Office of Undergraduate Studies
COMMUNITY ENGAGED LEARNING AND SCHOLARSHIP
THE UNIVERSITY OF UTAH

EVALUATION RUBRIC: CEL COURSE DESIGNATION

Community Engaged Learning (CEL) is an educational approach that involves experiential learning and has several key components: - Engages with community to address a social problem or unmet societal need; - Produces mutual benefits for community and students; - Integrates community-engaged work and academic learning objectives; - Prepares students for engagement, including critical analysis of the structures leading to the community need and best practices for ethical engagement; - And provides reflection opportunities to critically examine the course's community work, related public issues, and/or one's civic role.	**Definition of CEL included in syllabus?** ☐ Yes ☐ No

Criteria	Not-evident	Evident	Suggestions from Reviewer
Work completed is community engaged and for community benefit	Work is not clearly community engaged and/or for community benefit.	Work is clearly community engaged and for community benefit.	
Community voice is prioritized	Process for identifying community work is not articulated and/or not identified via reciprocal dialogue with the community.	Process for identifying community work has been articulated and includes reciprocal dialogue with the community.	
Community engaged work addresses a social problem or unmet societal need	Work meets an individual/ organizational need but not unmet societal need/social problem or is unclear.	Work clearly meets an unmet societal need or addresses a social problem.	
Community engagement is explicitly included in course Learning Outcomes and enhances learning	Engaged work is not clearly related to the course content. LO's do not clearly address engagement.	Engagement is embedded in the LO's as a way to learn the course content.	

Criteria	Not-evident	Evident	Suggestions from Reviewer
Course prepares students for engagement	Very little or no preparation for community work evident in syllabus.	Student preparation is clearly articulated in syllabus including critical analysis of issue and best practices for engagement.	
Critical reflection is well-integrated into student learning	Critical reflection opportunities are not well-integrated into student learning, or are absent	Minimum of two opportunities for critical reflection are incorporated into the course throughout the semester	
CEL assignments well-planned, address a community need, and facilitate learning	CEL assignments either absent or not well-developed to meet student learning outcomes and/or community partner needs	CEL assignments are well-developed to facilitate learning while also meeting the needs of the community partner	
Community Partner/ship	Specific community partner(s) or partnership process not identified in the application.	Community partner(s) clearly identified or partnership process well-described.	
ADDITIONAL FEEDBACK			