Ohio Honors Course Adaptation Workbook

Table of Contents

About the Workbook ........................................................................................................................................2
   Overview ..................................................................................................................................................2
   About the OHIO Honors Program ........................................................................................................2
   About OHIO Honors Course Adaptations ...............................................................................................2
   Contact Information ................................................................................................................................2

Goal Development ....................................................................................................................................3
   Part I. Envisioning Impact .......................................................................................................................3
   Part II. The OHIO Honors Pathways ......................................................................................................3

Distinguishing Features of OHIO Honors Experiences ............................................................................5

Honors Activity Development ..................................................................................................................6
   Part I. Brainstorm Honors Activities ......................................................................................................6
   Part II. OHP Pathway Goal Alignment ....................................................................................................7

Evaluation of Honors Work .....................................................................................................................8

Submit Your Proposal .............................................................................................................................10

Appendix A: OHIO Honors Pathway Learning Goals & Rubrics ............................................................11

Appendix B: Preview of the OHIO Honors Curricular Experience Proposal ............................................19
About the Workbook

Overview
This workbook is intended to help you adapt your course to include an OHIO Honors curricular experience. The workbook will help you brainstorm an honors component for your class, set an instructional goal for that experience, and determine how you will assess it. The content you generate through this workbook can also help you complete the Honors Curricular Experience Proposal. The proposal form can be found here: https://ohio.qualtrics.com/jfe/form/SV_bvGpZQZ91t9mUAt.

About the OHIO Honors Program
The OHIO Honors Program (OHP) is an experience-based honors program that can be combined with any non-tutorial degree program. It offers a blend of innovative, challenging coursework (honors curricular experiences) and carefully vetted experiential learning opportunities (honors co-curricular experiences) such as internships, sustained involvement with a local nonprofit, an undergraduate research position, and high-responsibility leadership positions in campus organizations. OHIO Honors advisors help students identify honors experiences that align with their interests. Students typically complete two curricular and two co-curricular experiences each year. The program offers engagement pathways to help students curate their honors experiences: community engagement, leadership, and research/creative activity. To receive the OHIO Honors designation, students must graduate with a 3.3 cumulative grade point average and complete between six and fourteen honors experiences, depending on their semester of entry.

About OHIO Honors Course Adaptations
Honors course adaptations are additional assignments or projects designed by faculty members to complement existing UCC-approved courses. Overall, the honors component should require students to complete approximately 10-30 hours of work. Honors course adaptations are completed on top of the standard assignments for a class and students do not enroll in additional credits for an adaptation, so they are intended to be less time-intensive than an independent study or a tutorial. Honors course adaptations are listed as zero-credit, “A”-designated classes with the same catalog number as the standard course. For example, the honors course adaptation for POLS 1010: Politics in the U.S. is POLS 1010A: Honors Experience in Politics in the U.S. Students register for both the standard class and the “A”-designated class.

OHIO Honors students can choose from a variety of honors curricular experiences in addition to honors course adaptations. Other options include:

- “C”-designated community engagement classes
- “H”-designated departmental honors classes
- Independent study
- Up to three graduate classes (juniors and seniors, with instructor permission)
- OHP Pathway classes & honors seminars (e.g. HC 2600: Intro to Ethical Community Engagement)
- Select upper-division courses designated as honors because they fulfill OHIO Honors curricular criteria

Contact Information
For more information about the OHIO Honors Program or for general questions, reach out to Dr. Margaux Cowden, Director of the Cutler Scholars Program & OHIO Honors Program, at cowden@ohio.edu or 740-593-4074.
Honors Goal Development

Part I. Inspiration
Ideally, honors course adaptations allow students to explore the most significant concepts in your class from a different perspective or in greater depth. The first step in designing an honors component is to consider the long-term outcomes for your class. Envision the ideas, themes, or skills students will remember and use in their lives and careers long after your course is complete. These goals should provide the inspiration for your honors component.

Use the textbox below to reflect on the long-term goals that will inform the honors component for your class. The following questions may be helpful as you brainstorm:

1. What ideas or skills do you want students to remember five years after taking your class?
2. Ideally, how would your former students be putting those ideas or skills to use in their personal and professional lives?
3. What knowledge, skills, or abilities do you wish you had time to explore more deeply with students in your course? Why?

[Draft 2-3 goals that express what you hope students are able to do in the long term as a result of completing your course. Consider how the honors component could build on existing opportunities in your course.]

Part II. The OHIO Honors Pathways
All OHIO Honors experiences are associated with one or more of the OHP engagement pathways: research/creative activity, community engagement, and leadership. Instructors must demonstrate that an honors experience will help students achieve between one and three learning goals in an engagement pathway.

Review the pathway learning goals below and identify any that connect to the long-term goals you outlined above or to the course content.

Research & Creative Activity Pathway Learning Goals
1. Students will be able to synthesize and transform ideas, information, or materials relevant to a topic of study or creative practice.
2. Students will be able to formulate creative and focused questions to explore the significance of scholarly/creative work.
3. Students will be able to justify the application of specific methodologies, theoretical frameworks, or technologies to a project.
4. Students will be able to communicate to both specialist and non-specialist audiences the societal influence and impact of scholarly/creative work.
5. Students will be able to judge the ethical dimensions of their own and others’ research and/or creative activity.
Community Engagement Learning Goals
1. Students will be able to collaborate across and within community contexts for the mutually beneficial exchange of knowledge and resources.
2. Students will be able to identify assets and resources that exist in the community and are relevant to a community-based project.
3. Students will be able to generate multiple approaches to aid in the achievement of a community-defined goal.
4. Students will be able to analyze how their experiences affected the perspectives they brought to community-based projects.
5. Students will be able to explain how the distinct experiences and perspectives of community members contributed to the success of community-based projects.
6. Students will be able to evaluate the impact that current events (social, political, economic, environmental, etc.) have on communities.

Leadership Learning Outcomes
1. Students will be able to evaluate leadership styles.
2. Students will be able to articulate a personal methodology for leadership.
3. Students will be able to analyze how various power constructs affect leadership.
4. Students will be able to develop vision as a foundation for creative problem solving.
5. Students will be able to negotiate power ethically and collaboratively.
6. Students will be able to create novel impact through leadership practices.

Use the textbox to identify 2-3 Honors Pathway Goals that might be relevant to your honors adaptation. The following questions may be helpful as you reflect:

1. Are your goals for the honors adaptation most relevant to the Research/Creative Activity, Community Engagement, or Leadership Pathway?
2. Could your goals be relevant to more than one Honors Pathway?
3. If none of your goals align with the Honors Pathways Goals, how might you modify them to fit together?

[Reflect on how the goals for the honors adaptation align with Honors Pathway Goals.]
Distinguishing Features of OHIO Honors Experiences

What qualifies an experience for honors? OHIO Honors curricular experiences are not differentiated by increased difficulty or higher expectations for honors students. We know that classes already engage students in challenging, academically rigorous work. Rather, OHP curricular experiences invite students to approach a topic through interdisciplinary lenses or advanced methodological questions they may not encounter in the standard curriculum. OHIO Honors curricular experiences—whether course adaptations or honors-designated courses—feature the following characteristics.

Emphasize higher-order cognitive skills. Honors experiences require students to analyze, evaluate, and/or create.

Bloom’s Taxonomy

Require multi- or interdisciplinary learning OR advanced theoretical/methodological training in a discipline. Honors experiences require students to either:

a) explore content and/or methods from two or more fields of study, OR
b) develop advanced theoretical knowledge or methodological skills in a single field of study.

Invite critical exploration of knowledge creation. Honors experiences explicitly develop students’ awareness of how knowledge is produced, disseminated, and authorized. They invite students to not only participate in but also critically reflect on the process of knowledge production. For example:

- consider the implications of different disciplinary or theoretical approaches to the same question or topic
- foreground major paradigm changes and investigate their historical context
- explore the processes through which research gains currency or is superseded
- explore ethical questions raised by a particular study or practice

Advance between one and three learning goals for at least one OHIO Honors pathway.
Honors Activity Development

Part I. Brainstorm Honors Activities
Use the textbox below to start drafting ideas for the activities and assignments that will make up your honors component. The following questions may be helpful as you brainstorm:

1. What activities would foster student growth towards the long-term goals you have for your course?
2. Will the learning activities emphasize interdisciplinarity or advanced methods? How?
3. What activities might encourage students to reflect on how knowledge is constructed?
4. How might the activity give students the opportunity to connect course content to their own personal interests and passions?
5. How will students share their honors work with other learners, with a more global audience?

[Provide a summary of the assignments specific to the Honors component of your course.]

Instructional Support: Consider staff at the University Libraries as a source to support your work with OHIO Honors students. Subject librarians can work with students individually or in groups to help them develop fundamental research skills, refine an honors research project, find sources and data, and more. The Multimedia Center on the 2nd floor of Alden Library can provide technological support for projects such as videos or podcasts. For more information, contact Miriam Intrator, the Honors subject librarian, at intrator@ohio.edu.

Activity Examples: As inspiration, here is a list of activities that OHIO faculty have used in honors adaptations. More detailed examples are available at https://airtable.com/shrtnkbcsvVS85u2z.

<table>
<thead>
<tr>
<th>Design an Educational Board Game</th>
<th>Attend Community Events</th>
<th>Record a Podcast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Simulation</td>
<td>Digital Timeline</td>
<td>Creative Writing Assignment</td>
</tr>
<tr>
<td>Produce a Video</td>
<td>Create a Zine</td>
<td>Data Analysis</td>
</tr>
<tr>
<td>App Development</td>
<td>Oral History Interviews</td>
<td>Literature Review</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Manage a Dataset</td>
<td>Archival Research</td>
</tr>
</tbody>
</table>
Part II. OHP Pathway Goal Alignment

After generating ideas for the honors component, review the Honors Pathway goals you identified on page 4 in the goal development section. Use the textbox to consider how the specific activities comprising your honors adaptation align with Honors Pathway Goals. OHP asks faculty members to assess students’ final honors projects against Honors Pathway rubrics (see Appendix). The following questions may be helpful as you finalize your selection of Honors Pathway Goals:

1. Does the content included in the honors adaptation seem most relevant to research/creative activity, community engagement, or leadership?
2. Will the honors adaptation ask students to use or develop skills or competencies that might be relevant to any of the Pathway Goals?
3. If you have identified only Research/Creative Activity Pathway Goals, consider whether the skills required to complete your adaptation might also be relevant to competencies in the Community Engagement and Leadership Pathways.
4. Will the honors activities or assignments fulfill at least one pathway goal? Do you need to refine the honors component to strengthen the pathway connections?

[Reflect on how the goals for the honors adaptation align with Honors Pathway Goals.]
Evaluation of Honors Work

Honors course adaptations do not require UCC review because they do not alter the standard grade factors for the parent course. However, this requires OHIO Honors to ensure that course adaptations are discrete projects that can be evaluated independently of the graded assignments for the parent class. Honors work also cannot be factored into an honors student’s final grade in the parent class. In other words, an honors course adaptation cannot modify standard assignments, e.g., making the honors component a longer version of a required research paper or an annotated bibliography with additional sources.

Many high-promise students are reluctant to pursue classes outside their intellectual comfort zone because of concerns about GPA or extended time to degree. To encourage students to adopt a growth mindset and to support faculty in maintaining high standards for honors work, OHIO Honors by using credit/no credit (CR/NC) evaluation rather than letter grades for many honors experiences. In the event that a student does not meet expectations for the honors course adaptation, the “NC” outcome would affect their progress toward the honors designation but not their GPA.

To ensure students clearly understand the requirements of honors course adaptations, we ask faculty to design an evaluation plan with specific criteria for determining whether students earned honors (i.e., receive a CR).

Evaluation Plan Examples: Here are some examples of how other faculty have chosen to approach evaluation of honors work.

- “Each honors assignment will be given a grade of “Fail,” “Fair,” “Good,” or “Excellent”. To receive honors, students must earn an “Excellent” on at least two honors assignments. The instructor will provide rubrics for each assignment.”

- “Grade distribution: 20%: Assess their Adaptive Leadership Style (using Leadership 2.0) and write a guided reflection paper with leadership growth plan. 60%: Research future-oriented leadership and write a 10-page research paper. 20%: Revise research paper and submit to Student Research and Creative Activity Expo or an acceptable academic conference.”

- “Criteria for assessing assignment 3: Students will fully participate in and make informed contributions to a group discussion of the reading, and actively brainstorm impacts of future-forward leadership on different careers and different generations.”

Developing an Evaluation Plan: Use the textbox below to brainstorm how you will evaluate students’ honors work. The following questions may be helpful as you brainstorm:

1. At what points will students receive feedback on their work? Will they have opportunities to incorporate feedback and revise their work?
2. How will students prove to themselves and you that they have earned honors?
3. Based on a credit / no-credit policy, what criteria will you use to evaluate students’ work?
4. How will you weight various assignments/activities in your final assessment of the honors component? How would underperformance on one of the honors activities in your class affect your final evaluation of whether a student earned honors?

[Provide an explanation of how you will assess students’ successful completion of the honors requirements in this course.]
Submit Your Proposal

Thank you for completing the OHIO Honors Course Adaptation Workbook! If you have questions or would like additional support with the design of your course adaptation, we encourage you to contact one of the Instructional Designers below to set up a consultation.

Kyle Rosenberger: rosenbek@ohio.edu
Jeff Kuhn: kuhnjl@ohio.edu
Larry Hess: hessl@ohio.edu

When you are ready to submit your honors course adaptation proposal, please complete the form at this link: https://ohio.qualtrics.com/jfe/form/SV_byGpZQZ91t9mUA1. During the academic year, proposals are reviewed monthly by a committee of OHIO Honors faculty and staff. The review process typically takes 4-6 weeks. If additional information or revisions are required, approval may take longer.
Appendix A:
OHIO Honors Pathway Learning Goals & Rubrics
**OHIO Honors Program Goals**  
*Competencies and dispositions developed over the course of the program.*

A. OHIO Honors students will develop skills and habits of mind that support deep learning across curricular and co-curricular environments.

B. OHIO Honors students will develop the academic and socio-cultural skills to communicate effectively for a range of purposes and in a variety of contexts.

C. OHIO Honors students will develop the analytical skills and knowledge to evaluate multiple and conflicting positions on complex subjects.

D. OHIO Honors students will develop the knowledge, skills, and values necessary to contribute to the conditions of a thriving democracy.

**Research & Creative Activity Pathway Learning Goals**  
*Assessed using Honors Research & Creative Activity Rubric*

1. Students will be able to synthesize and transform ideas, information, or materials relevant to a topic of study or creative practice.
2. Students will be able to formulate creative and focused questions to explore the significance of scholarly/creative work.
3. Students will be able to justify the application of specific methodologies, theoretical frameworks, or technologies to a project.
4. Students will be able to communicate to both specialist and non-specialist audiences the societal influence and impact of scholarly/creative work.
5. Students will be able to judge the ethical dimensions of their own and others’ research and creative activity.

**Community Engagement Learning Goals**  
*Assessed using Honors Community Engagement Rubric*

1. Students will be able to collaborate across and within community contexts for the mutually beneficial exchange of knowledge and resources.
2. Students will be able to identify assets and resources that exist in the community and are relevant to a community-based project.
3. Students will be able to generate multiple approaches to aid in the achievement of a community-defined goal.
4. Students will be able to analyze how their experiences affected the perspectives they brought to community-based projects.
5. Students will be able to explain how the distinct experiences and perspectives of community members contributed to the success of community-based projects.
6. Students will be able to evaluate the impact that current events (social, political, economic, environmental, etc.) have on communities.

**Leadership Learning Outcomes**  
*Assessed using Honors Leadership Rubric*

1. Students will be able to evaluate leadership styles.
2. Students will be able to articulate a personal methodology for leadership.
3. Students will be able to analyze how various power constructs affect leadership.
4. Students will be able to develop vision as a foundation for creative problem solving.
5. Students will be able to negotiate power ethically and collaboratively.
6. Students will be able to create novel impact through leadership practices.
<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needed Improvement (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
</table>
| #4 Analyze one’s own perspectives about community                            | Analysis of how experiences affected perspectives on community-based projects was excellent. For example:  
  - demonstrated evidence of adjustment in own attitudes and beliefs because of working within and learning from communities  
  - promoted others’ engagement with community | Analysis of how experiences affected perspectives on community-based projects was good. For example:  
  - reflected on how own attitudes and beliefs are similar to or different from those of a given community  
  - exhibited curiosity about what can be learned from community members | Analysis of how experiences affected perspectives on community-based projects was satisfactory. For example:  
  - expressed awareness that own attitudes and beliefs are different from those of other cultures and communities  
  - exhibited limited curiosity about what can be learned from community | Analysis of how experiences affected perspectives on community-based projects needed improvement. For example:  
  - expressed attitudes and beliefs as an individual, from a one-sided view  
  - was indifferent or resistant to what can be learned from community | Analysis of how experiences affected perspectives on community-based projects was unacceptable. For example:  
  - was very resistant to learning or rejected what can be learned from community |
| #2 Identify assets & resources in community                                    | Identification of community assets was excellent. For example:  
  - systematically and methodically analyzed own assumptions about assets and resources  
  - carefully evaluated the relevance of resources to the project | Identification of community assets was good. For example:  
  - identified own assumptions about assets and resources  
  - considered the relevance of most resources to the project | Identification of community assets was satisfactory. For example:  
  - questioned some assumptions about assets and resources  
  - considered relevance of some resources  
  - may have been more aware of others’ assumptions than one’s own or vice versa | Identification of community assets needed improvement. For example:  
  - showed an emerging awareness of assumptions about assets & resources  
  - sometimes labeled assertions as assumptions  
  - began to consider relevance of resources to project | Identification of community assets was unacceptable. For example:  
  - showed no awareness of assumptions about assets and resources  
  - failed to consider relevance of resources to project |
| #5 Explain the value of community perspectives to the success of a project     | Explanation of value of community knowledge was excellent. For example:  
  - adapted and applied a deep understanding of multiple views, experiences, and power structures  
  - initiated meaningful interaction with others to address significant community-defined questions | Explanation of value of community knowledge was good. For example:  
  - analyzed substantial connections between community members’ experiences and power structures historically or in contemporary contexts  
  - interacted respectfully with community members | Explanation of value of community knowledge was satisfactory. For example:  
  - explained and connected two or more community perspectives with some acknowledgement of power structures  
  - described respectful interaction with community members | Explanation of value of community knowledge needed improvement. For example:  
  - described community members’ experiences historically or in contemporary contexts primarily through one perspective  
  - demonstrated some openness to community perspectives with little attention to respectful interaction | Explanation of value of community knowledge was unacceptable. For example:  
  - unable to describe the experiences of community members  
  - showed resistance to community perspectives |
| #1 Collaborate across & within community contexts                             | Communication was excellent. For example:  
  - tailored communication strategies to establish relationships within community  
  - listened to others and effectively expressed ideas and adapted messaging to further community-based projects | Communication was good. For example:  
  - communicated effectively in community context  
  - showed consistent ability to listen and express ideas and adapt messaging based on others’ perspectives | Communication was satisfactory. For example:  
  - communicated in community context  
  - showed basic ability to listen and express ideas with attention to others’ perspectives | Communication needed improvement. For example:  
  - communicated superficially in community context  
  - showed inconsistent ability to listen and express ideas with limited awareness of others’ perspectives | Communication was unacceptable. For example:  
  - did not communicate effectively in community context  
  - showed resistance to listening to others  
  - demonstrated no awareness of or disrespected others’ perspectives |
<table>
<thead>
<tr>
<th>#3 Aid in achievement of community-defined goal</th>
<th>Ability to aid in achievement of community-defined goal was excellent. For example: • demonstrated independent experience and showed initiative in team leadership of complex or multiple community projects • action was accompanied by insightful reflection or analysis about the aims and accomplishments of their actions</th>
<th>Ability to aid in achievement of community-defined goal was good. For example: • demonstrated independent experience and initiative in community projects • reflected on or analyzed the aims and accomplishments of their actions</th>
<th>Ability to aid in achievement of community-defined goal was satisfactory. For example: • contributed to community projects • began to reflect on or describe how actions may have benefitted individuals or communities</th>
<th>Ability to aid in achievement of community-defined goal needed improvement. For example: • participated in community-based activities but showed little internalized understanding of the aims or effects of their actions</th>
<th>Ability to aid in achievement of community-defined goal was unacceptable. For example: • very limited or no engagement with community • little commitment to contributing to community goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Collaborate across and within community contexts</td>
<td>Collaboration was excellent. For example: • demonstrated the ability and commitment to work collaboratively across and within community contexts and structures • actions were guided by consistent attention to mutually beneficial exchange of knowledge and resources</td>
<td>Collaboration was good. For example: • demonstrated the ability and commitment to work actively within community contexts to facilitate the exchange of resources and knowledge • demonstrated ability to think critically about mutual benefit</td>
<td>Collaboration was satisfactory. For example: • demonstrated the ability to participate in community-based activities and share resources • showed general awareness of possible mutual benefits</td>
<td>Collaboration needed improvement. For example: • participated in community-based activities with limited attention to mutual benefit • showed little awareness of distribution of resources</td>
<td>Collaboration was unacceptable. For example: • limited or no awareness of community contexts and structures • disregard for mutual benefit</td>
</tr>
<tr>
<td>#6 Evaluate impact of current events on community</td>
<td>Evaluation of impact of current events was excellent. For example: • showed deep knowledge of the historic and contemporary role and differential effects of local and global systems on communities • used knowledge of local &amp; global systems to develop and advocate for informed, appropriate action to address complex problems in the human and natural worlds</td>
<td>Evaluation of impact of current events was good. For example: • analyzed major elements of local and global systems and their differential effects on communities, including some attention to their historic and contemporary interconnections • used knowledge to pose elementary solutions to complex problems in the human and natural worlds</td>
<td>Evaluation of impact of current events was satisfactory. For example: • examined the historical and contemporary roles and basic effects of local and/or global systems on communities</td>
<td>Evaluation of impact of current events needed improvement. For example: • identified the basic role and effects of some institutions, ideas, and processes</td>
<td>Evaluation of impact of current events was unacceptable. For example: • did not identify how current events or institutions affect communities</td>
</tr>
</tbody>
</table>
## HONORS LEADERSHIP RUBRIC
Based on AACU VALUE rubrics

<table>
<thead>
<tr>
<th>Learning Outcome &amp; Criterion</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needed Improvement (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
</table>
| #2 Articulate personal methodology for leadership. Reflection and self-assessment Demonstrates a developing sense of self as a leader, building on prior experiences to respond to new and challenging contexts. | Reflection and self-assessment of leadership were excellent. For example:  
- Envisioned a future self that builds on past experiences that have occurred across multiple and diverse contexts  
- Transferred knowledge gained from past experiences to new and challenging contexts  
- Evaluated complex contextual factors affecting leadership (e.g. ambiguity & risk, dealing with frustration, ethical considerations) | Reflection and self-assessment of leadership were good. For example:  
- Evaluated changes in own leadership over time  
- Recognized contextual factors affecting leadership | Reflection and self-assessment of leadership were satisfactory. For example:  
- Articulated strengths and challenges (within specific performances or events)  
- Reflected on ways to increase effectiveness in different contexts (through increased self-awareness) | Reflection and self-assessment of leadership needed improvement. For example:  
- Described own performance with general descriptors of success and failure  
- Reflected more on others’ strengths and challenges than own performance | Reflection and self-assessment of leadership were unacceptable. For example:  
- Inaccurately assessed performance  
- Did not or would not reflect on leadership experiences |
| #2 Analyze how power constructs affect leadership. Analysis of power | Analysis of power was excellent. For example:  
- Adapted and applied a deep understanding of how multiple perspectives and leadership experiences interact with power structures  
- Initiated meaningful interaction with others (informed by awareness of power dynamics) to address significant problems | Analysis of power was good. For example:  
- Analyzed substantial connections between individual perspectives, power structures, and leadership experiences, historically or in contemporary contexts | Analysis of power was satisfactory. For example:  
- Explained and connected perspectives and leadership experiences in historical or contemporary contexts with some acknowledgement of power structures | Analysis of power needed improvement. For example:  
- Described leadership in historical or contemporary contexts primarily through one social or cultural perspective  
- Showed limited awareness of power structures as they affect leadership | Analysis of power was unacceptable. For example:  
- Did not describe leadership in context  
- Did not analyze power |
| #4 Develop vision as a foundation for creative problem solving. Propose possible solutions | Proposal of possible solutions was excellent. For example:  
- Proposed one or more possible solutions that indicated a deep comprehension of the problem  
- Solutions addressed underlying causes or core needs related to problem  
- Solutions were sensitive to contextual factors as well as ethical, logical, and cultural dimensions of the problem | Proposal of possible solutions was good. For example:  
- Proposed one or more possible solutions that indicated comprehension of the problem  
- Solutions were feasible and addressed essential aspects of the problem  
- Solutions were sensitive to contextual factors and recognized some ethical, logical, or cultural dimensions of the problem. | Proposal of possible solutions was satisfactory. For example:  
- Proposed general solution that indicated basic comprehension of the problem.  
- Solution was “off the shelf” rather than individually designed to address the specific contextual factors of the problem. | Proposal of possible solutions needed improvement. For example:  
- Proposed a solution that is difficult to evaluate because it was vague or abstract  
- Solution only indirectly addressed the problem | Proposal of possible solutions was unacceptable. For example:  
- Did not propose a solution  
- Proposed a solution that did not address the problem  
- Solution indicated misunderstanding of essential aspects of the problem |
| #5 Negotiate power. Systems thinking | Negotiation of systems of power was excellent. For example:  
- Used deep knowledge of the historic and contemporary | Negotiation of systems of power was good. For example: | Negotiation of systems of power was satisfactory. For example: | Negotiation of systems of power needed improvement. For example: | Negotiation of systems of power was unacceptable. For example: |
<table>
<thead>
<tr>
<th>#6 Create novel impact.</th>
<th>roles and differential effects of human organizations and actions on local and global systems.</th>
<th>• Analyzed major elements of local and global systems, including historic and contemporary interconnections and the differential effects of human organizations and actions.</th>
<th>• Identified the basic role of some global and local institutions, ideas, and processes in a given context.</th>
<th>• Demonstrated very limited or no awareness of global and local institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical issue recognition</td>
<td>Ethical issue recognition was excellent. For example:</td>
<td>Ethical issue recognition was good. For example:</td>
<td>Ethical issue recognition needed improvement. For example:</td>
<td>Ethical issue recognition was unacceptable. For example:</td>
</tr>
<tr>
<td></td>
<td>• recognized ethical issues when presented in a complex, multilayered (gray) context</td>
<td>• grasped complexities and interrelationships among ethical issues</td>
<td>• recognized basic and obvious ethical issues</td>
<td>• no ethical perspectives or concepts were considered</td>
</tr>
<tr>
<td></td>
<td>• grasped complexities and interrelationships among ethical issues</td>
<td></td>
<td>• recognized some interrelationships among issues</td>
<td></td>
</tr>
<tr>
<td>#5 Negotiate power.</td>
<td>Response to conflict was excellent. For example:</td>
<td>Response to conflict was good. For example:</td>
<td>Response to conflict needed improvement. For example:</td>
<td>Response to conflict was unacceptable. For example:</td>
</tr>
<tr>
<td>Responds to Conflict</td>
<td>• Addressed destructive conflict directly and constructively</td>
<td>• Identified and acknowledged conflict and stayed engaged with it.</td>
<td>• Redirected focus toward common ground, toward task at hand (away from conflict).</td>
<td>• Took conflict personally</td>
</tr>
<tr>
<td></td>
<td>• Helped to manage/resolve conflict in a way that strengthened overall team cohesiveness and future effectiveness.</td>
<td></td>
<td></td>
<td>• Disengaged or responded with hostility.</td>
</tr>
<tr>
<td>Implement solution</td>
<td>Solution implementation was excellent. For example:</td>
<td>Solution implementation was good. For example:</td>
<td>Solution implementation needed improvement. For example:</td>
<td>Solution implementation was unacceptable. For example:</td>
</tr>
<tr>
<td></td>
<td>• Implemented the solution in a manner that thoroughly and deeply addressed multiple contextual factors.</td>
<td>• Implemented the solution in a manner that addressed multiple contextual factors, sometimes at a surface level.</td>
<td>• Implemented the solution in a manner that did not address relevant contextual factors.</td>
<td>• Did not fully implement the solution.</td>
</tr>
<tr>
<td></td>
<td>• Anticipated and resolved challenges and developed contingency plans.</td>
<td>• Anticipated many challenges and developed basic contingency plans</td>
<td>• Did not anticipate obvious challenges.</td>
<td></td>
</tr>
<tr>
<td>Transfer of knowledge/skills</td>
<td>Transfer of knowledge/skills was excellent. For example:</td>
<td>Transfer of knowledge/skills was good. For example:</td>
<td>Transfer of knowledge/skills needed improvement. For example:</td>
<td>Transfer of knowledge/skills was unacceptable. For example:</td>
</tr>
<tr>
<td></td>
<td>• Independently adapted and applied skills, abilities, theories, or methodologies gained in one situation to solve difficult problems or explore complex issues in original ways.</td>
<td>• Adapted and applied skills, abilities, theories, or methodologies gained in one situation to solve problems or explore issues.</td>
<td>• Used skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.</td>
<td>• Demonstrated serious misunderstanding of how skills, abilities, theories, or methodologies gained in one situation might be relevant in a new situation.</td>
</tr>
</tbody>
</table>
## Honors Research & Creative Activity Rubric

*Based on AACU VALUE rubrics*

<table>
<thead>
<tr>
<th>Learning Outcome &amp; Criterion</th>
<th>Excellent (4)</th>
<th>Good (3)</th>
<th>Satisfactory (2)</th>
<th>Needed Improvement (1)</th>
<th>Unacceptable (0)</th>
</tr>
</thead>
</table>
| **#3: Formulate creative & focused questions.**  
Topic/question selection | Development of question or research topic was excellent. For example:  
- developed a creative, focused, and manageable question  
- question addressed potentially significant yet previously less-explored aspects of a topic | Development of question or research topic was good. For example:  
- developed a focused and manageable question  
- question appropriately addressed relevant aspects of a topic | Development of question or research topic was satisfactory. For example:  
- identified a question that was manageable yet may have been too narrowly focused  
- question may have left out some key aspects of topic | Development of question or research topic needed improvement. For example:  
- identified a question that was too general or too unfocused to be manageable | Development of question or research topic was unacceptable. For example:  
- identified a question that was inappropriate or failed to identify a question at all |
| **#2: Develop an original idea, argument, or product.**  
Student’s argument | Student’s argument/idea was excellent. For example:  
- argument is imaginative, taking into account the complexities of an issue  
- limits of idea are acknowledged  
- others’ points of view are synthesized within argument | Student’s argument/idea was good. For example:  
- idea takes into account the complexities of an issue  
- others’ points of view are acknowledged within argument | Student’s argument/idea was satisfactory. For example:  
- appropriate idea/argument was articulated  
- argument acknowledges different sides of an issue | Student’s argument/idea needed improvement. For example:  
- argument or idea is stated but is simplistic  
- argument is not sufficiently original | Student’s argument/idea was unacceptable. For example:  
- derivative, unclear or completely muddled  
- display no awareness of other perspectives |
| **#1: Synthesize and transform diverse ideas, information, and/or materials.** | Synthesis was excellent. For example:  
- synthesized in-depth information from relevant sources  
- sources represented a range of points of view/approaches | Synthesis was good. For example:  
- presented in-depth information from relevant sources  
- sources sufficiently represented various points of view/approaches | Synthesis was satisfactory. For example:  
- presented information from relevant sources  
- sources represented somewhat limited points of view/approaches | Synthesis needed improvement. For example:  
- presented information from irrelevant sources  
- sources represented limited points of view/approaches | Synthesis was unacceptable. For example:  
- did not present information from sources  
- only one point of view was represented |
| **#4: Justify application of methodologies, frameworks, or technologies.** | Application of methodology or theoretical framework was excellent. For example:  
- all elements of the methodology or theoretical framework were skillfully developed  
- appropriate methodology or theoretical frameworks were synthesized from across disciplines or from relevant subdisciplines | Application of methodology or theoretical framework was good. For example:  
- critical elements of the methodology or theoretical framework were appropriately developed  
- more subtle elements may have been ignored or unaccounted for | Application of methodology or theoretical framework was satisfactory. For example:  
- some critical elements of the methodology or theoretical framework were missing, incorrectly developed, or unfocused | Application of methodology or theoretical framework needed improvement. For example:  
- project design demonstrated a misunderstanding of the methodology or theoretical framework | Application of methodology or theoretical framework was unacceptable. For example:  
- did not use an appropriate application of methodologies, frameworks, or technologies |
| **#1: Synthesize and transform diverse ideas, information, and/or materials.** | Analysis of ideas/evidence was excellent. For example:  
- evidence was organized, synthesized, and analyzed fully | Analysis of ideas/evidence was good. For example:  
- evidence was analyzed  
- analysis revealed some important patterns, | Analysis of ideas/evidence was satisfactory. For example:  
- most evidence was analyzed  
- the analysis was not effective in revealing important | Analysis of ideas/evidence needed improvement. For example:  
- evidence was merely listed  
- analysis was disorganized or unrelated to focus | Analysis of ideas/evidence was unacceptable. For example:  
- no evidence and/or analysis of evidence was provided |
<table>
<thead>
<tr>
<th>#5: Communicate societal influence and significance.</th>
<th>Conclusions</th>
<th>Limitations &amp; implications</th>
<th>#6: Judge ethical dimensions of scholarly/creative work</th>
</tr>
</thead>
<tbody>
<tr>
<td>• analysis revealed insightful patterns, differences, or similarities relevant to focus</td>
<td>Conclusions were excellent. For example: • stated a conclusion that was a logical extrapolation from the analysis and/or findings</td>
<td>Limitations / implications were excellent. For example: • insightfully presented, described, and discussed relevant limitations and implications in detail • demonstrated nuanced understanding of societal influence and scholarly significance of work</td>
<td>Ethical issue recognition was excellent. For example: • recognized ethical issues when presented in a complex, multilayered (gray) context • grasped complexities and interrelationships among ethical issues • explored implications of an ethical issue for scholarly/creative work</td>
</tr>
<tr>
<td>Conclusions were good. For example: • stated conclusions of appropriate scope or focus for project • conclusions were specifically from and responded specifically to the findings</td>
<td>Conclusions were satisfactory. For example: • stated a conclusion • conclusions were overly general and applied beyond the scope of the project</td>
<td>Limitations / implications were satisfactory. For example: • presented some relevant limitations and implications • demonstrated understanding of societal influence or significance of work</td>
<td>Ethical issue recognition was good. For example: • recognized ethical issues when presented in context • grasped interrelationships among the issues • demonstrated awareness of some implications for other scholarly/creative work</td>
</tr>
<tr>
<td>Conclusions were satisfactory. For example: • stated an ambiguous, illogical, or unsupportable conclusion</td>
<td>Conclusions needed improvement. For example: • limitations and/or implications were presented but were possibly irrelevant and unsupported • demonstrated limited awareness of work’s societal influence or significance</td>
<td>Limitations / implications needed development. For example: • limitations and/or implications were presented but were possibly irrelevant and unsupported • demonstrated limited awareness of work’s societal influence or significance</td>
<td>Ethical issue recognition was satisfactory. For example: • recognized basic and obvious ethical issues • recognized some interrelationships among issues</td>
</tr>
<tr>
<td>Conclusions were unacceptable. For example: • no conclusions were provided, or conclusions provided were extremely poor</td>
<td>Conclusions were unacceptable. For example: • no conclusions were provided, or conclusions provided were extremely poor • did not demonstrate awareness of work’s significance</td>
<td>Limitations and implications were unacceptable. For example: • no limitations or implications were provided, or limitations and conclusions provided were extremely poor</td>
<td>Ethical issue recognition was unacceptable. For example: • no ethical perspectives or concepts were considered</td>
</tr>
</tbody>
</table>
Appendix B:
OHIO Honors Curricular Experience Proposal

Preview 1: Course Adaptation Proposal
Preview 2: Honors Designation of an Unadapted Course
Proposal Preview: Honors Course Adaptation

OHIO Honors Curricular Proposal

OHIO Honors curricular experiences must fulfill the following criteria:

- require higher-order intellectual skills (particularly analysis, evaluation, and creation)
- emphasize interdisciplinary approaches OR advanced methodology and theory in a field
- invite critical exploration of how knowledge is produced, authorized, or constructed
- advance between one and three goals for at least one OHIO Honors pathway

To have an existing course approved as an honors experience, you may either adapt the course by designing an honors component or, if the standard syllabus already fulfills honors criteria, you may request that the course be considered for honors without adaptation. Click here for more detailed information about these options.

To support faculty in developing honors curriculum, the OHIO Honors Program offers course adaptation workshops and a workbook designed to guide instructors through the process of developing and proposing course adaptations.

Q1.2 Are you proposing an honors course adaptation or submitting an unadapted course for honors designation?

- Honors course adaptation (1)
- Honors designation of an unadapted course (2)

Q1.3 First Name:

Q1.4 Last Name:

Q1.5 Email address:

Q2.1 Course name:

Q2.2 Department:

Q2.3 Subject code and catalog number:

Q2.4 Credit hours:

Q2.5 Name of instructor (if not you):

Q2.6 Instructor’s e-mail address (if not your own):

Q2.7 STANDARD COURSE DESCRIPTION
Please provide a clear summary of the content and pedagogical format of the course. (Respond based on the standard course syllabus and format. We will ask below for details about the proposed honors components.)

Q2.8 Please upload a detailed course syllabus.
Q2.9 Please list any prerequisites for the class.

Q2.10 How frequently is the course offered?

- Every semester (5)
- Annually, fall semester (4)
- Annually, spring semester (7)
- Every other year (6)
- Other (8) ____________________________

Q4.1 What is the format of the honors adaptation?

- Individual or small-group honors project(s) embedded in the course (1)
- Separate honors recitation, discussion, or lab section (2)
- Other (5) ________________________________________________

If you select “Separate honors recitation, discussion, or lab section,” you will be asked:

Q4.2 What is the enrollment cap for the honors recitation, discussion, or lab section?

If you select “Individual or small-group honors project(s) embedded in the course,” you will be asked:

Q4.3 How many students completing the honors adaptation can you accommodate in each section of the course? (Approved courses must accommodate at least 5 students.)

Q5.1 DESCRIPTION OF THE HONORS ADAPTATION
Please provide a detailed description of the assignments and activities comprising the honors adaptation. Overall, the honors component should involve approximately 10-30 hours of work. Honors adaptations are intended to be less time-intensive than an independent study or a tutorial. They are completed on top of the standard assignments for a class, and students do not enroll in additional credits for the adaptation.

________________________________________________________________

Q5.2 Describe how the honors adaptation involves either interdisciplinary approaches (i.e., incorporating perspectives from two or more fields of study) or advanced theory and methodology in a field.

________________________________________________________________

Q5.3 Describe how the honors adaptation engages students in critical exploration of how knowledge is created, authorized, or constructed.

________________________________________________________________
Q5.4 Staff at the University Libraries are a resource to support your work with OHIO Honors Program (OHP) students. **Subject librarians** are available to consult on the design of honors research assignments, collaborate on custom library instruction, and help to prepare students for productive research experiences. You can also direct students to subject librarians for individualized research assistance or to the **Multimedia Center** for help with technology, video, and media projects. [Click here for additional information.](#) To schedule a meeting or for any questions please contact [Miriam Intrator](intrator@ohio.edu), subject librarian for the OHIO Honors Program.

Are you interested in receiving support from subject librarians or the Multimedia Center for your honors adaptation?

- [ ] Yes (briefly describe your needs) (1) ____________________________________________________________
- [ ] Maybe (explain briefly) (2) _________________________________________________________________
- [ ] No (4)

Q6.1 EVALUATION STRATEGY Please explain how you will evaluate students’ successful completion of the honors requirements in this course. Include:

- The specific criteria you will use to assess the quality of honors work.
- How the various assignments or activities comprising the honors adaptation will be weighted in your final evaluation. (For example, how would inconsistent performance affect your determination of whether a student earned honors?)
- A timeline for when students can expect to receive feedback throughout the semester.

Note: Honors course adaptations do not require UCC review because they do not alter the standard grade factors for the parent course. However, this requires OHIO Honors to ensure that course adaptations are discrete projects that can be evaluated independently of the standard graded assignments for the parent class. Performance on honors work also cannot be factored into a student’s grade in the parent class. In other words, an honors course adaptation cannot modify standard assignments, e.g., asking honors students to write a longer version of a required research paper or using graduate-level grading criteria just for honors students. However, it is permissible to make performance in the parent class as one of the criteria to earn honors. For example, you may require students to earn at least a B in the parent class in order to receive honors.

Q7.1 **OHIO Honors Pathway Learning Goals** Students in the OHIO Honors Program pursue experiences that fall within one (or more) honors pathways. We have identified specific skills, knowledge, and attitudes students should develop through the honors experiences in each pathway.

Honors experiences must align with one or more goals for at least one honors pathway. It is possible for an honors curricular experience to be associated with more than one pathway, and many honors course adaptations can be structured to offer students multiple pathway options.

Please read the learning goals for each pathway and identify which goals the honors component (or, for honors-designated courses, the course as a whole) addressed and how it does so. If your course aligns with multiple learning goals for a pathway, select one to three that are most relevant to your course.
Q8.1 Identify the **Research/Creative Activity Pathway** learning goals most relevant to the honors components in your class. Explain briefly how honors work in your class addresses each goal you select.

- □ Students will be able to synthesize and transform ideas, information, or materials relevant to a topic of study or creative practice. (4) _______________________________________________

- □ Students will be able to formulate creative and focused questions to explore the significance of scholarly/creative work. (5) ________________________________________________

- □ Students will be able to justify the application of specific methodologies, theoretical frameworks, or technologies to a project. (6) ________________________________________________

- □ Students will be able to communicate to both specialist and non-specialist audiences the societal influence and impact of scholarly/creative work. (7) ____________________________________________

- □ Students will be able to judge the ethical dimensions of their own and others’ research and/or creative activity. (8) ________________________________________________

Q9.1 Identify the **Community Engagement Pathway** learning goals most relevant to the honors components in your class. Explain briefly how honors work in your class addresses each goal you select.

- □ Students will be able to collaborate across and within community contexts for the mutually beneficial exchange of knowledge and resources. (4) ________________________________________________

- □ Students will be able to identify assets and resources that exist in the community and are relevant to the aims of a community-based project. (5) ________________________________________________

- □ Students will be able to generate multiple approaches to aid in the achievement of a community-defined goal. (6) ________________________________________________

- □ Students will be able to analyze how their experiences affected the perspectives they brought to various community engagement projects. (7) ________________________________________________

- □ Students will be able to explain how the distinct experiences and perspectives of community members contributed to the success of a community-based project. (8) ________________________________________________

- □ Students will be able to evaluate the impact that current events (social, political, economic, environmental, etc.) have on communities. (9) ________________________________________________

Q10.1 Identify the **Leadership Pathway** learning goals most relevant to the honors components in your class. Explain briefly how honors work in your class addresses each goal you select.

- □ Students will be able to evaluate leadership styles. (4) ________________________________________________

- □ Students will be able to articulate a personal methodology for leadership. (5) ________________________________________________
☐ Students will be able to analyze how various power constructs affect leadership. (6)

☐ Students will be able to develop vision as a foundation for creative problem solving. (7)

☐ Students will be able to negotiate power ethically and collaboratively. (8)

☐ Students will be able to create novel impact through leadership practices. (9)
Proposal Preview: Honors Designation of an Unadapted Course

OHIO Honors Curricular Proposal

OHIO Honors curricular experiences must fulfill the following criteria:

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Q1.3 First Name:

Q1.4 Last Name:

Q1.5 Email address:

Q2.1 Course name:

Q2.2 Department:

Q2.3 Subject code and catalog number:

Q2.4 Credit hours:

Q2.5 Name of instructor (if not you):

Q2.6 Instructor’s e-mail address (if not your own):

Q2.7 STANDARD COURSE DESCRIPTION

Please provide a clear summary of the content and pedagogical format of the course. (Respond based on the standard course syllabus and format. We will ask below for details about the proposed honors components.)

Q2.8 Please upload a detailed course syllabus.
Q2.9 Please list any prerequisites for the class.

Q2.10 How frequently is the course offered?

- Every semester (5)
- Annually, fall semester (4)
- Annually, spring semester (7)
- Every other year (6)
- Other (8) _____________________________________________________________________

Q3.1 What is the enrollment cap for the class?

Q3.2 Describe how the course content involves either interdisciplinary approaches (i.e., incorporating perspectives from two or more fields of study) or advanced theory and methodology in a field.

____________________________________________________________________________

Q3.3 Describe how the course engages students in critical exploration of how knowledge is created, authorized, or constructed.

____________________________________________________________________________

Q3.4 Please outline performance expectations for students to earn honors in the class. Per UCC guidelines, you must use the same grading criteria to evaluate all students in a class, so you may not hold honors students to higher standards in assigning grades. However, you may require students to perform at a specific level in order to earn honors. For example, students may need to achieve a B or above on the two most significant assignments in order to earn honors in your class.

To help students assess whether they are on track to earn honors and, if necessary, improve their work, we strongly encourage instructors to define honors performance expectations for several assignments over the course of the semester. You may not use the final grade as the only criterion for honors.

____________________________________________________________________________

Q7.1 OHIO Honors Pathway Learning Goals Students in the OHIO Honors Program pursue experiences that fall within one (or more) honors pathways. We have identified specific skills, knowledge, and attitudes students should develop through the honors experiences in each pathway.

Honors experiences must align with one or more goals for at least one honors pathway. It is possible for an honors curricular experience to be associated with more than one pathway, and many honors course adaptations can be structured to offer students multiple pathway options.

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☐ Students will be able to synthesize and transform ideas, information, or materials relevant to a topic of study or creative practice. (4) ________________________________________________

☐ Students will be able to formulate creative and focused questions to explore the significance of scholarly/creative work. (5) ________________________________________________

☐ Students will be able to justify the application of specific methodologies, theoretical frameworks, or technologies to a project. (6) ________________________________________________

☐ Students will be able to communicate to both specialist and non-specialist audiences the societal influence and impact of scholarly/creative work. (7) ________________________________________________

☐ Students will be able to judge the ethical dimensions of their own and others’ research and/or creative activity. (8) ________________________________________________

Q9.1 Identify the **Community Engagement Pathway** learning goals most relevant to the honors components in your class. Explain briefly how honors work in your class addresses each goal you select.

☐ Students will be able to collaborate across and within community contexts for the mutually beneficial exchange of knowledge and resources. (4) ________________________________________________

☐ Students will be able to identify assets and resources that exist in the community and are relevant to the aims of a community-based project. (5) ________________________________________________

☐ Students will be able to generate multiple approaches to aid in the achievement of a community-defined goal. (6) ________________________________________________

☐ Students will be able to analyze how their experiences affected the perspectives they brought to various community engagement projects. (7) ________________________________________________

☐ Students will be able to explain how the distinct experiences and perspectives of community members contributed to the success of a community-based project. (8) ________________________________________________

☐ Students will be able to evaluate the impact that current events (social, political, economic, environmental, etc.) have on communities. (9) ________________________________________________

Q10.1 Identify the **Leadership Pathway** learning goals most relevant to the honors components in your class. Explain briefly how honors work in your class addresses each goal you select.

☐ Students will be able to evaluate leadership styles. (4) ________________________________________________

☐ Students will be able to articulate a personal methodology for leadership. (5) ________________________________________________
☐ Students will be able to analyze how various power constructs affect leadership. (6)

☐ Students will be able to develop vision as a foundation for creative problem solving. (7)

☐ Students will be able to negotiate power ethically and collaboratively. (8)

☐ Students will be able to create novel impact through leadership practices. (9)