EVALUATION RUBRIC FOR CEL DESIGNATION COURSE PROPOSALS

Section in CEL Designation Form	3 points	2 points	1 point
Number of CEL hours	Students are engaged in more than 15 hours (direct and indirect) with community issue and project.	Students are engaged in the minimum number of 15 hours (direct and indirect) with community issue and project.	Students are not engaged in the minimum number of 15 hours (direct and indirect).
Outcomes	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. CEL is infused totally in the course and meets curricular outcomes.	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.	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.
Reflection	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. Engagement in community is a part of overall course grade.	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.

Community Partnerships	Community partnerships are clearly defined and listed. Projects and activities are based on pressing local/global needs and engaging in key areas/issues. Projects are defined and examples are given. Community partners are non-profit organizations*.	Community partnerships are somewhat defined and listed. 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. Community partners are non-profit organizations*.	Community activities and projects are not defined and community partnerships are not listed. Community partners are non-profit organizations*.
Syllabus (by uploading the syllabus, we expect to see the type of activities / projects students are involved (in partnership with the community) and how such community engagement activities enhance student-learning and course goals)	Course, faculty, students and community are truly partners. Community is seen as a co-educator and activities model this collaboration. Activities meet course and community goals. When appropriate, community partners are invited to participate in the classroom (assessment and/or discussion). Student understanding of civic knowledge, skills, values and action are discussed.	Connection between projects and outcomes is sometimes ambiguous or inconsistent. Activities occur with little supervision or involvement with community partner.	No connection between projects/activities and outcomes. No mention of student-learning. Students are engaged in administrative activities only (painting, stuffing envelopes, etc.) and disconnected from community partnership and issue area.

15-13 PTS-CEL Designation awarded   **12- 10 PTS**-Course needs revision (additional information needed for CE Designation)

9-5 PTS-CEL Designation not awarded

* Exceptions may apply depending on the discipline. Please see your college representative.