

**CEL Learning Goals & Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>Social Knowledge:</b> Identify the causes of significant social issues	Demonstrates understanding of multiple social issues and their interconnectedness, and exhibits ability to analyze them simultaneously.	Demonstrates understanding of multiple social issues and may connect two, but does not see the systemic characteristic of social issues.	Demonstrates basic understanding of at least one social issue and acknowledges existence of other social issues, and does not see them as interconnected.	Demonstrates limited evidence of basic knowledge of social issues.	Demonstrates no evidence of knowledge of social issues.
<b>Diversity of Communities:</b> Engage as part of diverse communities in culturally and contextually appropriate ways	Adjusts own attitudes, beliefs, and behaviors in response to working within and learning from diversity of communities. Actively seeks out diverse community engagement, and intentionally and respectfully adapts to different cultural contexts.	Reflects on how own attitudes, beliefs, and behaviors are different from those of other communities. Exhibits curiosity about what can be learned from diversity of communities, and attempts to adapt to differing cultural contexts.	Aware that own attitudes, beliefs, and behaviors are different from those of other communities. Exhibits little curiosity about what can be learned from diversity of communities and little interest in adapting to differing cultural contexts.	Expresses attitudes, beliefs, and behaviors as an individual, from single, non-reflective perspective. Is indifferent or resistant to what can be learned from diversity of communities, and refuses to adapt behaviors for differing cultural contexts.	Demonstrates no awareness of other communities, and no ability to learn about diverse communities.
<b>Application of Knowledge:</b> Analyze and address social issues using disciplinary and/or course-based knowledge and skills	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Applies knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.	Demonstrates no evidence of application of knowledge and skills to civic engagement
<b>Systems and Structures:</b> Identify how systems of privilege and oppression affect individual and group opportunities and experiences	Demonstrates understanding of how social systems and structures affect individual and group opportunities and experiences; demonstrates understanding of how systems and structures endow groups and individuals with differing degrees of power and privilege.	Demonstrates understanding of how social systems and structures affect individual and group opportunities and experiences; acknowledges differing degrees of power and privilege associated with groups and individuals.	Acknowledges existence of social systems and structures; demonstrates limited evidence of understanding how social systems condition opportunities and experiences of groups or individuals.	Demonstrates only individualistic understanding of public outcomes and concerns; does not demonstrate evidence of understanding how social systems condition opportunities and experiences of groups or individuals.	Demonstrates no understanding of existence of systems and structures that impact group and individual lives.
<b>Civic Responsibility:</b> Actively contribute to sustaining and enhancing communities as members of local, regional, national, and global communities	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically-focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action.	Demonstrates no interest or ability to contribute to communities.
<b>Civic-Identity and Commitment:</b> Demonstrate goals to live a life of critically informed community engagement	Provides evidence of significant experience in civic engagement activities and seeking critical information about public concerns and problems. Describes what they have learned about themselves as it relates to a sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic engagement activities and some effort to seek critical information about public concerns and issues. Describes what they have learned about themselves as it relates to a sense of civic identity and a growing sense of a commitment to public action.	Provides evidence of involvement in civic engagement activities that is generated from expectations or course requirements rather than from a sense of civic-identity.	Provides limited evidence of experience in civic engagement activities and of connection between experiences and civic-identity. Provides limited evidence of seeking critical information about community issues.	Demonstrates no or negative intentions towards civic and community engagement.