

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 this criterion include (but are not limited to): Essay, biographical report, case study.

Additional information:

1. The student does not have to discuss an example of his/her own leadership. The leadership situation the student discusses can be hypothetical, rather than actual.
2. The student should not provide a critique of leadership or outcomes, since critique is covered in another criterion. Implicit in the document is the assumption that the attributes and/or actions would or did result in successful leadership.

Criterion B1. Describe your experience as leader of a group.

Primary traits: A passing submission for this criterion must:

1. Describe what the student did to act as a leader within a group for a specific situation.
2. Describe the group, the desired goal, and the outcome.
3. Describe the student's role in the group's success or failure, regardless of whether the goal was achieved or not.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Journal or an essay, oral presentation, project report.

Additional information:

1. The student does not need to describe a leadership experience that had a successful outcome. The student should focus on a personal experience he/she has had as a leader, not provide a description of someone else.

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 is on the process, not the product.

RH 2. TEAMWORK REQUIRES COOPERATIVE EFFORT TOWARD A COMMON GOAL WHEREIN EACH INDIVIDUAL CONTRIBUTES IN A PARTICULAR ROLE WHILE SUBORDINATING PERSONAL INTERESTS.

Criterion A1. Describe how collaboration facilitated the dissemination of the result(s) and/or solution(s) to a problem.

Primary Traits: A passing submission for this criterion must:

1. Provide a clear description of the problem statement.
2. Discuss each member's contribution to the solution.
3. Provide a clear solution/conclusion statement.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Essay from the student group, one paragraph essay that includes the three primary traits listed for the criterion.

Additional information:

1. A description that indicates that one member did the majority of the work is unacceptable.
2. This criterion is intended for assignments in mathematics and the sciences, since the focus in these disciplines is on collaboration, rather than teamwork.

Criterion B1. Demonstrate how you reached a decision as a team.

Primary Traits: A passing submission for this criterion must:

1. Describe the team goal/problem.
2. Provide a description of a specific team decision and describe the process of making that decision. :

Potential documents: Documents appropriate for this criterion include (but are not limited to): Memo or reflective statement on team process from a lab group, design team, service project, etc.

Additional information:

1. The team goal or problem must be related to a technical project. The goal or problem can be either a major goal of a design project [e.g., we need to design a device to assist our client to perform personal tasks] or the goal of a lab project [e.g., we tested the viscosity of the sample].
2. A student document should be rated as "exemplary" if students are able to describe how multiple team members contributed to the outcome, how team members' ideas were critically evaluated, or how that the ultimate outcome was consistent with the team's decision-making process.

Criterion B2. Describe the team role you filled and how your role contributed to the final project.

Primary Traits: A passing submission for this criterion must:

1. Describe the team goal.
2. Provide a description of the role you performed (this may not be a “formal” team role from a textbook, such as “Recorder,” “Timekeeper,” etc.).
3. Provide an example of how your role helped the team achieve its overall goal.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Memo or reflective statement on team process from a lab group, design team, debate team, service project, etc.

Additional information:

1. The team goal analyzed must be a technical goal [e.g., we need to design a device to assist our client to perform personal tasks], rather than a non-technical goal, such as completing the written report for the team project.
2. A student’s document may be rated as “exemplary” if the student demonstrates that contributions by team members were integrated into the final project.

Criterion C1. Explain how working as a team allowed the team to accomplish something that those individuals could not have accomplished separately.

Primary Traits: A passing submission for this criterion must:

1. Describe how a team has value beyond sharing workload.
2. Provide a description of how each member contributed different skills, ideas and perspectives.
3. Explain how the group can keep making steady progress even when individuals must vary their level of effort.
4. Show how a key benefit of teamwork is drawing on each other’s strengths.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Reflective essay on the benefits of working in teams.

Additional information:

1. A document that involves complaining about teamwork or describes a simple divide and conquer approach is unacceptable.
2. Failure to give a specific example of benefit in the student’s own project team is also unacceptable.

Revision History:
January 8, 2009 by CASO
January 22, 2010 by CASO

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

Criterion B1. Provide a substantive critique that includes recommendations for improvements.

Primary traits: A passing submission for this criterion must:

1. Provide helpful/constructive criticism that gives recommendations for improvement.
2. Justify the criticism/evaluation.

Potential documents: Documents appropriate for this criterion include (but are not limited to): Review of a dance or music performance, critique of a piece of art, review of a piece of writing or literature, critique of an oral presentation, review of a set of PowerPoint slides, evaluation of team performance.

Additional information: None.

Criterion B2. Adapt technical information for a non-specialized audience.

Primary traits: A passing submission for this criterion must:

1. Address technical problems or concepts.
2. Appear free of unexplained technical jargon and acronyms.

Potential documents: Documents appropriate for this criterion include (but are not limited to): An outreach presentation/activity teaching science, mathematics, or engineering content to K-12 students, a description of current research in science, mathematics, or engineering written as if for submission to a popular press magazine or newspaper, an oral presentation to individuals skilled in disciplines other than the technical discipline of the subject matter.

Additional information:

1. We define technical problems or concepts as related to science, math or engineering. We would classify “economics” as a science. Note that the type of science, social, physical, biological, etc., is not specified.

Criterion B3. Convey information effectively through visual media.

Primary traits: A passing submission for this criterion must:

1. Provide visuals that are analytical, not merely decorative.
2. Provide visuals that are properly documented with appropriate scales, captions, labels, and/or sources.

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 audience to adopt a similar position.

Additional information:

1. We welcome ideas on how to specifically and non-subjectively decide whether an argument is “crafted,” “coherent,” and effective.
2. Educational level should be at or below that of the student (college graduate).

Revision History:

April 7, 2008 by CASO

March 6, 2009 by Technical Communication faculty

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. Analyze, interpret, or evaluate aspects of a non-US culture/society, or of multiple cultures/societies (one of which may be from US).

2. Sustain an international and/or comparative perspective throughout.

Potential documents: Documents for this criterion may be drawn primarily from the HSS GLOBAL STUDIES category, courses whose primary focus is on the examinations of other societies or interrelationships among multiple societies.

Additional information: None.

Criterion B3: Interpret cultural artifacts and/or ideas in philosophy, the arts, or the sciences.

Primary traits: A passing submission for this criterion must:

1. Analyze, interpret, or evaluate artistic or intellectual artifacts.

Potential documents: Documents for this criterion may be drawn primarily from the HSS IDEAS and ARTS category, courses whose primary focus is on theories and debates within disciplines, the development of ideas, or arts and aesthetics.

Additional information: None.

Criterion C1: Explain the challenges you faced in a cross-cultural interaction.

Primary traits: A passing submission for this criterion must:

1. Identify that there are challenges: technological (e.g., time, distance); linguistic (e.g., language differences); cultural problems (e.g., perspective, values).
2. Analyze how those challenges might be resolved.
3. Explain how these challenges may be resolved in future interactions.

Potential documents: Documents from this criterion may be generated from a cross-cultural interaction, such as project reports, videos, or other artifacts.

Additional information: Artifacts may not be merely a reaction but must should document a cross-cultural interaction; the interaction must not be one-sided.

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May 6, 2008 by the HSS Department

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March 15, 2010 by HSS Department

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.

Criterion C1. Analyze a complex situation involving multiple conflicting ethical interests or principles to support an appropriate course of action.

Primary Traits: A passing submission for this criterion must:

1. Clearly explain the facts relevant to an ethical evaluation of the situation.
2. Show what competing interests are at work in the situation.
3. Resolve disputes among the competing interests using a systematic ethical framework and/or professional standards.
4. Justify an appropriate course of action and explain why it is the best among the available alternatives.

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.

Revision History:

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RH 6. SERVICE IS THE USE OF ONE'S TIME AND SKILLS TO BENEFIT AN INDIVIDUAL OR COMMUNITY WITHOUT COST TO THE RECIPIENT.

Criterion A1. Initial measure: Percentage of students who participate in service activities

Criterion B1. Describe your experience as a volunteer for a campus or civic community.

Primary traits: A passing submission for this criterion must:

1. Make it clear that the student volunteered. It is not acceptable that the student was required to do it or paid to do it.
2. State in what role and for what organization they served.
3. Make it clear that their actions benefitted others.
4. Describe what service they performed.

Potential documents: The student should submit a document (or recording) with a paragraph (section) summarizing a volunteer activity.

Additional information:

1. There is no need to limit the activity.
2. The student must be a volunteer for a campus or civic activity.

Criterion B2. Apply the skills of your discipline to freely benefit others.

Primary traits: A passing submission for this criterion must:

1. Include how some knowledge from the student's undergraduate education was applied to aid or assist.
2. Describe activities that were beneficial and free to the client.

Potential documents: The student should engage in a service experience which relies on some knowledge from their undergraduate education.

Additional information:

1. We have not resolved yet which of the following would be acceptable: Homework Hotline versus lab assistant working for work/study, setting up tables for a fraternity house, service in a professional organization.

Criterion C1. Describe ways in which a long-term service commitment has enhanced your education.

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 information:

1. Have yet to define “long term” or “repeated.”

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