EVALUATION RUBRIC FOR CEL DESIGNATION COURSE PROPOSALS
PART 1

CRITERIA (based on the CEL Designation application form)	3 points	2 points	1 point	Multiply score by
Outcomes (20%)	The course's primary learning outcomes are clearly defined and in strong alignment with the appropriate CEL outcomes (civic knowledge, skills, values, and action), and connect with application of service/democratic engagement/research. This course demonstrate a <u>significant</u> positive outcome on both the community AND the student.	The course's primary learning outcomes are somewhat defined and in alignment with the appropriate CEL outcomes (civic knowledge, skills, values, and action), and connect with application of service/democratic engagement/research. CEL projects are involved in a few areas of the course. This course demonstrate a positive outcome on both the community AND the student.	The course's primary learning outcomes are not defined nor in alignment with the appropriate CEL outcomes (civic knowledge, skills, values, and action), and disconnected with application of service/democratic engagement/research. CEL is more of an "add-on" to the course. It's unclear whether this course demonstrate a positive outcome on both the community AND the student.	2
Reflection (20%)	Reflection is in strong alignment with assessment procedures in the course. Assessment strategies are clearly defined, including writing/reflection through papers, presentations, community blogs, etc. Students are graded on what they learn, and how they apply it. Assessment strategies are clearly aligned with CEL goals and outcomes.	Reflection is somewhat aligned with assessment procedures in the course. Assessment strategies are somewhat defined. Students are assessed only on "service" and not "learning" or vice versa. Assessment strategies are disconnected with CEL goals and outcomes.	Reflection is not in alignment with assessment procedures in the course. There are no assessment tools apparent in the course. Students are not assessed (graded) on work with/in community.	2
Community Partner Relationship (30%)	Community partners are clearly identified and listed OR possible community partners are identified based on previous courses, projects, or conversations with community partners. Faculty, students and community are truly partners, and the collaboration is reciprocal. Community is seen as a co-educator and activities model this collaboration. When appropriate, community partners are invited to participate in the classroom (assessment and/or discussion).	The proposal vaguely states the <u>type</u>, or possible types, of programs/partners without listing <u>specific</u> partners. The collaboration among faculty, students and community appears to be one-sided.	Possible community partners are not identified. The relationship between the community partner and the curriculum is unclear.	3

Community Project Impact (30%)	Projects are clearly identified OR there are clear guidelines for project development, i.e. the process by which students work with community partners to develop a project. Projects meet course and community goals, and examples are given. Students are engaged in more than 15 hours (direct and indirect) with community issue and project.	Projects are incompletely identified OR there is an attempt to provide guidelines for project development. Examples of proposed projects and activities do not always seem reciprocal (students gaining more of the 'service' than agency). Needs created by academy and not community. Students are engaged in the minimum number of 15 hours (direct and indirect) with community issue and project.	Community activities and projects are not defined OR the process for developing activities is not defined. Students are not engaged in the minimum number of 15 hours (direct and indirect).	3

PART 2: SYLLABUS

All applications should include a sample syllabus. At a minimum, the syllabus should include the following CEL-related sections/paragraphs:
1. An explanation of the community-engagement component of the class—at a minimum provides (a) "adequate" introduction to the project, (b) discussion of reflection activities, and (c) clarity on next steps for the student.
2. The appropriate CEL learning outcomes are stated on the syllabus.
3. The weight of any community-engagement activities in the student's final grade.

The syllabus INCLUDES the requirements above.

The syllabus DOES NOT INCLUDE the requirements above.

30-26 PTS—CEL Designation awarded.

25-20 PTS—Course needs revision. May be approved contingent on submission of revisions.

19> CEL Designation not awarded. The committee will provide suggestions for improvement.