences, critical reflection, education, creation of meaning, and overall student growth.
2. Describe the process of scaffolding critical reflection as a guide for students to examine and connect community engaged learning to coursework, civic value, personal growth, and professional development.

Values critical reflection in community engaged learning.

3. Identify the usefulness and benefits of critical reflection in conjunction with community engaged experiences and associated coursework.
4. Evaluate the role of critical self-reflection in revealing how personal, professional and social identities may shape relationships among partners.

Incorporates critical reflection at all levels of the experiential learning process inherent to community engaged learning.

5. Design exercises and assignments that promote students' critical reflection of the community engaged learning process and nurture personal relevance and meaning from the experience.
6. Develops reflection activities from community engaged learning experiences that include historical, societal, and cultural contexts.

Uses relationships & communication to support critical reflection in community-engaged learning.

7. Facilitates reflection and capacity building for students surrounding dynamics of power, privilege, identity, and difference as they arise in community engaged experiences.
8. Develop learning strategies that connect supportive relationships to the critical self-reflection process.

ASSESSMENT

We Believe...	Attribute	Our Criteria
...assessment shows evidence of impact among multiple stakeholders for purpose of continuous quality improvement, including teaching, learning, partnership, and community outcomes		Assess student learning and community outcomes.

PROFESSIONAL COMPETENCIES

Knowledge of assessment as it applies to community-engaged learning.

1. Explain the difference between formative and summative assessment and list methods for each type of assessment that are appropriate for community-engaged learning.
2. Identify the reasons why reflection is an essential component in assessment of community-engaged learning.

Values the assessment of community-engaged learning.

3. Explains and appreciates the dual purpose of assessment for understanding student development and short and long-term impact on community.

Incorporates assessment at all levels of the experiential learning process inherent to community-engaged learning.

4. Develops a variety of formative and summative assessment techniques that capture students' experiential learning and allow evaluation of the effectiveness of the course in achieving community-engaged learning outcomes.
5. Create an assessment strategy that empowers students to understand the synergy between the experiential component of the community-engaged course and the didactic learning outcomes.

Uses relationships & communication to support assessment of community- engaged learning

6. Continuously incorporates community voice in student assessment through direct or indirect feed back.
7. Involves students in the evaluation process through self-reflection and peer feedback.