

RH 1. LEADERSHIP MEANS SUCCESSFULLY MOTIVATING AND ENABLING A GROUP TOWARDS THE ACHIEVEMENT OF A SHARED, ARTICULATED GOAL.

Criterion A1. Initial measure: Percentage of students who hold a leadership role in academic or co curricular activities.

Criterion A2. Explain the role of a leader in a specific context.

Primary traits: A passing submission for this criterion must:

1. Name at least two attributes indicative of the leader in the given situation.
2. Distinguish the attributes or actions unique to the leader.
3. Describe a specific context.

Potential documents: Documents appropriate for

Criterion B2. Develop and articulate a direction for an organization or group.

Primary traits: A passing submission for this criterion must:

1. Describe the student's vision for the direction of the group and the desired outcome.
2. Provide a vision and not a plan for improvement.
3. Describe a vision that is appropriate to the target group.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Vision statement, essay.

Additional information:

1. The "vision of direction" does not dictate how to get there, and the vision does not necessarily need to have been implemented.
2. The situation the student discusses can be hypothetical.

Criterion C1. Motivate and enable a group to successfully achieve a specific goal.

Primary traits: A passing submission for this criterion must:

1. Describe how the student motivated and enabled a group, the nature of the group, and the goal they achieved.
2. Discuss the student's techniques for motivation and the resulting action(s) of the group.
3. Describe a successful outcome.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Essay, journal entries, reflective statement.

Additional information:

1. As a guideline, the student should consider "motivation" as a call to action (getting a group to action) and "enabling" as removing impediments to action (either interpersonal or resource related impediments). The student should also note that success can be achieved for a preliminary goal, as long as something has been achieved. The achieved goal does not need to be the ultimate goal of the group.
2. The submission should not be the product of or accomplishment of a group; the focus

RH 3. COMMUNICATION, REGARDLESS OF THE MEDIA, REQUIRES UNIQUE SKILLS WHETHER COMMUNICATING WITH INDIVIDUALS OR WITH

Potential documents: Documents appropriate for this criterion include (but are not limited to):

Additional information: None.

Criterion C1. Craft and support a coherent argument for an audience outside of your discipline.

Primary traits: A passing submission for this criterion must:

1. Be presented in a manner that is appropriate for the educational level and, if applicable, field of expertise of the intended audience (appropriate vocabulary, images, activities, etc.).
2. Include an unambiguous statement of the position or proposition (the “argument”).
3. Support the argument with related evidence.
4. Persuade the audience.
5. Present the argument in a clear flow of logic/reasoning.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Outreach presentation/activity designed to convince K 12 students of something (i.e., ‘cavemen’ did not co exist with dinosaurs), written or oral description of a student’s position on some controversial topic, designed to convince a given

RH 4. CULTURAL AND GLOBAL AWARENESS REQUIRES PERCEPTION AND UNDERSTANDING OF THE CULTURAL PERSPECTIVES AND SOCIAL SYSTEMS THAT DEFINE HUMAN COMMUNITIES.

Criterion A1: Engage in the arts (music, theater, dance, etc.).

Primary traits: A passing submission for this criterion must:

1. Document the student's active engagement in the arts.
2. Note the performance context, e.g., recital, theater performance, art.

Potential documents: Artifacts for this criterion may be drawn primarily from the arts, music, and performance courses/activities.

Additional information: None.

Criterion B1: Analyze patterns, dynamics, or values of human interaction in social or cultural systems.

Primary traits: A passing submission for this criterion must:

1. Analyze a set of principles, structures, institutions, or values (pertaining to a particular culture or discipline).
2. Clearly identify the contextual framework of the analysis (culture, society, national or international).

Potential documents: Documents for this criterion may be drawn primarily from the HSS SOCIETY AND VALUES category, courses whose primary focus is on the dynamics, patterns, and values of human interaction and social institutions.

Additional information: None.

Criterion B2: Analyze beliefs, backgrounds, cultures, or societies different from your own.

Primary traits: A passing submission for this criterion must:

- 1.



RH 5. ETHICS REQUIRES THE USE OF APPROPRIATE MORAL THEORIES, ETHICAL PRINCIPLES, OR PROFESSIONAL STANDARDS TO WEIGH ALTERNATIVES AND DETERMINE A PROPER PROFESSIONAL COURSE OF ACTION.

Criterion A1. Explain important ethical obligations associated with your discipline.

Primary Traits: A passing submission for this criterion must:

1. Explain at least one major ethical obligation.
2. Explain how the obligation applies to professional action.
3. Use a systematic argument to support the application.
4. Give several specific examples of professional activities where the ethical obligation applies.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Paper or assignment from bioethics (VA304), professional practice (CHE409), MG463, or other appropriate essay.

Additional information: None.

Criterion B1. Apply a systematic ethical framework to an ethical issue or situation in a disciplinary context.

Primary Traits: A passing submission for this criterion must:

1. Clearly explain the issue or situation to be analyzed.
2. Show which professional duties apply to the issue or situation by citing a relevant code of ethics.
3. Resolve any conflicts among the applicable duties through a reasoned analysis.
4. Show how an appropriate stance on the issue or situation follows from the analysis.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Paper or assignment from bioethics (VA304), professional practice (CHE409), MG463, or other appropriate essay.

Additional information: None.

Primary traits: A passing submission for this criterion must:

1. Justify why it is "long term." I.e., The service commitment must include multiple interactions *and* hours.
2. Describe the service commitment.
3. Explain how this experience enhanced their education or personal development.

Potential documents: The submission must be reflective in explaining how an extended service experience enriched the student's education.

Additional term:

Revisited history:ulmar

ä