!"#$%#&'()*+%, +'-*.(+*-!$*/!0'1)#&'()*-(%+0!*2+(2(0#$0
2#+&*3

-+'&!+'#*456789*:;*<=8*-!$*/87>?;6◇:;*6@@A>B6◇:;*C:DEF	G*@:>;<7	H*@:>;<7	3*@:>;<	I JA◇>@AK*7B:D8*5K
(J<B:E87*4HLMF	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 primrc trlsgⁿre'sⁿwaLi		

	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).	G