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| **CE DESIGNATION QUESTION**  | **3** | **2** | **1** |
| **Goals and objectives of the course** | Goals and outcomes are clearly defined and connect with application of service/research. CE is not an “add-on” but infused totally in the course and meets curricular outcomes.  | Goals and outcomes are somewhat defined and connect with application of service/research. CE projects are involved in a few areas of the course. | Goals and outcomes are not defined and disconnected in service/research. CE is an “add-on” to the course (volunteerism).  |
| **How do community engagement activities enhance student-learning and course goals?** | Clear connection between projects/ activities and outcomes and how these activities guide theory in practice. Student understanding of leadership, citizenship, civic awareness is discussed.  | Connection between projects and outcomes is ambiguous or inconsistent.  | No connection in how projects /activities, outcomes or theory in practice. No mention of student-learning.  |
| **How is student-learning assessed?** | Defined assessment strategies including writing/reflection through papers, presentations, community blogs etc (per discipline). Students are graded on critical thinking and application, what they learn, and how they apply it. Engagement in community is a part of overall course grade.  | Assessment is not clearly defined. Students are assessed only on “service” and not “learning.” Assessment strategies are disconnected with community goals and outcomes.  | Students are not assessed (graded) on work with community.  |
| **How do community engagement activities meet existing community opportunities/needs?** | Projects and activities are based on pressing local/global needs and engaging in key areas/issues. Projects are defined and examples are given. Students are doing “no harm” by their involvement. Community partnerships are clearly 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 activities and projects are not defined and community partnerships are not listed. Course is not working with non-profit partners.  |
| **What activities/projects are students involved (in partnership with the community)?** | 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). Students are engaged in more than 15 hrs (direct and indirect) with community issue and project. | Activities are listed but clearly defined or occur with little supervision or involvement with community partner. Students are engaged in minimum number of direct hours (15 hrs/semester-direct and indirect).  | Students are engaged in administrative activities only (painting, stuffing envelopes etc) and disconnected from community partnership and issue area. Students are not engaged in minimum number of hours (15 hr/semester- direct and indirect).  |

**15-13 PTS**- Awarded CE Designation **12- 10 PTS**- CE COURSE Reviewed- additional information need for CE Designation **9-4 PTS**- NO CE Designation Awarded