

CST Rubric — Student Learning of Catholic Social Teaching and Tradition

Developed by the national [CST Learning and Research Initiative](http://sites.nd.edu/cstresearch/) for use by faculty, researchers, & program leaders in higher education and beyond

This rubric regarding learning of Catholic social teaching and tradition (CST) is intended to assist Catholic colleges and universities as they articulate student learning goals and measure student development. What we mean by “learning” encompasses knowledge of, appreciation for, and integration of CST, including an awareness of the importance of critiquing it.

The rubric is for use in various ways across an institution: for example, for course/program development and assessment, and as a means of coordinating efforts across academic and co-curricular programs, student affairs, institutional research, career services, and campus ministry, among other offices.

CST addresses many issues such as interpersonal and structural violence, peace and war, active nonviolence, poverty, economic relations, racism, immigration, the environment, workers’ rights, gender relations, and the marginalization and oppression of some groups. This rubric does not name each of these issues in order to allow application to any and all of them. Some courses or programs may move students from one level to the next (e.g., from “not present” to “beginner”) on a few of the seven elements. Competence across all principles likely will vary among individuals.

Limitations: The rubric was developed in the context of the United States. It reflects the worldviews of its contributors: faculty/scholars with experience researching and teaching CST in higher education. Understanding and appropriation of CST principles in other contexts/cultures might be different.

Development of the Rubric

This rubric was developed (via feedback from focus groups, data analyses, and more) from 2014-2017 by the Catholic Social Tradition Learning and Research Initiative:

<http://sites.nd.edu/cstresearch>

Please suggest improvements or share how you are using the rubric by contacting any of the contributors (contact information is available on the website).

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Category	Applying knowledge		Building knowledge	Not Present or Not Applicable
	Advanced 5	Intermediate 3-4	Beginner 1-2	
1. CST Foundations	Articulates well the roots of CST within the theological, philosophical, or scriptural traditions	Discusses in a preliminary way the roots of CST within the theological, philosophical, or scriptural traditions	Sees a connection between CST and Catholicism or the Bible	Is unaware of CST roots or mischaracterizes the roots
2. CST Principles	Discusses and critiques the commonly defined principles of CST	Names and demonstrates familiarity with the commonly defined principles of CST	Recognizes some themes of commonly defined principles of CST	Is unaware of CST principles or misidentifies the principles
3. CST History	Explains in detail the history of the tradition; key documents, leaders, and movements; and openness to critique and development	Grasps some of the history of the tradition; key documents, leaders, and movements; and openness to critique and development	Recognizes at least one key document, leader, or movement in the tradition	Is unaware of the history or mistakes the history
4. Social Analysis	Exhibits critical awareness of social privilege of some people and the marginalization of others on the basis of, for example, race, class, gender, religious traditions, and nationality	Exhibits initial awareness of social privilege of some people and the marginalization of others on the basis of, for example, race, class, gender, religious traditions, and nationality	Recognizes the existence of social inequality	Does not recognize the existence of social inequality
5. Lens for Judgment	Consistently assesses and makes judgments about practices, policies, and social institutions in light of CST	Is learning to assess and make judgments about practices, policies, and social institutions in light of CST	Is considering whether CST applies to some social issues	Does not consider CST to be relevant to social issues
6. Responses to Injustice	Engages in action against injustice in solidarity with others	Recognizes insufficiency of community service and sees need for action to address injustice	Participates in community service activities out of generosity	Does not recognize a responsibility to address injustice
7. Vocational Implications	Integrates CST into career, life, and daily decisions	Confronts implications of CST for career, life, and daily decisions	Sees that CST may have implications for career, life, and daily decisions	Does not consider CST when making career, life, and daily decisions