This taxonomy was developed using the elements laid out in the University-adopted model of community-engaged learning. There are two tiers, or levels, of community-engaged learning and this taxonomy is appropriate to use with classes at the Advanced Level. The taxonomy was modeled after a similar tool developed at IUPUI (Hahn, Hatcher & Price, 2017).

**Taxonomy Uses**

1) Designating CEL Classes: recognizing the features of classes that are aligned with the University's adopted model of community-engaged learning.
2) Distinguishing between the features of Foundational-level and Advanced-level CEL classes (when the foundational-level taxonomy is compared with the advanced-level taxonomy).
3) Providing a roadmap for instructors to deepen characteristics of community-engaged learning course design.
4) Describing divergent approaches to course design, community experiences, community partner roles, reflection strategies, and assessment.
5) Identifying variables of course design that may be used to investigate research questions about community-engaged learning.

| | | ACEL Designation | | |
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| **Attributes of ACEL Course** | **Low Intensity** | **Moderate Intensity** | **High Intensity** |
| **1) Extent to which disciplinary skills/concepts are used to address civic issues** | The instructor assigns students a community-based project or service experience, but does not build their capacity to work as students of their discipline by equipping them with specific and relevant disciplinary skills, methods, and concepts. | The instructor assigns students a community-based project and explicitly introduces disciplinary-specific skills, methods, and concepts that students are to use while addressing a community issue. | The instructor presents students with an array of disciplinary skills, methods, and concepts. Students then think critically about the causes, consequence and possible responses to civic issues and choose from the array of disciplinary tools available to them as they prepare for action. |
| **2) Role of students, faculty, and community partners within the design of community-based work** | The instructor assigns a highly-scripted project or direct service that provides an illustration of how a civic issue might be addressed. Community stakeholders are involved as recipients of service and typically have minimal opportunities to provide feedback before final products are turned in by students. | The instructor assigns a project that follows a recipe and students work with community stakeholders to adapt the project template to the context, needs, and details of their present situation. Community stakeholders are guides to students and may also be recipients of project outcomes. They have significant opportunities to provide ongoing feedback on projects before students turn in final products. | The instructor, students, and community collaborators engage in non-scripted, consequential work to respond to a civic issue. Community stakeholders are collaborators in the problem identification and work undertaken. |
| **3) Role of civic values and civic empathy in determining possible responses to civic issues**<br>Note: Civic values include intellectual humility, openness, an orientation toward justice, and respect for human dignity. Civic empathy is the capacity to imagine oneself in the place of others who face vastly different circumstances. | The instructor introduces civic values and/or civic empathy but does not make clear how adopting one or more value stances would change the approach to the project being done or service being provided. | The instructor introduces civic values and/or civic empathy and facilitates student consideration of how adopting one or more value stances would change their possible approaches to addressing the civic issue of concern to the class. | The instructor builds student capacity to apply one or more civic values and/or civic empathy to collaborations with community stakeholders. Students are asked to identify specific instances in which they utilized civic values/civic empathy and describe how their approach would have changed had their work embodied additional values or different values than it had. |

| 4) Reciprocal partnerships and processes shape the community experience and course design. | Community organization is host: A community organization participates in a student project or hosts students doing service and receives a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community experience from the faculty. | Community organization staff is consultant: A community partner provides feedback on course design (e.g., preparation/orientation of students, learning outcomes, syllabus), and provides input on a community-based project that would benefit the community. | Community collaborator is co-educator: 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/orientation of students, reflection, assessment) and together with students, they identify what issues will be addressed and the means to do so. |
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| 5) Critical reflection is well integrated into student learning | The instructor asks students, on a limited basis, to create reflective products about the community experience, usually at the end of the semester. | The instructor structures reflection activities and products about the community experience that connect the experience to academic content, require moderate analysis, consider their own capacity for future 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 civic issues, consider their own capacity for future action, examine how effective they felt themselves to be when addressing a civic issue or injustice, and provide ongoing feedback to the student throughout the semester. |
| 6) Assessment is used for course improvement and to document effect of student learning experiences on community. | The instructor articulates student learning outcomes but no measurement tool (e.g. reflective assignment, exam, presentation) is in place for assessment. | The instructor articulates student learning outcomes and assesses student learning resulting form community-engaged learning experiences. | The instructor articulates student learning outcomes and assesses student learning resulting form community-engaged learning experiences in formative and summative ways. |
| | The instructor does not seek community feedback on student learning or how students' presence in the community affected the communities or organizations visited by students. | The instructor seeks informal feedback from community on student learning and how students' presence in the community affected the communities or organizations visited by students. | The instructor seeks formal, systematic feedback from community on student learning and how students' presence in the community affected the communities or organizations visited by students. |

**Definitions**

1) Community engagement (and the teaching and research with which it can be integrated) is not simply about providing services to the community. Rather, **community-engaged learning** is a way of learning and teaching that leverages "community-based public problem solving that not only generates new knowledge and higher order cognitive outcomes, but develops the civic skills of critical thinking, public deliberation, collective action and social ethics" (Saltmarsh, 2002, p. viii).

2) Duquesne University has a longstanding commitment to educating students who are *able* to collaboratively build a more just and verdant world. This form of education (**community-engaged learning**) rests on community-engaged experiences that put the knowledge, skills, and dispositions of the disciplines into action. Students reflect critically on their experiences in light of course concepts and their civic growth.

3) **Engagement** can take many forms (such as community-based research, policy work, co-learning arrangements, direct service, or dialogue groups) but consistently strives to develop authentic relationships between the people involved and surfaces the social and environmental problems that the collaboration addresses.

4) **Civic issues** are those concerns and problems affecting a civil society. **Civil society** is the public space between the state, the market and the ordinary household, in which people can debate and tackle action (BBC World Service, 2001).

5) **Civic agency** involves capacities … to work collaboratively across differences like partisan ideology, faith traditions, income, geography and ethnicity to address common challenges, solve problems, and create common goods (Boyte & Mahaffy, 2008, p. 1).