

		with a specific cause.		
	Disinterested or unengaged with spiritual topics.	Student prays with the group, but has not shown any signs that he/she is grappling with his/her faith (i.e. conversations with others, topics brought up in group discussion, etc.)	Has religious or spiritual conversations with faculty/staff or other students. Knows that faith and spirituality play an important role in his/her life and in the quest for justice.	Can clearly articulate what faith and spirituality mean in his/her life. Lives in a manner that aligns with his/her faith. Clearly connects faith, justice, and spirituality. Can articulate why his/her faith compels her/him to act for justice.
	Is disengaged with social efforts.	Student can articulate some knowledge of social justice efforts, yet does not see how that is relevant.	Student expresses knowledge of, interest in, and concern for social justice efforts and is moved to the plight of the poor.	Student engages with social justice issues and seeks to eliminate injustice in whatever realm he/she can.

