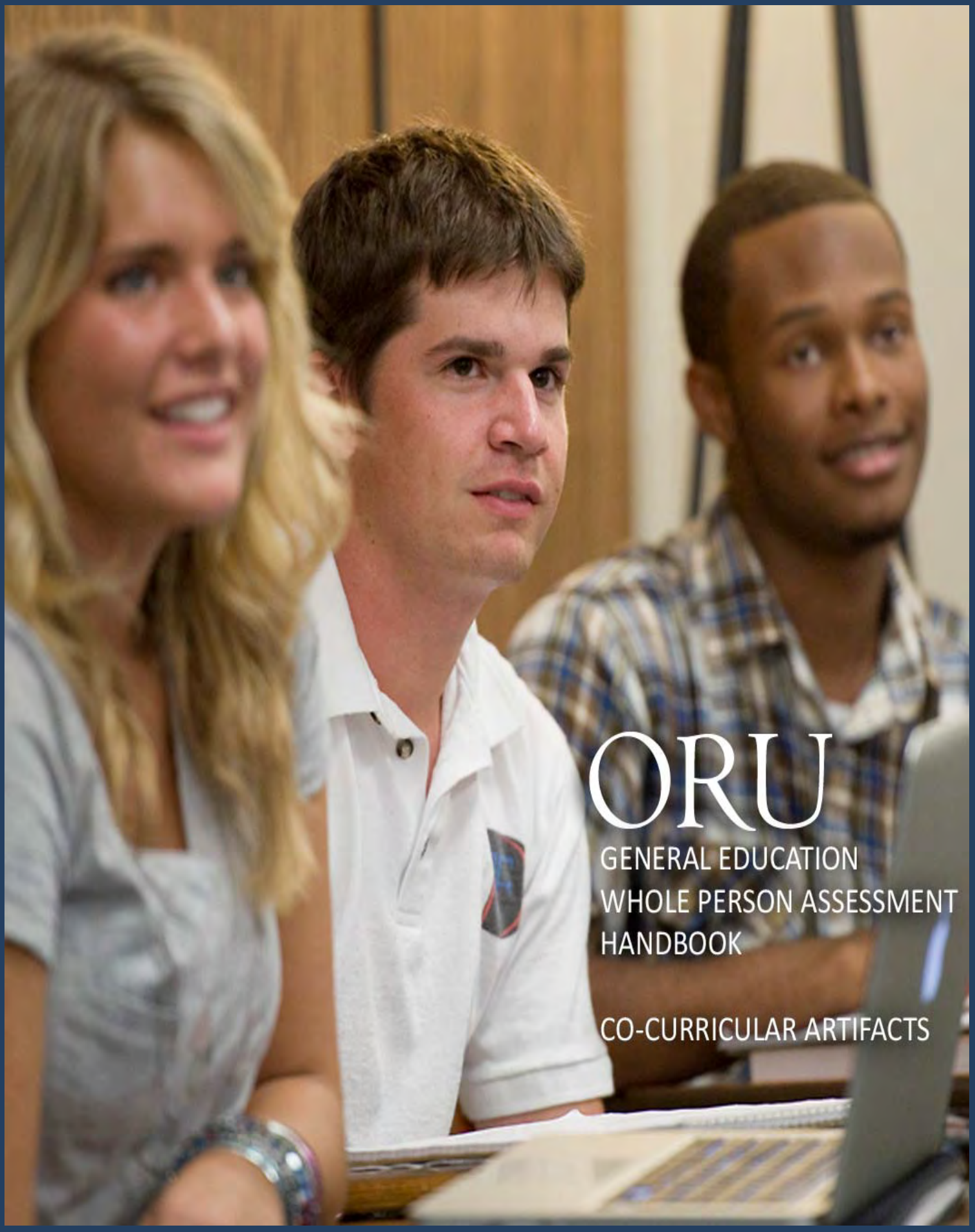

ORU

GENERAL EDUCATION WHOLE PERSON ASSESSMENT HANDBOOK

CO-CURRICULAR ARTIFACTS

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Why You Need This Handbook

It's your first semester at ORU, and you wonder to yourself, "Why on earth do I need such a big book for my Whole Person Assessment class? Will I ever use it again?"

As a matter of fact, you will. You'll use it a lot. And you don't even have to read the whole thing!

Everything you need to know about Whole Person Assessment and the ePortfolio system can be found in this handbook.

- Step-by-step instructions for setting up your ePortfolio and submitting artifacts for assessment
- A master checklist of *all* required General Education Co-Curricular Artifacts
- Descriptions of each artifact assignment
- The *exact* criteria that your assessor will use to evaluate your artifacts
- An explanation of ORU's outcomes and proficiencies/capacities
- Background of ePortfolio and ORU's relationship with Chalk & Wire

So read what you need.

Be prepared.

This is your moment.

Welcome to Whole Person Assessment.

How to Use This Handbook

This handbook will be your guide as you complete your General Education Co-Curricular Artifacts. In it, you will find a brief overview of the background and foundation of Whole Person Assessment at Oral Roberts University, a master checklist of all the co-curricular artifacts for the Whole Person Assessment, and a description of the artifacts (along with the rubrics that will be used to evaluate them).

If you are using the PDF version of this handbook, you may click on the artifact listed in the "Table of Contents," and you will be taken to the correct page.

You may find unfamiliar terms as you read through this manual. When in doubt, please consult the "Glossary of Terms" on page 269 of this manual (or click on the bookmark titled "Glossary of Terms") to make sure you understand everything you are reading. In addition, if you have any questions about the technical aspects of the ePortfolio process, visit http://eportfolio.oru.edu. The website contains many valuable resources including Frequently Asked Questions (FAQs) and tutorials for completing the various ePortfolio tasks.

INTRODUCTION TO WHOLE PERSON ASSESSMENT

The Mission: Whole-Person Education

Welcome to the beginning of an exciting journey with Oral Roberts University. ORU was founded as a result of the evangelist Oral Roberts' obeying God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to "Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small, and My healing power is not known, even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased."[1]

ORU's mission endeavors to prepare students to make a difference in the world: "The mission of Oral Roberts University, in its commitment to the Christian faith, is to educate the whole person in spirit, mind, and body, thereby preparing its graduates to be professionally competent servant-leaders who are spiritually alive, intellectually alert, physically disciplined, and socially adept."[2]

To study at ORU is to take an academic journey—not only through the background and philosophy of one's major and the ORU-distinctive courses, but through the entire scope of the liberal arts.

[1] *Oral Roberts University Catalog*, vol. 29 (Tulsa, OK: Oral Roberts University, 2010-11), 10.

[2] *Oral Roberts University Catalog*, 10.

General Education: A Solid Foundation

Academic subjects do not exist in a vacuum. As John Henry Cardinal Newman writes in The Idea of a University, "All branches of knowledge are connected together, because the subject-matter of knowledge is intimately united in itself, as being the acts and works of the Creator."[3] The general education curriculum, then, is the essential foundation for academic study and the core for achieving a well-rounded, whole-person education at Oral Roberts University.

The University's philosophy of general education is articulated as follows:

> ORU seeks to educate the whole person, with balanced emphasis placed on the development of the mind, spirit, and body. The undergraduate curriculum encompasses significant areas of liberal arts and sciences knowledge—Biblical studies, fine arts, humanities, languages, literature, mathematics, natural sciences, and social sciences. The general education core provides a common bond of knowledge for all students; encourages the synthesis and integration of that knowledge into a unified whole; sharpens the skills of communication, computation, and critical analysis; develops appreciation for differing cultures; promotes a lifestyle of physical well-being; and establishes a Scriptural foundation for a vital faith.[4]

These skills are not only important to ORU as a demonstration of successful and effective education, but they are instrumental in the student's future employment after graduation. In a 2004 report, the Association of American Colleges and Universities stated that "employers of [college] graduates are demanding workers who can communicate effectively, understand history and culture as well as science and mathematics, think through and solve unscripted problems, work with diverse people, and make ethical decisions—all staple goals of general education programs."[5]

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[3]John Henry Cardinal Newman, *The Idea of a University* (Garden City, NY: Image, 1959), 127.

[4]*Oral Roberts University Catalog*, 27.

[5]Association of American Colleges and Universities, *Taking Responsibility for the Quality of the Baccalaureate Degree* (Washington, DC: Association of American Colleges and Universities, 2004), 11.

The Need for Student Learning Outcomes

A recent report from the Association of American Colleges and Universities states that a "purposeful educational program starts at the endpoint, with the desired characteristics of an institution's graduates, and asks the faculty to reason backwards from outcomes to the implementation of an intentionally designed curriculum to cultivate the desired qualities."[6] In preparation for Whole Person Assessment, ORU put forth a major effort to link learning outcomes to the University's Mission Statement and to evaluate curriculum and pedagogy in terms of their effectiveness in producing those valued outcomes. Through an intentionally deliberate process that included input from the President, Board of Regents, students, University Faculty Assembly, and leadership from the General Education Committee, the University's general outcomes were updated to a new set of Student Learning Outcomes, each with a set of proficiencies and capacities.

Each course in the ORU general education curriculum meets one of these proficiencies, so that when you have finished all of your general education courses, you will have met each of the 16 proficiencies already (in your General Education ePortfolio). In addition, you will also fulfill many of these proficiencies again as you complete your major courses (in your Major ePortfolio).

[6]AAC&U, *Taking Responsibility*, 5.

ORU Student Outcomes

Students who complete a degree at Oral Roberts University are expected to be spiritually alive, intellectually alert, physically disciplined, and socially adept. The following proficiencies/capacities serve as evidence that students have attained these outcomes.

1. ***Spiritually alive:*** Students will grow in their relationship with Jesus Christ and their sensitivity to the Holy Spirit, expand their biblical knowledge, and develop the ability to approach life from a Christian worldview so that they can act ethically in any situation and evangelize their world of influence.

   Proficiencies/Capacities:

   1A Biblical knowledge – The ability to interpret the Scriptures accurately in order to arrive at principles that serve as guidelines for living a Spirit-filled life

   1B Sensitivity to the Holy Spirit – A maturing process of growing in wisdom to do the right things in accordance to God's will, and to expect the Spirit's direct leading in response to one's asking and receiving

   1C Evangelistic capability – The ability to share the gospel of Jesus Christ intentionally as led by the Holy Spirit

   1D Ethical behavior – The ability to recognize potential ethical dilemmas and make morally correct choices based on knowledge of professional codes of ethics, the ethical dimensions of professional practice, and the Word of God

2. ***Intellectually alert:*** Students will expand their capacity to gather, retain, and apply knowledge and truth, using analytical problem-solving, critical thinking, and decision-making skills which they can utilize in their professional and personal lives. They will also develop global perspectives, including an appreciation for artistic expression in various historical and cultural settings.

   Proficiencies/Capacities:

   2A Critical thinking – The ability to integrate knowledge in order to identify and weigh possible responses to different situations, and to process information—both analytically and critically—so as to determine the validity of different, competing claims

   2B Information literacy - The ability to access, evaluate, and use information, as well as to determine which sources to consult

   2C Global and historical perspectives – The capacity to adapt to an international understanding in an increasingly interdependent global community, and to understand how current situations relate to events of the past

2D Aesthetic appreciation – The ability to understand and appreciate various forms of artistic expression

2E Intellectual creativity – The ability to develop flexible thinking patterns and to process information analytically in a manner that results in the creation of new forms and structures

3. ***Physically disciplined:*** Students will develop an active awareness of the importance of living a balanced, healthy, and physically disciplined lifestyle.

   Proficiencies/Capacities:

   3A Healthy lifestyle – An intentional way of living which promotes the positive development of the mind, spirit, and body through the practice of physical exercise and proper nutritional habits required for healthy growth

   3B Physically disciplined lifestyle – A planned active lifestyle which includes a variety of physical activities designed to enhance physical fitness and decrease the risk of developing degenerative diseases by following the principles of conditioning

4. ***Socially adept:*** Students will develop the skills to communicate effectively in both spoken and written language and to interact within diverse cultures, professions, and social settings. They will gain an understanding of their obligations as service-oriented leaders who can make a positive impact on society—locally, nationally, and internationally.

   Proficiencies/Capacities:

   4A Communication skills – The ability to communicate effectively in both written and spoken forms at appropriate cultural, educational, economic, social, and maturity levels

   4B Interpersonal skills – The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors

   4C Appreciation of cultural and linguistic differences – Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups

   4D Responsible citizenship – Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment

4E Leadership capacity – The ability to effect change within various group settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decision

Whole Person Assessment and ePortfolio

Students attend ORU to be raised up to go into every person's world to bring healing to those in need. For such a big task, they are here to be prepared and equipped through a whole person education. ORU's aim is to help them grow stronger spiritually, mentally, physically, socially, and professionally to prepare them for the challenges of life. God has designed students to fulfill a purpose effectively, and ORU seeks to assist in accomplishing that destiny. The transformation process from a new student at ORU to a mature, professionally competent graduate will be accomplished through a series of learning experiences (courses, activities, spiritual encounters, etc.).

The Whole Person Assessment (WPA) is a measurement tool to help students and the University track the development of knowledge, skills, and character traits as students become more spiritually alive, intellectually alert, physically disciplined, socially adept, and professionally competent. The WPA is measured through an ePortfolio, which contains a personal library of artifacts (pre/post tests with differential scoring, essays, analytical lab reports, speech video clips, service learning reports, field tests, music files, etc.) generated from pre-determined course assignments focused on the attainment of a specific proficiency. Students submit required artifacts (assignments) to faculty members who then assess the work using the electronic-based rubrics that interface online with the artifacts. Students will receive specific assessment feedback and advisement on areas where improvement is needed to achieve the outcome for each artifact submitted. Each undergraduate student creates a minimum of two ePortfolios, one for General Education and one for the major.

ORU uses WPA as an instrument to gauge students' progress on these important learning outcomes. The feedback students receive helps them make informed decisions on how to grow in spirit, mind, and body. In a similar manner, the university is enlightened by the information and makes better decisions on what it teaches its students, how it teaches its students, and who teaches the students. By measuring the success of ORU's outputs (learning outcomes), both the students and the university can make appropriate adjustments to move from "good to great." Through the use of this cutting-edge assessment tool, ORU can assure quality of its educational programs and continuously improve.

WPA can help students answer the questions "How am I doing?" and "How may I improve?" Students develop life skills through informed decisions. They will be able to capitalize on the strengths that are revealed through the use of this system and address the weaknesses that are identified. ePortfolio is not just a collection of assignments but a systematic learning tool that enables students to make connections between their work and their development of the knowledge, skills, character traits, and proficiencies outlined in ORU's mission statement. Many universities only show that

their students passed an assortment of courses prescribed in a degree plan sheet. At ORU, students not only receive a grade point average (GPA) from courses they have completed but also receive a WPA on key learning outcomes. They will be able to show direct evidence of learning in the areas of thinking, communicating, and analyzing along with many other attributes that are important to employers, professionals, and world-class leaders. Such a capacity gives ORU students a significant competitive advantage.

The WPA is a set of composite scores that reflect direct learning performance on the ORU learning outcomes. The summary figures for each learning outcome are an average of the ePortfolio results from the assignments designed to measure different aspects of each outcome. Students can see their WPA scores in the same manner that they access grades on VISION. As students develop their proficiencies and capacities through ORU's learning experiences (courses, activities, spiritual encounters, etc.), the ePortfolio system will capture their actual performance. The result will be a WPA that compares a student's scores with the averages of fellow ORU students. Just like the dashboard of your car portrays essential information about your vehicle's condition, the WPA, as shown in the tables below, can enlighten a student on how he or she is progressing on the valuable learning outcomes. If a score does not register or shows zero, it means that the students have not progressed far enough in their ORU career to have work evaluated for that particular outcome.

Student	Spiritually Alive	Intellectually Alert	Physically Disciplined	Socially Adept	Professionally Competent	Major
All ORU	3.0	3.0	2.8	3.4	3.2	Accounting
Anderson, Arthur*	3.0	2.5	1.9	2.6	3.2	Accounting

Student	Spiritually Alive	Intellectually Alert	Physically Disciplined	Socially Adept	Professionally Competent	Major
All ORU	3.0	3.0	2.8	3.4	3.3	Biology
Andreeson, Kay*	3.4	2.8	2.4	3.7	3.0	Biology

**Student names are fictitious*

WPA helps ORU accomplish its mission by documenting that it is delivering whole-person graduates. It also serves as a valuable assessment system for accreditation and

accountability requirements, which exceeds the normal audit system found at most universities. WPA organizes student performance data for departments, schools, and the entire university that can be used to continuously improve the delivery of academic and student life programs. The result is a whole person education that delivers and documents what it claims—"a transformed life." The reputation of an ORU degree is enhanced because the university is becoming a national model for student learning outcomes.

ePortfolio plays a significant role in assessing student learning. One example of the ePortfolio and WPA process comes from the Principles of Chemistry general education lab course. Students enrolled in the course write a 250-300 word lab report. They are asked to hypothesize and compare the Vitamin C content in fruit and fruit juices before they analyze the results of the lab experiment. The lab report is submitted to faculty via ePortfolio under the Intellectually Alert Outcome and Critical Thinking Proficiency, where it is assessed according to the Critical Thinking rubric criteria that include a clearly identified purpose and hypothesis, accurate and appropriate data, crucial and consistent assumptions, and valid inferences and conclusions supported by content. Individual students receive assessment feedback for each component from the faculty via their ePortfolio according to the following scale: Exemplary (4.0), Competent (3.0), Acceptable (2.0), Unacceptable (1.0), or Not Attempted (0). The faculty member also has the opportunity to add comments to the assessment to augment the quantitative data.

Criterion	Rating	Comments
Purpose or Goal	3.0	
Hypothesis	3.0	
Evidence	2.0	You did not directly report the findings of the experimentation but only indirectly reported them, thus the lower rating.
Conceptual Understanding	3.0	
Assumptions	3.0	
Inferences	3.0	I liked your conclusion statement about how the results of this lab don't affect you now but might in the future.

The objective of the WPA is for students to grow, develop, and improve so that they can be effective in "going into every person's world." Through this assessment program, the ORU degree can demonstrate that students are growing in the knowledge, skills, and character attributes necessary to be successful. Therefore, ORU is positioned to produce the most desirable graduates in the world.

Seven Benefits of a Highly Effective ePortfolio

THE BIG PICTURE (#1)
Perspective and Reflection

Learning is about more than courses and head-knowledge. It's about gaining skills and broadening your horizons, choosing to lead and choosing to follow, sharpening communication skills and discovering that you gained a whole lot more knowledge and wisdom than you expected as part of the process. The way that the Whole Person Assessment competencies are broken down, it's easy to see how each individual activity you do demonstrates how you accomplished a real, practical competency. This sense of perspective can help you to see how all of your educational experiences really are interconnected. Sometimes it's enlightening to look back at the work that you have done over the course of several years. You'll see your growth and think about the sort of person you were "back in the beginning." And you'll be challenged to excel.

KNOW TO GO (#2)
Mission

ORU's founding purpose is to raise up whole men and women of God who will go into "every person's world" with the saving and healing gospel of Christ. Yet sometimes it's hard to see how this is happening—especially when you're in the middle of the process. Whole Person Assessment provides a big-picture view of where we hope you're heading. You can see what we expect of you, and you can track your progress as you grow spiritually, intellectually, physically, and socially.

NEW AND IMPROVED (#3)
Innovation

ePortfolios are the "Next Big Thing in Higher Education." To our knowledge, ORU is the first in the world to implement a university-wide ePortfolio system, placing our students at the forefront of innovation. ePortfolios are already being used at Stanford, Berkeley, University of Minnesota, Harvard, and many others. Other schools are coming to us, trying to figure out how we're doing this. It's a big deal, and it really helps ORU's academic reputation, which in turn helps you get a better return on your educational investment.

READ MY MIND (#4)
Clarification and Feedback

Have you ever been confused about what a professor was <u>really</u> looking for on your assignments? Now you can know for sure. The rubrics for each artifact (published in either the *General Education Whole Person Assessment Handbook* or in departmental handbooks) list the specific criteria that professors will be looking for when they assess your artifacts. But it doesn't stop there! The ePortfolio is a great way for you to receive immediate feedback on how you are doing and how you can improve in specific areas. Not only do you receive an assessment score based on the rubric for the assignment—you can also receive personal comments from your professors.

GOT SKILLS? (#5)
Skill-Mastery

Many college graduates experience a certain level of frustration over the fact that they have learned a lot in the classroom but have no concrete evidence to demonstrate what they are capable of doing. With your ePortfolio, you have the opportunity to present a slice of yourself—who you are and what you are capable of doing. You're also gaining and enhancing valuable technology skills through this process.

SHOW ME THE MONEY (#6)
Employment Advantage

Many employers consider experience and skill-mastery to be more important than an applicant's educational background. Whole Person Assessment is a fantastic resource to present to potential employers because it provides direct documentation of projects accomplished and skills mastered. You might think this isn't all that important—that you can get hired regardless of whether you have an ePortfolio—and this is probably true. But if you are competing against other similarly qualified individuals, an ePortfolio could be the advantage you need to swing the vote in your favor. (Just remember: you probably won't show your General Education or even your Major ePortfolio to prospective employers. You'll want to create a new, career-specific portfolio for that.)

MEASURING SUCCESS (#7)
Accreditation, Reporting, and Assessment

ORU is constantly collecting and analyzing data for reporting purposes—for accreditation, Trustees' reports, internal program reviews, and much more. Whole Person Assessment provides us with a large, up-to-date database measuring not just demographic information but actual results of how well our students are achieving ORU's mission and outcomes. We use this information to make important decisions about the programs we offer and what kinds of changes would be beneficial. It also provides a better picture of who our students really are and a richer understanding of how our students learn. Knowing these things, we can determine how we can best help you succeed in your academic career.

Setting Up Your ePortfolio

IMPORTANT NOTE: The instructions on this page will help you set up your ePortfolio the first time you access it. You will only need to do the steps on this first page once.

General Education ePortfolio

1. Open Internet Explorer, and go to http://eportfolio.oru.edu.
2. Click on the "LOG-IN" link on the sidebar.
3. Under "EXISTING SUBSCRIBERS, type your user id (**Z-number**, including the "Z") and password ("**neptune**" until you change it), then click on the "LOGIN" button.
4. If this is your first time to log in, you will need to acknowledge your acceptance of the terms of use before you can proceed.
5. Click on the "MY PORTFOLIOS" tab.
6. Click on the "MAKE THIS MY HOMEPAGE" button.
7. Under "DEPARTMENT LIST," click the box to "SHOW ALL DEPARTMENTS."
8. Click "JOIN" to join GENERAL EDUCATION.
9. Scroll down and click the button to "ADD NEW PORTFOLIO."
10. Under the TABLE OF CONTENTS drop-down menu, select "GENERAL EDUCATION OUTCOMES."
11. Select the theme that you would like for this portfolio.
12. Click on the "SAVE" button.
13. Click on the link to "RETURN TO MY PORTFOLIOS."

CONGRATULATIONS! You have successfully set up your General Education ePortfolio. **If you already know your major, please proceed to the next section. If not, please skip ahead to "Instructions for Submitting the Honor Code Reflection Paper."**

Major ePortfolio

1. Make sure that you are on the "MY PORTFOLIOS" tab.
2. Under "DEPARTMENT LIST," click the box to "SHOW ALL DEPARTMENTS."
3. Find your major department, and click "JOIN."
4. Scroll down and click the button to "ADD NEW PORTFOLIO."
5. Under the TABLE OF CONTENTS drop-down menu, select your major.
6. Select the theme that you would like for this portfolio.

7. Click on the "SAVE" button.

8. Click on the link to "RETURN TO MY PORTFOLIOS."

CONGRATULATIONS! You have successfully set up your Major ePortfolio. To begin the process of uploading artifacts, see the "Instructions for Submitting the Honor Code Reflection Paper" below.

Submitting an Artifact in ePortfolio

Logging In

1. Open Internet Explorer, and go to http://oru.edu.
2. Click on the link, "CURRENT STUDENTS."
3. Click on the link, "MY ACADEMICS" found on the left side bar and then click "WHOLE PERSON ASSESSMENT."
4. Click on the link, "LOG-IN" found on the left side bar.
5. Type your user id and your password, then click on the "LOGIN" button.
6. Click on the "MY PORTFOLIOS" tab.
7. Click the "EDIT" link next to the portfolio that you wish to modify.

Submitting the Artifact through your ePortfolio

Pay careful attention to where the artifact belongs. For example, the Honor Code Reflection Paper (Entry Level) is listed under "Spiritually Alive," then "Ethical Behavior," and then "Honor Code Reflection Paper (Entry Level) (GEN 099)."

1. Click on the main level where your artifact belongs. (For example, the Honor Code Reflection Paper goes under the main level of "SPIRITUALLY ALIVE.")
2. Click on the sublevel where your artifact belongs. (For example, the Honor Code Reflection Paper goes under the sublevel of "ETHICAL BEHAVIOR.")
3. If you are using your General Education portfolio, you will need to click on the link for the specific assignment that you are uploading. (For example, for the Honor Code Reflection Paper, you would click on "HONOR CODE REFLECTION PAPER (ENTRY LEVEL) (GEN 099)." **(It is ESSENTIAL that you place your artifact in the correct location. If you place an artifact in the wrong section or subsection of your ePortfolio, the "SUBMIT PAGE" button will not appear, and you will not be able to submit your artifact.)** If you are using your major portfolio, you may or may not need to click to a third level of the portfolio. Consult with your major department or ePortfolio Help Desk staff if you are not sure.
4. At the top of the page, click "ADD CONTENT."
5. Scroll down to "ARTIFACT" and click the "+" button. Then click the "BROWSE" button ("CHOOSE FILE" on Macs). A dialog box will open. Find the item you want to upload and select it by double-clicking on it or by clicking on it once and choosing OPEN in the dialog box.
6. Click the "UPLOAD" button.

7. Click the "SAVE" button to save the artifact to your ePortfolio page.
8. **Make sure that your paper appears on the ePortfolio page and that you can open it.**
9. Click on the "SUBMIT PAGE" link to submit the page to your instructor.
10. Type the last name of your instructor. When your instructor's name appears in the list below, click it.
11. Click the "SUBMIT" page.
12. You should see a message verifying that your artifact was submitted successfully.

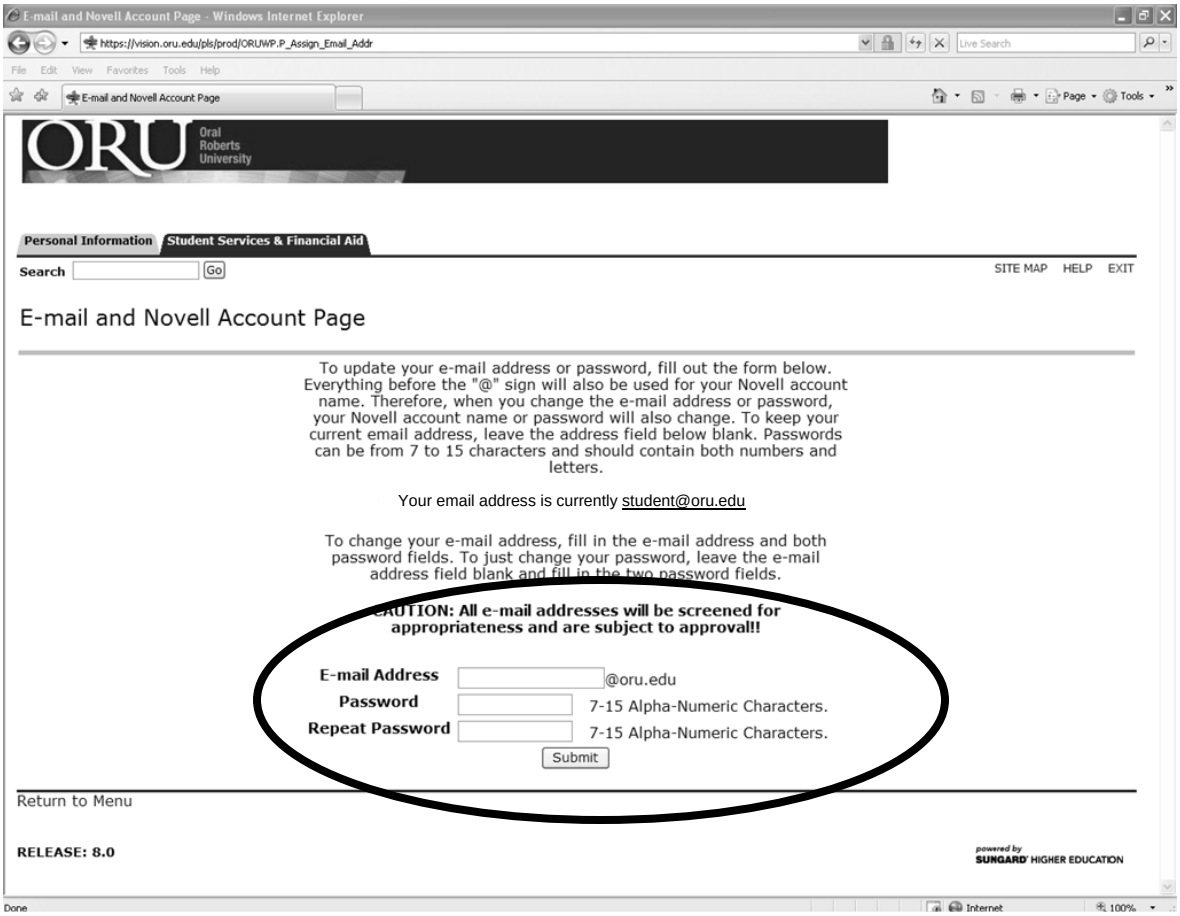
CONGRATULATIONS! You have successfully uploaded and submitted an artifact! If you need assistance with an ePortfolio-related issue, please contact the ePortfolio Help Desk (eportfolio@oru.edu or x7356).

Using Your ORU Email Account

After activating your ORU email account in VISION, you will have an ID and password that can be used to log in to ORU lab computers, to access your ORU email, and to view the student intranet online. The ID and password for accessing these services is referred to as your "Novell Login." If you have problems activating your Novell Login or accessing your ORU email account, contact the GC 2nd Floor Academic Computing Lab.

ACTIVATE EMAIL ACCOUNT

1. Go to http://vision.oru.edu
2. Click on "Enter Secure Area."
3. Enter your Student ID (Z-number) and PIN.
4. Click "Personal Information."
5. Click on "Create/Update E-mail Address."



8. Your ORU email address will be listed on the screen. Create a new one, or move to the next step.
9. When prompted, create and repeat a password. NOTE: It may take up to 24 hours for these changes to take effect, so plan accordingly.

ACCESS/CHECK EMAIL

1. Go to http://mail.oru.edu.

2. Enter Username (email address minus @oru.edu) and password.
3. Click on the "Login" button.
4. Email messages are listed on the opening Novell GroupWise WebAccess screen. If messages are not displayed, click on "Mailbox."
5. Click on a message to view its contents.
6. When you are done, click on the "Logout" button to end your session.

NOVELL GROUPWISE WEBACCESS USER GUIDE

To assist customers in using GroupWise WebAccess, Novell has made available an online user guide. A link to the guide is located on ORU's secure student website. Go to www.oru.edu, and click on "Current Students." You will need to enter your Novell Login and password to access this site (the same user id and password that you use to access your ORU email). Once you have logged in, click on the link for "My Services." From the menu that appears below, select "IT Services." On the sidebar, click the link for "E-mail and Novell Accounts." A user guide will appear in your browser window.

To view the user guide, you will need access to Acrobat Reader or another computer program that reads PDF files. If you do not have Acrobat Reader installed on your computer, you can download a free copy from the Adobe website at http://get.adobe.com/reader

ABOUT EMAIL ATTACHMENTS

An email attachment is a file that can be linked to an email message. Attachments are created in programs outside of the email program being used. For example, attachments can be created in Word, Excel, PowerPoint, Works, WordPerfect, and other productivity software packages.

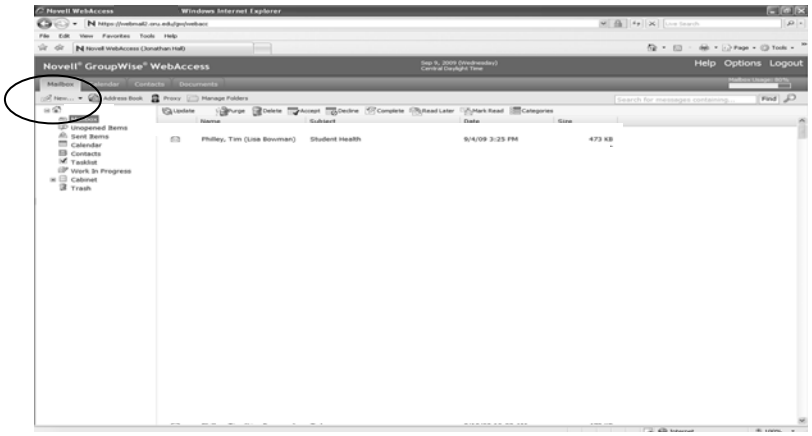
When sending an email attachment, it is important to remember that the recipient must have the software program used to create the attachment or else he or she will not be able to open it. For example, if an attachment is created in Microsoft Word, the recipient of the attachment must have Microsoft Word to view the file. An exception to this is the use of "Rich Text Format." Rich Text Format is a generic word-processing format. If a recipient does not have the same word-processing program used by the sender, the file can be saved in "Rich Text Format" by the sender before sending. This will allow the recipient to view the file using a different word-processing program. (See description of file types below.)

All files created on a computer are created with a three letter extension following the name of the file. The extension indicates the file type or format. Different computer programs produce different file extensions. For example, when a file is created in Microsoft Word, a ".doc" extension is added to the file name—filename.doc. When a file is created as a webpage, an ".htm" or ".html" extension is added to the file name--filename.html. The following is a list of file types you may encounter when working with attachments.

.pdf	Portable Document File (You will need Acrobat Reader to view the document.)
.html	Hypertext Markup Language (webpage)
.wav, .avi, .mp3	Audio File
.gif, .jpg	Image File
.mov	Video File
.doc, .docx	Microsoft Word
.xls, .xlsx	Microsoft Excel
.ppt, .pptx	Microsoft PowerPoint
.rtf	Rich Text Format

SENDING AN EMAIL

1. Log on to GroupWise WebAccess online at http://mail.oru.edu.
2. Click on "New."

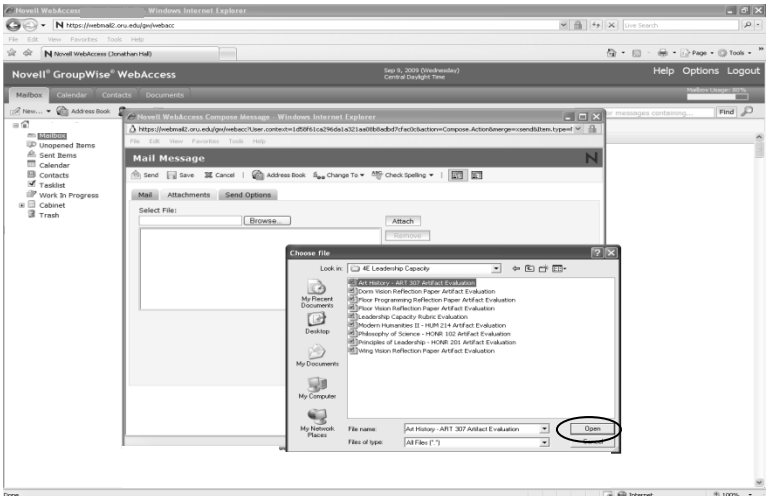


3. Compose your email message. Fill in the recipient's email address, the subject, and the body.
4. Click on the "Send" button.

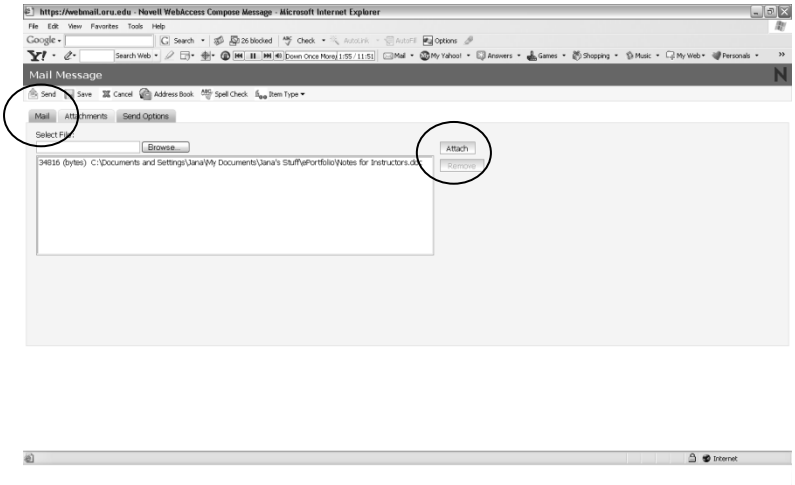
ATTACHING A FILE TO AN EMAIL

1. Log on to GroupWise WebAccess online at http://mail.oru.edu.
2. Click on "New."
3. Compose your email message. Fill in the recipient's email address, the subject, and the body.
4. Click on the "Attachments" button.
5. Click on the "Browse" button. The Browse button is used to locate the file being attached to the email.
6. Click on the appropriate drive to locate the file that you want to attach. Typically, drive "A:" is the computer's external (3.5-inch floppy) drive. Drive "C:" is the computer's internal (hard) drive. It is good practice to create a folder on Drive "C:" to house all of your assignments.

7. Click on the "Open" button.
8. Click on the name of the file to be attached to the email.
9. Click on the "Open" button.



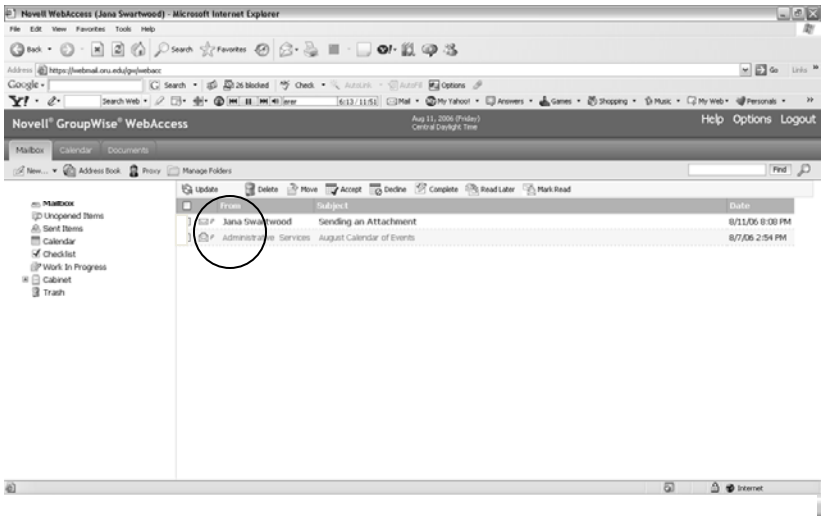
10. Click on the "Attach" button. Clicking the "Attach" button will attach the file to the email.
11. Once the file path appears in the box below, click "Mail" to go back to your message.



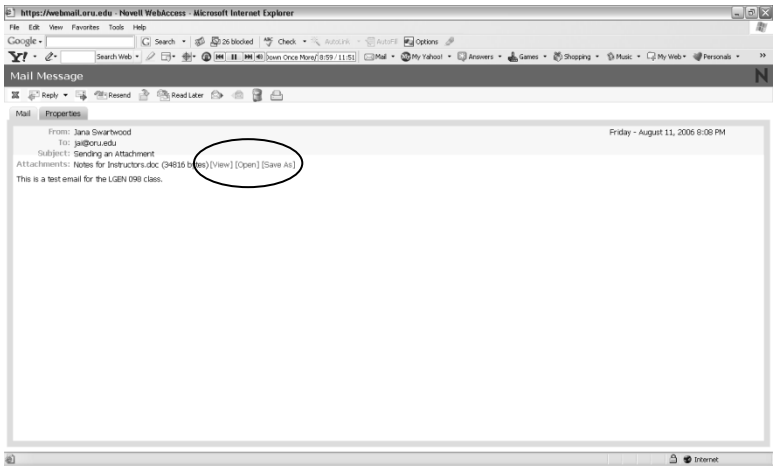
12. Click on the "Send" button.

OPENING AN EMAIL ATTACHMENT

1. Attachments are indicated by a small paperclip to the left of the email message name.



2. Click on the email message name to view its contents.
3. Click on the "Open" link to see the attachment.



FORWARDING YOUR ORU EMAIL TO ANOTHER EMAIL ACCOUNT

Follow the instructions below to forward your ORU email to another account of your choice.

1. Log in to your ORU email account (see above).
2. Click on "Options."
3. Click on "Rules."
4. Click on "Forward."
5. Click on "Create."
6. Type a name for the rule in the **Rule name field**.
7. In the first condition field, select **TO**. This tells the rule to check the "To:" line in each incoming item.
8. In the second condition field, select **Matches**. This tells the rule that the text in the incoming item's "TO:" line must match the text you type in the next condition field.
9. Type your user name in the condition field.(typically your e-mail address name without the @oru.edu).
10. In the last condition field, type the complete e-mail address of the account that you want to forward the e-item to. For example: johnsmith1122@gmail.com.
11. Define the actions to be taken by the rule. In the first action field, type the complete e-mail address of the account to which you want to send the item. Include other addresses to which you might want to courtesy copy or blind copy.
12. Type a subject to the e-mail indicating that it is moving from the old account to the new. For example: From johnsmith1122@oru.edu to johnsmith1122@gmail.com. (Optional)
13. Use the message field to include any other notes or instructions for the reader at the new account. (Optional)
14. Click the Save Button.

All incoming mail to your account will now be forwarded to the e-mail account that you have indicated.

What is a Co-curricular Artifact?

A co-curricular artifact is an optional Whole Person Assessment (WPA) assignment that can be submitted to your ePortfolio to help bolster your WPA score. These artifacts are listed alongside required artifacts in the WPA Table of Contents in ePortfolio so that they are easy for you to access. Although these artifacts may not be required, you are strongly encouraged to submit ones that apply to you. Many of them are reflection papers showing your involvement in clubs or activities on campus. You can look through the Table of Contents, find which artifacts are applicable to you, do the assignment, and then upload it to ePortfolio.

In an article, titled "Connected Cocurricular Service with Academic Inquiry: A Movement toward Civic Engagement," that appeared in the Spring 2007 publication of *Liberal Education,* a publication of the American Association of Colleges and Universities, Wayne Meisel discusses the "three pillars of content" for civic engagement or service learning, which is a significant component of ORU's co-curricular requirements. The three pillars include the following: "focus on poverty," "connection to politics," and "engagement in the world." Meisel believes that students need to reach beyond the typical mantra for service learning, to "think globally, act locally," and expand it "to think globally and act globally as well"; in other words, students should go into every person's world.

Meisel explains that service learning programs should focus on three "pillars of design: "intensity of experience," integration of the classroom and co-curricular activities, and developing a "multiyear, sequential, developmental approach" for the entire time the student is in college. These are the kinds of opportunities ORU has designed for the student in its co-curricular activities.

At the heart of Oral Roberts University's co-curricular program is the Great Commission commanded by our Lord Jesus Christ: "Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you (Matthew 28:19-20a). Co-curricular activities are all about students Going and Doing.

How Do Co-Curricular Artifacts Benefit Me?

Co-curricular artifacts are meant to help you document your journey and experience at ORU. There are many activities on and off campus that you as a student can be involved with that happen outside of the classroom; co-curricular artifacts allow you to receive WPA credit for the extracurricular ORU activities that help to develop you as a Whole Person.

If you have a scholarship that is based on your WPA score, co-curricular artifacts provide you with an excellent opportunity to help your score and secure your scholarship. Why not get credit for things that you are already doing around campus?

Being a Whole Person does include academics, but it involves so much more. This is why the co-curricular activities are so important to your development at Oral Roberts University. If you are going to change your world, you first have to be changed and cultivate skills that will help you to succeed in your discipline and in your spiritual, intellectual, physical, and social life.

Frequently Asked Questions

Here are some frequently asked questions about ePortfolio and related services. If you are using the PDF-formatted handbook, these questions are bookmarked to link to their respective answers.

What is an ePortfolio?
An ePortfolio (electronic portfolio) is a student's personal website dedicated to presenting a selection of the student's course work and faculty assessment of that work. It is a secure Internet site. The University collects data from all student ePortfolios to be used in preparing accreditation reports and in evaluating the effectiveness of the University's programs and curriculum.

What is an artifact?
An "artifact" is another name for an assignment that you upload to your ePortfolio. These assignments are required for everyone taking a particular course. Students with ePortfolio accounts turn in the assignment in class and through their ePortfolio.

What is a rubric?
A rubric is a chart used to help a professor assess artifacts fairly and consistently. The left-hand column lists the different criteria being graded. For each criterion, the rubric presents a horizontal breakdown of what qualifies as Exemplary, Competent, Acceptable, Unacceptable, and Not Attempted work. See the sample below.

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Logical organization of ideas for thesis development	Organizes all ideas in a logical sequence for clear thesis development through a unified, cogent, and coherent presentation of material	Organizes most ideas in logical sequence for clear thesis development through a unified, cogent, and coherent presentation of material	Organizes some ideas in logical sequence for clear thesis development through a unified, cogent, and coherent presentation of material	Organizes ideas illogically for thesis development through lack of a unified, cogent, and coherent presentation of material	Does not attempt to organize ideas for thesis development
Creativity of expression	Presents the material effectively and creatively using original ideas and innovative techniques	Presents the material effectively and creatively using innovative techniques	Presents the material creatively using innovative techniques	Presents the material with little creativity not using original ideas and innovative techniques	Does not attempt to present the material creatively

Rubrics help students to know what is expected of them, and rubrics help professors evaluate students' work based on clearly defined criteria.

What is Chalk & Wire?
Chalk & Wire is a Canadian educational research-based company that specializes in Internet technology, high-performance networking, and user interface components. ORU has been a research and development partner with Chalk & Wire since February 2003 and is currently utilizing one Internet-based program (ePortfolio™) as support for the University's electronic portfolio system.

What is assessment?
Assessment is not a grade. Rather, it is your professor's evaluation of the quality of your work when compared with a consistent standard. For instance, if you are submitting an artifact under the Intellectual Creativity proficiency, your professor is assessing how well your work demonstrates your attainment of the criteria chosen by the ORU faculty to be a significant component of Intellectual Creativity.

Why is it possible to receive an assessment that is either higher or lower than my grade for the assignment?
When a professor grades an assignment, he or she takes into account such factors as appropriate format, proper grammar and usage, and acceptable logic, essentially asking the question, "How good is this paper?" When a professor assesses an assignment for ePortfolio, he or she is focusing on the specific criteria on the rubric. In this situation, the professor asks the question, "How well does this paper demonstrate that the student has attained the qualities outlined for this particular outcome or proficiency?" Therefore, a student may write an A paper (a paper that demonstrates technical proficiency and scholarly research) that does not fulfill all of the criteria on the rubric—thus receiving a poor assessment. Or a student may write a C paper (a paper demonstrating technical problems) that completely covers the rubric criteria—thus receiving a high assessment. Therefore, it is very important for students to compose/create their artifact assignments knowing both the criteria for Whole Person Assessment and the criteria for grading. Also, rubrics do not usually include late penalties, etc.

Why do I need to complete a demographic survey when I set up my ePortfolio?
ORU does not discriminate on the grounds of race, color, sex, age, national origin, disability, or veteran status. However, the demographic information that you provide is very useful to us as we analyze our student data. These surveys help us understand our student body so that we can better understand and meet the needs of our incoming students. We also use them to collect data for reporting purposes.

How do I know what artifact is required for each course?
Consult the "General Education Whole Person Assessment Artifact Checklist" on pages 48-52 of this handbook for a comprehensive list of all artifacts for general education courses. Also, this handbook provides detailed descriptions of all general education artifacts. Consult the Table of Contents on pages 4-9 of this handbook.

What Whole Person Assessment requirements do I need to complete if I am a transfer student?
You will need to fulfill all applicable requirements for courses taken at ORU. There may be gaps in your WPA from the courses you took elsewhere.

Do I have to complete artifacts if I'm taking a course through summer school, correspondence, or a study trip?
Yes. Regardless of the course format, artifacts are still required.

Can I get specific, personal feedback from my professor through ePortfolio?
Yes! When your professor assesses your artifact, you will automatically receive scores and/or a colored bar graph designating how you scored on the various areas listed on the rubric. In addition, your professor has the option to insert specific comments next to each criterion.

Does it matter what I name my artifact?
We suggest that you name each artifact so that it will be immediately clear, both to you and to your professor, what the artifact is.

What will happen if I don't upload my artifacts to my ePortfolio and submit them to my professor for assessment?
Ultimately, your WPA will be audited by your advisor before you can graduate. All required artifacts will need to be present and evaluated at that time. In the short term, however, there are also consequences for not doing your ePortfolio submissions—usually a grade penalty (often a zero for that assignment). Each academic department implements its own Whole Person Assessment late-penalty policy.

Is anyone ever going to look at my ePortfolio?
Many people will look at your ePortfolio over the course of your college experience. First, every time you submit an artifact to one of your professors, he or she will look at it before assessing it. Second, your advisor will perform an audit of your WPA submissions before you graduate. Third, ORU administrative staff may occasionally have reasons to verify information within your ePortfolio. Fourth, you can create a separate ePortfolio where you can upload only the items that you want others to see. These separate portfolios are useful to show to friends, family, or future employers.

Is my ePortfolio secure?
Your ePortfolio is located on a password-protected website. Each time you make changes to the online portfolio, it gets a new URL address. You can copy that direct link and send it to people if you want them to view your ePortfolio. This is the only way that individuals other than ORU faculty and staff can view your ePortfolio.

Who sees my Whole Person Assessment scores?
Other than you, the only people who can view your Whole Person Assessment scores are ORU faculty and staff with special Chalk & Wire permission to view student assessments. When you send the link for your ePortfolio to others, they will only see the web page and will not see the scores that you received.

Can I use my ePortfolio after I graduate?
Yes! Students may opt to retain their ePortfolio by paying a yearly renewal fee to Chalk & Wire. This is a wonderful opportunity for students to create personal portfolios to show potential employers. For more information, contact Dr. Cal Easterling at ceasterling@oru.edu.

Why can't I upload documents saved in Microsoft Works, WordPerfect, or Open Office?
Artifacts must be uploaded in a format that professors can open and read. ORU's computer network is equipped with Microsoft Office products. Thus, documents saved in Works or WordPerfect often do not open or become jumbled when opened in Word. Appropriate file types are as follows: HTML, PDF, Word.

What should I do if my course requires a Pre/Post-Test score but I haven't received one?
Unless otherwise instructed by your professor, you do not need to submit anything for Pre/Post-Test scores. Your professor will upload and assess these scores automatically.

Will I receive an extension if Chalk & Wire is not working on the day that my artifact is due?
It is up to the discretion of your professor whether students are given extensions for late artifacts. Chalk & Wire's servers should have no problem handling the number of hits that the site receives, even at peak times. However, as server difficulties cannot always be forecasted, it is important to get your artifacts submitted early in order to avoid technical glitches. It is a good practice to look at the "My Results" page to verify that you submitted your work correctly.

Do I have to pay an ePortfolio fee?
You will pay an initial fee to activate your Chalk & Wire account during your first year at ORU.

Should I be receiving emails from ePortfolio?
Yes! ORU ePortfolio administrators will occasionally send important emails to the email address that you have listed in your ePortfolio contact information. It is important that you read these emails. If you use an outside email provider, such as Hotmail or Yahoo, you may need to adjust your bulk mail settings to make sure that you receive these emails from ePortfolio@oru.edu.

What should I do if I'm not receiving ePortfolio emails?
Log in to Chalk & Wire. Your contact information should be listed on the first page. Check your email address. If there is a typo in it, or if it is an out-dated email address, click on the link named "click here to change details." Here you will be able to insert your correct contact information. If your contact information is correctly listed, double check your bulk mail settings to make sure your account will let you receive emails from ePortfolio@oru.edu. If you still cannot receive emails from ePortfolio, contact the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356).

What are the steps for uploading an artifact and sending it for assessment?
For step-by-step instructions on this process, consult "Submitting an Artifact in ePortfolio" on pages 35-36 of this handbook.

Where can I go if I need to scan an artifact and don't have a scanner?
- 2nd Floor (GC) Academic Computing Lab, 8:00 a.m. to 10:30 p.m. most days. There are 8 dedicated computers and scanners, and the staff members are helpful.
- Ask a fellow student if you can use his or her scanner. Avoid saving scanned items as TIFF files. The best practice is to save the scans as JPEGs and then save the JPEG pictures into a Word file.

How do I know where in my ePortfolio to place my artifact?
It is very important that you upload your artifact into the correct place in your ePortfolio. Each artifact is connected to a certain proficiency/capacity. Consult the "General Education Whole Person Assessment (WPA) Artifact Checklist" on pages 48-52 of this handbook or the individual artifact description in this handbook. **Be sure you know the correct proficiency for your artifact before you upload it.** In your ePortfolio, your artifact should go in the section named for that proficiency. For instance, if you are uploading the Honor Code Reflection Paper (Entry Level), you will choose the link labeled "Spiritually Alive," then choose the link named "Ethical Behavior," and finally place the paper on the page with the same name as your assignment/course.

What should I do if I have several artifacts from different classes that need to occupy the same space in my ePortfolio?
This should never happen. Sometimes, multiple artifacts belong under a certain proficiency (for example, both the BLIT 110 paper and the THE 103 paper belong under Evangelistic Capability). However, each artifact has its own "home" in your General Education ePortfolio. You will only have multiple documents on the same page when they are for the same course (for example, both the Career Direct Analysis Paper and the Summary Report from the career test results will be published on the Career Direct Analysis Paper (GEN 099/Personal Growth Assessment) (1B) page).

I want to send my ePortfolio to my professor for assessment, but the "Submit Page" link is missing. What do I do?
If you do not see a "Submit Page" link on your ePortfolio page, then it means that you are trying to submit the wrong section of your ePortfolio. Make sure that you have uploaded your artifact onto the page that matches your exact assignment. (For example, for your Honor Code Reflection Paper, you have clicked on "Spiritually Alive," clicked on "Ethical Behavior," and clicked on "Honor Code Reflection Paper (Entry Level) (GEN 099/Whole Person Assessment (1B)." That final page will have a "Submit Page" link once you have uploaded something onto it, but the previous pages will not.

What if I don't know my professor's name?
Minimize the Internet window that has your ePortfolio open. Open a new Internet browser. Go to www.vision.oru.edu. Log in to VISION, click "Student Services and Financial Aid," click "Registration," click "Student Detail Schedule," and choose the correct term. You should then see your entire schedule including your professor's name. When you have obtained the necessary information, log out of VISION, maximize the Internet browser with your ePortfolio, and continue the artifact submission process. [If you are submitting your artifact to a TA, you should follow the instructions given to you in your discussion group.]

How can I find out my professor's assessment of my artifact?
Once you have added content to a page of your ePortfolio and submitted it for assessment, you can go to the "My Results" tab. There you will see a listing of what you have submitted for assessment, the name of the instructor to whom it was submitted, and the date and time that it was submitted. Once a professor completes an assessment of your work, you will see your score and comments, if the professor has chosen to post comments.

Can I remove an artifact from my ePortfolio once I have successfully submitted it for assessment?
You should not remove an artifact from your ePortfolio unless (a) you are replacing it with a corrected version of the same document, (b) you have uploaded it in the wrong place and are correcting the error, or (c) you are deleting multiple versions of the same artifact. Your artifacts should remain in your ePortfolio for the duration of your time at ORU. If you remove them, then faculty will not be able to view them, and this may cause problems when your ePortfolio is audited at the end of a semester and prior to graduation.

How do I create my major ePortfolio?
You can create multiple portfolios within your Chalk & Wire account. One of these is your general education ePortfolio; another one will be your major ePortfolio. Follow the instructions for "Setting up Your ePortfolio" on p. 34 of this handbook.

Do I need to upload artifacts for electives or classes taken for my minor?
No. You are only required to submit artifacts for your general education classes and for the designated classes in your major.

Is there a way to know that my artifact has been placed successfully in my ePortfolio before I send it for assessment?
If you can see your artifact, then it is there. Changes are saved automatically (assuming that you completed the necessary steps on the "Add Content" page).

What should I do when I think I uploaded my artifact correctly but I received communication from ORU that something with my ePortfolio was incomplete?
Follow the directions given in the message that you received. If you are instructed to contact a specific individual, please do it as soon as you get the message. You are also welcome to contact the individuals monitoring the ePortfolio Help Line at 495-7356 (x7356 on campus) or ePortfolio@oru.edu and ask them to check your status in the Chalk & Wire system. Sometimes there is a problem with your ePortfolio account and we need to fix it to avoid future problems. Other times, you may have inadvertently missed a step in the process. Often these things can be cleared up quickly and easily.

Where can I go to get ePortfolio help?
- ePortfolio Help Line at x7356 (918-495-7356) or ePortfolio@oru.edu
- 2nd Floor (GC) Academic Computing Lab, 8:00 a.m. to 10:30 p.m. most days
- ePortfolio Subadministrator in your major department
- Website: www.ePortfolio.oru.edu (many helpful resources)
- Your APA or ADD
- ePortfolio Help Nights (dates and times vary)

Whom should I contact if I have lost or forgotten my user name/password?
If you have lost or forgotten your user name or password, you can contact the ePortfolio Help Line (ePortfolio@oru.edu or 918-495-7356) or visit the GC 2nd Floor Academic Computing Lab.

CO-CURRICULAR ARTIFACTS

Co-Curricular General Education Whole Person Assessment (WPA) Artifacts Checklist (Recommended If You Participate in These Activities)				
Organization	**Artifact Name**	**Outcome**	**Proficiency**	**Assessor**
Accounting Society	Reflection paper	Socially Adept	Leadership Capacity	Ray Gregg
Ailing Mothers and Fathers	Reflection paper	Socially Adept	Leadership Capacity	Andrea Walker
American Chemical Society	Reflection paper	Socially Adept	Leadership Capacity	Lois Ablin
American Society of Mechanical Engineers	Reflection paper	Socially Adept	Leadership Capacity	John Mattson
APA/Co-curricular activities	APA tutoring reflection paper	Socially Adept	Interpersonal Skills	Danny Ziriax
APA/Co-curricular activities	Wing vision reflection paper	Socially Adept	Leadership Capacity	Danny Ziriax
Association of Computing Machinery (ACM)	Reflection paper	Socially Adept	Leadership Capacity	Dave Eland
Bass Anglers	Reflection paper	Socially Adept	Leadership Capacity	Bobby Parks
Campus Israel Alliance	Reflection paper	Socially Adept	Leadership Capacity	John Swails
Career Services	Writing a resumé	Socially Adept	Communication Skills	Beth Johnson
Chapel/Co-curricular activities	Chapel experience reflection paper	Spiritually Alive	Biblical Knowledge	Men's Chaplain/Women's Chaplain*
Chapel/Co-curricular activities	Holy Spirit experience reflection paper	Spiritually Alive	Sensitivity to the Holy Spirit	Men's Chaplain/Women's Chaplain*
Chapel/Co-curricular activities	Martin Luther King, Jr. chapel reflection paper	Socially Adept	Appreciation of Cultural & Linguistic Differences	Men's Chaplain/Women's Chaplain*
Chapel/Co-curricular activities	Ministry experience reflection paper	Spiritually Alive	Sensitivity to the Holy Spirit	Men's Chaplain/Women's Chaplain*
Chapel/Co-curricular activities	Missions chapel reflection paper	Socially Adept	Appreciation of Cultural & Linguistic Differences	Men's Chaplain/Women's Chaplain*
Chaplain/Co-curricular activities	Chaplain leadership program reflection paper	Socially Adept	Leadership Capacity	Men's Chaplain/Women's Chaplain*
Chaplain/Co-curricular activities	Floor vision or dorm group reflection paper	Socially Adept	Leadership Capacity	Men's Chaplain/Women's Chaplain*
Chaplain/Co-curricular activities	Joint student-leader program reflection paper	Socially Adept	Interpersonal Skills	Men's Chaplain/Women's Chaplain*
Christian Legal Society	Reflection paper	Socially Adept	Leadership Capacity	Sonny Branham
Club Officer/Member/Co-curricular activities	Reflection paper (general)	Socially Adept	Leadership Capacity	Faculty Club Advisor**
College Democrats	Reflection paper	Socially Adept	Leadership Capacity	Michael Hirlinger
Collegiate Music Educators National Conference (CMENC)	Reflection Paper	Socially Adept	Leadership Capacity	Scott Quant
College Libertarians	Reflection paper	Socially Adept	Leadership Capacity	Stephen Peterson
College Republicans	Reflection paper	Socially Adept	Leadership Capacity	Sonny Branham
Community Outreach/Co-curricular activities	Ministry experience reflection paper	Spiritually Alive	Sensitivity to the Holy Spirit	Community Outreach
Community Outreach/Co-curricular	Reflection paper	Socially Adept	Interpersonal Skills	Community Outreach

Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended If You Participate in These Activities)				
Organization	**Artifact Name**	**Outcome**	**Proficiency**	**Assessor**
Community Outreach/Co-curricular activities	Leadership reflection paper	Socially Adept	Leadership Capacity	Community Outreach
Community Outreach/Co-curricular activities	Team outreach reflection paper (community service)	Socially Adept	Responsible Citizenship	Community Outreach
Community Outreach/Co-curricular activities	Team outreach reflection paper (evangelism)	Spiritually Alive	Evangelistic Capability	Community Outreach
Computer Club	Reflection paper	Socially Adept	Leadership Capacity	Dave Eland
The Core (Whole Person Scholarship Recipients)	Reflection paper	Socially Adept	Leadership Capacity	Nancy Brainard
C. S. Lewis and Inklings Club	Reflection paper	Socially Adept	Leadership Capacity	Mark R. Hall
Debate Club	Reflection paper	Socially Adept	Leadership Capacity	Agena Farmer
Education Honor Society (Kappa Delta Pi)	Reflection paper	Socially Adept	Leadership Capacity	Tim Norton
English Club (The Pentangle)	Reflection paper	Socially Adept	Leadership Capacity	Joann Allen
English Honor Society (Sigma Tau Delta)	Reflection paper	Socially Adept	Leadership Capacity	Kay Meyers
French Club Member	Reflection paper	Socially Adept	Appreciation of Cultural & Linguistic Differences	Robert Skinner
French Club Officer	Reflection paper	Socially Adept	Leadership Capacity	Robert Skinner
French Honor Society (Pi Delta Phi)	Reflection paper	Socially Adept	Leadership Capacity	Robert Skinner
Freshman Honor Society (Alpha Lamda Delta)	Reflection paper	Socially Adept	Leadership Capacity	Catherine Klehm
Galleries Art Club	Reflection paper	Socially Adept	Leadership Capacity	Darlene Gaskill
Harbor Crew Interpersonal Skills	Reflection paper	Socially Adept	Interpersonal Skills	Student Experience
Harbor Interpersonal Skills Quiz	Quiz	Socially Adept	Interpersonal Skills	Student Experience
Harbor Crew Leader	Reflection paper	Socially Adept	Leadership Capacity	Student Experience
Hebrew Culture Club Member	Reflection paper	Socially Adept	Appreciation of Cultural & Linguistic Differences	Lenore Mullican
Hebrew Culture Club Officer	Reflection paper	Socially Adept	Leadership Capacity	Lenore Mullican
History Club--Chi Epsilon (Pi Alpha Theta)	Reflection paper	Socially Adept	Leadership Capacity	Gary Pranger
Honors Program Student Council	Reflection paper	Socially Adept	Leadership Capacity	Kay Meyers
Ignite Program	Reflection paper	Socially Adept	Leadership Capacity	Dean of Men
Institute of Electrical and Electronic Engineers (IEEE)	Reflection paper	Socially Adept	Leadership Capacity	Sophie Liu
International Community Development Club	Reflection paper	Socially Adept	Leadership Capacity	Solomon Gemeda
International Development	Reflection paper	Socially Adept	Appreciation of Cultural & Linguistic Differences	Steve Greene
International Development	Reflection paper	Socially Adept	Interpersonal Skills	Steve Greene
International Development	Reflection paper	Socially Adept	Leadership Capacity	Steve Greene

Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended If You Participate in These Activities)				
Organization	**Artifact Name**	**Outcome**	**Proficiency**	**Assessor**
International Honor Society of Nursing--Mu Iota (Sigma Theta Tau)	Reflection paper	Socially Adept	Leadership Capacity	Audrey Thompson
International Student Organization	Reflection paper	Socially Adept	Leadership Capacity	Richard Hannon
International Worship Center/Co-curricular activities	Team outreach reflection paper (community service)	Socially Adept	Responsible Citizenship	ORU Worship
International Worship Center/Co-curricular activities	Team outreach reflection paper (evangelism)	Spiritually Alive	Evangelistic Capability	ORU Worship
Intramurals	Participation record	Physically Disciplined	Physically Disciplined Lifestyle	Student Experience
Mathematical Association of America (MAA)	Reflection paper	Socially Adept	Leadership Capacity	Andy Lang
Mathematics Honor Society (Kappa Mu Epsilon)	Reflection paper	Socially Adept	Leadership Capacity	Vincent Dimiceli
Missions/Co-curricular activities	Ministry experience reflection paper	Spiritually Alive	Sensitivity to the Holy Spirit	Missions
Missions/Co-curricular activities	Missions experience reflection paper	Socially Adept	Appreciation of Cultural & Linguistic Differences	Missions
Missions/ Co-curricular activities	Reflection paper	Socially Adept	Leadership Capacity	Missions
Missions/Co-curricular activities	Team building activities reflection paper	Socially Adept	Interpersonal Skills	Missions
Missions/Co-curricular activities	Team outreach reflection paper (evangelism)	Spiritually Alive	Evangelistic Capability	Missions
Missions/Co-curricular activities	Testimony opportunity reflection paper	Spiritually Alive	Evangelistic Capability	Missions
Missions Society	Reflection paper	Socially Adept	Leadership Capacity	Jimmy Shaw
Model United Nations (MUN)	Reflection paper	Socially Adept	Leadership Capacity	Solomon Gemeda
Music (Mu Phi Epsilon)	Reflection paper	Socially Adept	Leadership Capacity	Joyce Bridgman
National Honorary Theatre Society (Alpha Psi Omega)	Reflection paper	Socially Adept	Leadership Capacity	Christopher Martin
Oklahoma Intercollegiate Legislature (OIL)	Reflection paper	Socially Adept	Leadership Capacity	Michael Hirlinger
ORU Environmental Stewardship Club/Co-curricular	Community service reflection paper (off-campus involvement)	Socially Adept	Responsible Citizenship	Stephen Herr
ORU Environmental Stewardship Club/Co-curricular	Community service reflection paper (on-campus involvement)	Socially Adept	Responsible Citizenship	Stephen Herr
ORU Recyclists/Co-curricular activities	Community service reflection paper (off-campus involvement)	Socially Adept	Responsible Citizenship	Stephen Herr
ORU Recyclists/Co-curricular activities	Community service reflection paper (on-campus involvement)	Socially Adept	Responsible Citizenship	Stephen Herr
ORU Swim Club	Reflection paper	Physically Disciplined	Physically Disciplined Lifestyle	Laura Conte

Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended If You Participate in These Activities)				
Organization	**Artifact Name**	**Outcome**	**Proficiency**	**Assessor**
Premedical Honors Society (Alpha Epsilon Delta)	Reflection paper	Socially Adept	Leadership Capacity	Hal Reed
Publications/Co-curricular activities	Reflection paper	Socially Adept	Leadership Capacity	Kevin Armstrong
Public Relations Student Society of America (PRSSA)	Reflection paper	Socially Adept	Leadership Capacity	Christi Freudenrich
Psychology Club (Psi Chi Rho)	Reflection paper	Socially Adept	Leadership Capacity	Andrea Walker
Resident Advisor/Co-curricular activities	RA reflection paper	Socially Adept	Interpersonal Skills	Dean of Men/Dean of Women*
Resident Advisor/Co-curricular activities	RA reports reflection paper	Socially Adept	Interpersonal Skills	Dean of Men/Dean of Women*
Resident Advisor/Co-curricular activities	Floor programming reflection paper	Socially Adept	Leadership Capacity	Dean of Men/Dean of Women*
Resident Advisor/Co-curricular activities	Wing vision reflection paper	Socially Adept	Leadership Capacity	Dean of Men/Dean of Women*
Sign Language Club	Reflection paper	Socially Adept	Appreciation of Cultural & Linguistic Differences	Terri York
Social Work Club	Reflection paper	Socially Adept	Leadership Capacity	Cheyne Tucker
Social Work Club	Reflection paper	Socially Adept	Responsible Citizenship	Cheyne Tucker
Society of Hispanic Professional Engineers (SHPE)	Reflection paper	Socially Adept	Leadership Capacity	Robert Leland
Society for Human Resource Management (SHRM)	Reflection paper	Socially Adept	Leadership Capacity	Susan McMurray
Spanish Club Member	Reflection paper	Socially Adept	Appreciation of Cultural & Linguistic Differences	Brenda Calderon
Spanish Club Officer	Reflection paper	Socially Adept	Leadership Capacity	Brenda Calderon
Spanish Honor Society (Sigma Delta Pi)	Reflection paper	Socially Adept	Leadership Capacity	David Farnsworth
Spiritual Formation/Co-curricular activities	Mentoring group reflection paper	Spiritually Alive	Ethical Behavior	Clarence Boyd
Student Association/Co-curricular activities	Student Association executive committee reflection paper	Socially Adept	Leadership Capacity	Student Experience
Student Association/Co-curricular activities	Student Association leadership staff reflection paper	Socially Adept	Leadership Capacity	Student Experience
Student Experience/Blueprint/Co-curricular activities	Blueprint coordinators reflection paper	Socially Adept	Leadership Capacity	Student Experience
Student Experience/Co-curricular activities	Blueprint leadership reflection paper	Socially Adept	Leadership Capacity	Student Experience
Student Experience/Co-curricular activities	Reflection paper over *Habitudes* book	Socially Adept	Leadership Capacity	Student Experience
Students in Free Enterprise (S.I.F.E)./Co-curricular activities	Community service reflection paper (off-campus involvement)	Socially Adept	Leadership Capacity	Steve Greene
Students in Free Enterprise (S.I.F.E)./Co-curricular activities	Community service reflection paper (on-campus involvement)	Socially Adept	Leadership Capacity	Steve Greene
Students in Free Enterprise (S.I.F.E.)/Co-curricular activities	Community service reflection paper (off-campus involvement)	Socially Adept	Responsible Citizenship	Steve Greene

Co-Curricular General Education Whole Person Assessment (WPA) Artifacts (Recommended If You Participate in These Activities)				
Organization	**Artifact Name**	**Outcome**	**Proficiency**	**Assessor**
Students in Free Enterprise (S.I.F.E)./Co-curricular activities	Community service reflection paper (on-campus involvement)	Socially Adept	Responsible Citizenship	Steve Greene
Student Nurses' Association	Reflection paper	Socially Adept	Leadership Capacity	Cheryl Swanson
Student Oklahoma Education Association (SOEA)	Reflection paper	Socially Adept	Leadership Capacity	Gerald Landers
Theological Society of Oral Roberts University	Reflection paper	Socially Adept	Leadership Capacity	Jeff Lamp
Tri Beta Biological Society/Co-curricular activities	Community service reflection paper (off-campus involvement)	Socially Adept	Responsible Citizenship	Stephen Herr
Tri Beta Biological Society/Co-curricular activities	Community service reflection paper (on-campus involvement)	Socially Adept	Responsible Citizenship	Stephen Herr
*If you are a female student, submit artifacts to the Dean of Women or the Women's Chaplain. If you are a male student, submit artifacts to the Dean of Men or the Men's Chaplain, depending on the artifact.				
**On the ORU website, you will find the clubs in specific departments with faculty advisors listed.				

Accounting Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Accounting Society)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Gregg, Ray**." After entering his name, hit the "Submit" button.

Accounting Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Ailing Mothers and Fathers (AMF) Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Ailing Mothers and Fathers)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Walker, Andrea**." After entering his name, hit the "Submit" button.

Ailing Mothers and Fathers (AMF) Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

American Chemical Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (American Chemical Society)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Ablin, Lois**." After entering his name, hit the "Submit" button.

American Chemical Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

American Society of Mechanical Engineers Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Club Reflection Papers.”
4. Click on “Reflection Paper (American Society of Mechanical Engineers).”
5. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
6. Click the “Save” button.
7. Click the “Submit Page” button. Enter the name of your assessor, “**Mattson, John**.” After entering his name, hit the “Submit” button.

American Society of Mechanical Engineers Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

APA Tutoring Reflection Paper
(APA/Co-Curricular Activities) (4B)

Outcome	Proficiency	Definition
Socially Adept	*Interpersonal Skills (4B)*	*The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. In your own opinion, do you feel that you have given the student the adequate academic assistance that they were searching for? Please explain.
2. After your tutoring session, what would you do differently or better during the next session?
3. Why do you feel it is important to continue to assist/tutor students at ORU?
4. Using the knowledge and experience gained this semester, how do you feel it will assist you in future experiences on or off campus?
5. Why do you feel that the APA Program is important and how is your participation making it a better program? Give details.
6. Discuss how you exhibited reliability, responsibility, non-verbals, listening, civility, and respect in your dealings with others. (Consult the Interpersonal Skills rubric for more information.)

Submission Steps

1. Click on "Socially Adept."
2. Click on "Interpersonal Skills."
3. Click on "Reflection Paper (APA Tutoring)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Ziriax, Danny**." After entering his name, hit the "Submit" button.

APA Tutoring Reflection Paper
(APA/Co-Curricular Activities) (4B)

Criteria	Exemplary	Competent	Acceptable	Not Acceptable	Not Attempted
Reliability	Attends all or nearly all sessions or when absent, tardy, or has to leave early, informs the group in advance and makes up all missed work. Consistently avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends most of the sessions, and when absent, tardy, or has to leave early, informs the group and makes up all missed work. Usually avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends at least half of the sessions, or when absent, tardy, or has to leave early, informs the group and makes up most of the missed work. Sometimes avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends fewer than half the sessions, is consistently tardy, or has to leave early, does not inform the group or does not make up the work. May create distractions, ignore group goals, or cause division, not completing work.	Never makes any contact with the group concerning the assignment
Responsibility	Formulates, communicates, and accomplishes all assignments well and on time or early and is honest	Formulates, communicates, and accomplishes all assignments and is honest	Communicates and accomplishes most assignments and is honest	Neglects assignments and may be dishonest	Never makes any contact with the group concerning the assignment
Non-verbals	Consistently enhances non-verbal communication with attire, vocal tone, touch, facial expressions, proximity, the provision of food, gifts, or other nonverbal encouragement	Usually enhances non-verbal communication with attire, vocal tone, touch, facial expressions, and proximity	Enhances non-verbal communication appropriately more than half of the time with attire, vocal tone, touch, facial expressions, and proximity	Distracts from nonverbal communication with inappropriate clothing, voice, odor, touching, and/or sitting or talking too close or far away	Never interacts with the group
Listening	Consistently pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Usually pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Pays attention to, responds appropriately to, and remembers verbal and nonverbal messages more than half of the time	Ignores, fails to respond to, or forgets most verbal or nonverbal messages	Never interacts with the group
Civility	Consistently uses kind and responsible words with no profanity and speaks in a personalized way without spending too much time off task	Uses kind and responsible words most of the time with no profanity. Usually speaks in a personalized way without spending too much time off task	Uses kind and responsible words and speaks in a personalized way without spending too much time off task more than half the time	Uses profanity, irresponsible words, and/or stereotypes	Never interacts with the group
Respect	Participates with other members even across gender, culture and/or other differences. Trusts members who are different.	Acknowledges the value of others across gender, culture and/or other differences. Willingly listens to members who are different	Is aware that others are different. May be uncomfortable with the diversity, yet avoids conflict.	Rejects others who are different or treats differences as deficiencies. May exclude contributions from others	Never interacts with the group
Contribution	Consistently presents fresh and relevant information, services, or materials	Usually presents fresh and relevant information, services, or materials	Presents fresh and relevant information, services, or materials	Seldom presents fresh and relevant information, services, or materials	Presents no information, service, or materials
Conflict management	Consistently, positively, and quickly identifies and manages all conflicts directly and bias-free with appropriate techniques	Usually identifies and manages all conflicts directly and bias-free with appropriate techniques	Identifies and manages conflicts indirectly and bias-free	Uses contempt, coercion, passive aggression, the silent treatment, and/or defensiveness to manage conflicts	Never interacts with the group

APA Wing Vision Reflection Paper
(APA/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe the steps you took to create a wing vision and what you hoped to accomplish with it. How successful do you feel you were in implementing the vision?
2. Has the wing vision initiated voluntary verbal interaction among peer leaders?
3. Describe how you interact specifically with others on your wing.
4. What challenges have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as an APA that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Wing Vision Reflection Paper (APA)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Ziriax, Danny**." After entering his name, hit the "Submit" button.

APA Wing Vision Reflection Paper
(APA/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Association of Computing Machinery (ACM) Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Association for Computing Machinery)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Eland, Dave**." After entering his name, hit the "Submit" button.

Association of Computing Machinery (ACM) Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Bass Anglers Club Officer/Member
Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Bass Anglers)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Parks, Bobby."** After entering his name, hit the "Submit" button.

Bass Anglers Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Campus Israel Alliance Club Officer/Member
Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Club Reflection Papers.”
4. Click on “Reflection Paper (Campus Israel Alliance).”
5. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
6. Click the “Save” button.
7. Click the “Submit Page” button. Enter the name of your assessor, “**Swails, John**.” After entering his name, hit the “Submit” button.

Campus Israel Alliance Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Writing a Resume
(Career Services) (4A)

Outcome	Proficiency	Definition
Socially Adept	*Communication Skills (4A)*	*The ability to communicate effectively in both written and spoken forms at appropriate cultural, educational, economic, social, and maturity levels*

This assignment is designed to help students develop an extremely useful life skill as well as further their own professionalism before they complete their degree requirements.

There are a minimum of four areas each student must complete in order to gain credit for this assignment:

- ***an appropriate header,***
- ***a good objective statement,***
- ***an education section and***
- ***an experience section.***

Basic instructions for creating a resume will be provided here, but additional and far more specific guidelines can be found in the Resume Development Guide.

Instructions for accessing Resume Development Guide

Please visit www.orugoldenhire.com and click on "students," then click on "job/career prep tools," and finally click on "a winning résumé" to download a copy of the **Resume Development Guide** for additional assistance and multiple examples. Assistance can also be obtained by contacting Career Services at 918-495-6912 or by email at careers@oru.edu.

An Appropriate Header

The header should include the student's name, address, phone number and an email address. It may also include an additional phone number as well as a website address.

The **name** is by far the safest place on a resume to add some visual interest using color. Choose a strong color (navy, burgundy, hunter green, etc.). The **phone number** should be labeled (home or cell, for example) so that your potential employers will know what number they are calling. The **email address** used should be professional. As fun as imabigjesusfreak@yahoo.com is, it's not professional and may cost someone an opportunity at a place that really needs the light of the Lord.

Logos, clip art, and other visually interesting features can be utilized so long as they are industry and company appropriate. Do not, for example, choose a very contemporary and creative resume for a truly classic and traditional company and industry. Other ideas can be found online at www.microsoft.com by searching for resume templates. **Do not** use a template for your resume, but rather use these as the basis for ideas to design your own resume that suites your personality and individual situation.

A Good Objective Statement

Should include three things:
1. A short-term goal -- why you want the job you are applying for
2. A long-term goal, 1-2 years which should address what your plans are with this position or where you hope to take it or possibly graduate study plans while you work and
3. 2-3 personal strengths that set you apart from other applicants and make you a valuable asset for the company
– these should fit in with the company culture and values as well as be your giftings….objective statements should change with each job you apply for. Use a more general one for this assignment.

When Writing About your Education

1. Include Degree Title, University Name, Location, Date of Graduation or Anticipated Date of Graduation
2. Make sure your degree title stands out
3. Higher degrees are listed first. Doctorate, Masters, Bachelors. High school diplomas should be dropped from your resume once you reach junior class standing.
4. GPA if a 3.0 or better (can also use major GPA or current semester GPA, be sure to label what you use)
5. Add bullet points if desired listing collegiate awards, clubs, affiliations, sports activities, etc if this information fits better into this section rather than being listed in its own section.

Example:

Bachelor of Science in Marketing
Oral Roberts University, Tulsa, OK
Anticipated Graduation May 2010
GPA: 3.5

How to Write about Your Experience

When writing your experiences make sure you keep the following things in mind:

2. See the big picture of what you did, not just each little piece…How did you contribute to the overall accomplishment of goals for that business or department?
3. Tell about what your motivations were such as providing exceptional customer service and how you went about doing this (why did you enjoy going to work?).
4. Try to phrase each point with a description of the situation, what your action was, and what the result was.
5. Make sure you are **not just giving a job description**—anyone before or after you in that position can do that—***describe what you brought to the table***.

Finding and Communicating Value in Your Experience Section (steps to develop strong statements for your experience section)

1.) Write down at least a half page on each job, internship, and volunteer experience you've had. Write down all of the following: daily activities, special projects, company events,

why you enjoyed the job, why you were good at the job, what the Lord had you there to learn, how you impacted the "big picture" for that company.

2.) Combine half pages from Step #1 with the Power Words section in the Resume Development Guide. Begin to create situation, action, results statements….use specific examples. Read over sample resumes in the Development Guide.

3.) Create 3-8 bullet points for each experience, combine related statements into one point as appropriate. Keep in mind relevance to positions you will be seeking. Remember that all jobs require certain skills (team work, listening, customer service, leadership, problem solving, etc…). Use 3-6 points for important experience and 1-3 points for less important experience.

References can go on page #2

If you cannot keep your resume to one page, then to help justify having two pages, go ahead and include your references, both personal and professional, on the second page so that employers see your justification in submitting a two-page resume. List 2-5 references; emphasis should be on professional references. Contact the people to ask them for a reference before you include them on this list.

Finally…

Make sure your resume is about one page if you are just finishing your undergraduate degree, possibly more than a page if you are completing graduate school. If you already have several years experience, going to two pages may be warranted.

Use a font that is easy to read, professional and large enough to be seen easily (size 10-12 typically). Keep your margins between .5 inches and 1 inch. See the Resume Development Guide for additional guidelines and several examples.

Summary:

- You must include at least these four sections.
- Your grammar, punctuation, organization and purpose must be clear and professional.
- The final product must represent you well, and be a document you would not hesitate to hand out should the right opportunity arise.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Communication Skills."
3. Click on "Writing a Resume (Career Services)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Johnson, Beth**." After entering this, hit the "Submit" button.

Writing a Resume
(Career Services) (4A)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Accurate audience analysis	Analyzes the audience fully and accurately by selecting an appropriate topic, presenting relevant content, and drawing pertinent conclusions	Analyzes the audience accurately by selecting an appropriate topic, presenting relevant content, and drawing pertinent conclusions	Analyzes the audience with some accuracy by selecting an appropriate topic, presenting relevant content, and drawing pertinent conclusions	Analyzes the audience incorrectly by not selecting an appropriate topic, presenting relevant content, and drawing pertinent conclusions	Does not attempt to analyze audience
Logical organization of ideas for thesis development	Organizes all ideas in a logical sequence for clear thesis development through a unified, cogent, and coherent presentation of material	Organizes most ideas in logical sequence for clear thesis development through a unified, cogent, and coherent presentation of material	Organizes some ideas in logical sequence for clear thesis development through a unified, cogent, and coherent presentation of material	Organizes ideas illogically for thesis development through lack of a unified, cogent, and coherent presentation of material	Does not attempt to organize ideas for thesis development
Creativity of expression	Presents the material effectively and creatively using original ideas and innovative techniques	Presents the material effectively and creatively using innovative techniques	Presents the material creatively using innovative techniques	Presents the material with little creativity not using original ideas and innovative techniques	Does not attempt to present the material creatively
Correct mechanics and grammar	Uses mechanics and grammar with no errors	Uses mechanics and grammar with few minor errors	Uses mechanics and grammar with some minor errors	Uses mechanics and grammar with excessive minor or a few major errors	Does not attempt to use correct mechanics or grammar
Engaging and appropriate style	Uses engaging and appropriate style, holding the audience's interest and attention throughout	Uses engaging and mostly appropriate style, holding the audience's interest and attention most of the time	Uses appropriate style, holding the audience's interest and attention some of the time	Uses inappropriate style and/or does not hold the audience's interest and attention	Does not attempt to use appropriate style or hold the audience's interest and attention
Responsible use of content	Presents significant evidence with insightful connections to conclusions	Presents sufficient evidence with adequate connections to conclusions	Presents some evidence with adequate connections to conclusions	Presents little or no evidence and makes weak connections to conclusions	Does not attempt to present evidence and makes no connections to conclusions
Correct use of required documentation style	Meets the required documentation style fully and accurately with no errors	Meets the required documentation style with few minor errors	Meets the required documentation style with some minor errors	Meets the required documentation style with excessive minor or major errors	Does not attempt to meet the required documentation style

Chapel Experience Reflection Paper
(Chapel/Co-Curricular Activities) (1A)

Outcome	Proficiency	Definition
Spiritually Alive	*Biblical Knowledge (1A)*	*The ability to accurately interpret the Scriptures in order to arrive at principles that serve as guidelines for living a Spirit-filled life*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe a chapel that you attended this semester.
2. During the chapel that you described above, what historical background and scriptures were used by the speaker?
3. Describe how the speaker interpreted the scripture.
4. Evaluate the experience in light of scripture. Include pertinent Bible verses in your discussion.
5. Summarize what you heard and describe how you can apply it to your personal life.

Submission Steps

1. Click on "Spiritually Alive."
2. Click on "Biblical Knowledge."
3. Click on "Chapel Experience Reflection Paper (Chapel)
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Chaplain, Men's**" or "**Chaplain, Women's**," depending on your gender. After entering this, hit the "Submit" button.

Chapel Experience Reflection Paper
(Chapel/Co-Curricular Activities) (1A)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Awareness of the Holy Spirit in the decision-making process	Examines thoroughly and clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines inadequately the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Does not examine the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process
Knowledge and development of the fruit of the Spirit	Demonstrates knowledge of the fruit of the Spirit and effectively and intentionally develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and effectively develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and develops it in personal life	Demonstrates little knowledge of the fruit of the Spirit and/or develops it inappropriately in personal life	Does not demonstrate knowledge of the fruit of the Spirit or develop it
Knowledge and development of the gifts and attributes of the Spirit	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively and intentionally develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and develops them in personal life	Demonstrates little knowledge of the gifts and attributes of the Spirit and/or develops them inappropriately in personal life	Does not demonstrate knowledge of the gifts and attributes of the Spirit or develop them
Evaluation of personal response to the Holy Spirit's direction in light of Scripture	Responds clearly and effectively to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds clearly to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds using insufficient and/or inappropriate examination of Scripture	Does not respond with examination of Scripture

Holy Spirit Experience Reflection Paper
(Chapel/Co-Curricular Activities) (1B)

Outcome	Proficiency	Definition
Spiritually Alive	*Sensitivity to the Holy Spirit (1B)*	*A maturing process of growing in wisdom to do the right things in accordance with God's will, and to expect the Spirit's direct leading in response to one's asking and receiving*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe an experience with the Holy Spirit.
   (a) It may be a *personal* encounter you had with the Holy Spirit.
   (b) It may be a situation where you were praying with someone to receive salvation, healing, or the baptism in the Holy Spirit.
   (c) How do you see the fruit and gifts of the Spirit operating in your life during this experience? How could you apply the fruit and gifts to this situation?
2. After describing the experience in detail, consider the following questions:
   (a) What are the lasting effects and impressions of that experience?
   (b) Has your attitude or evaluation changed since the experience? If so, how?
   (c) If your experience was in praying with someone, what is the current situation with that person? Have you kept in contact? How is his or her spiritual walk?
3. Evaluate the experience in light of Scripture. Include pertinent Biblical verses in your discussion.

Submission Steps

1. Click on "Spiritually Alive."
2. Click on "Sensitivity to the Holy Spirit."
3. Click on "Holy Spirit Experience Reflection Paper (Co-Curricular Activities)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Chaplain, Men's**" or "**Chaplain, Women's**," depending on your gender. After entering this, hit the "Submit" button.

Holy Spirit Experience Reflection Paper (Chapel/Co-Curricular Activities) (1B)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Awareness of the Holy Spirit in the decision-making process	Examines thoroughly and clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines inadequately the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Does not examine the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process
Knowledge and development of the fruit of the Spirit	Demonstrates knowledge of the fruit of the Spirit and effectively and intentionally develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and effectively develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and develops it in personal life	Demonstrates little knowledge of the fruit of the Spirit and/or develops it inappropriately in personal life	Does not demonstrate knowledge of the fruit of the Spirit or develop it
Knowledge and development of the gifts and attributes of the Spirit	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively and intentionally develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and develops them in personal life	Demonstrates little knowledge of the gifts and attributes of the Spirit and/or develops them inappropriately in personal life	Does not demonstrate knowledge of the gifts and attributes of the Spirit or develop them
Evaluation of personal response to the Holy Spirit's direction in light of Scripture	Responds clearly and effectively to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds clearly to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds using insufficient and/or inappropriate examination of Scripture	Does not respond with examination of Scripture

Martin Luther King, Jr. Chapel Reflection Paper
(Chapel/Co-Curricular Activities) (4C)

Outcome	Proficiency	Definition
Socially Adept	*Appreciation of Cultural and Linguistic Differences (4C)*	*Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. In a paragraph, describe the Martin Luther King, Jr. chapel, or any other related cultural event on campus.
2. What part of the chapel or cultural event affected you the most? Why?
3. Watch Martin Luther King's "I Have a Dream" speech on YouTube.
4. Do you view Martin Luther King, Jr. or the Civil Rights movement differently after the chapel or event or after hearing his speech? If so, how?
5. Discuss the significance of the Civil Rights movement in modern-day America. How have race relations changed because of his movement?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Appreciation of Cultural and Linguistic Differences."
3. Click on "Martin Luther King, Jr. Chapel Reflection Paper (Chapel)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Chaplain, Men's**" or "**Chaplain, Women's**," depending on your gender. After entering this, hit the "Submit" button.

Martin Luther King, Jr. Chapel Reflection Paper (Chapel/Co-Curricular Activities) (4C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of cultural diversity	Identifies multiple, significant cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies multiple cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies some cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies incorrectly cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Does not attempt to identify cultural components or traditions from a culture or cultures outside a student's ethnic or national origin
Analysis of cultural differences	Identifies multiple, significant effects of cultural differences	Identifies multiple effects of cultural differences	Identifies some effects of cultural differences	Identifies improperly effects of cultural differences	Does not attempt to identify cultural differences
Understanding the implications of cultural diversity	Recognizes and supports the value of diverse languages and cultures through personal experience	Recognizes and supports the value of diverse languages and cultures	Recognizes the value of diverse languages and cultures	Recognizes inappropriately the value of diverse languages and cultures	Does not attempt to recognize diverse languages and cultures
Respect for the beliefs of different ethnic, religious, or social groups	Explores and develops appropriate responses to the beliefs of different groups and interacts with them	Explores and develops appropriate responses to the beliefs of different groups	Explores appropriate responses to beliefs of different groups	Develops inappropriate responses to the beliefs of different groups	Does not attempt to explore the beliefs of different groups
Ability to learn from diverse groups about their worldviews and cultures	Explores and challenges worldviews and cultures and interacts with diverse groups	Explores and challenges worldviews and cultures	Explores worldviews and cultures	Challenges inappropriately worldviews and cultures	Does not attempt to explore worldviews and cultures

Chapel Ministry Experience Reflection Paper
(Chapel/Co-Curricular Activities) (1B)

Outcome	Proficiency	Definition
Spiritually Alive	*Sensitivity to the Holy Spirit (1B)*	*A maturing process of growing in wisdom to do the right things in accordance with God's will, and to expect the Spirit's direct leading in response to one's asking and receiving*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe a situation where you asked for and received direction from the Holy Spirit during altar ministry or one-on-one ministry times.
2. During the ministry that you described above, what did the Holy Spirit influence you to do that you might not have done otherwise?
3. Did you follow the Holy Spirit's leading? Why or why not? If not, what might you do differently in the future?
4. Evaluate the experience in light of scripture. Include pertinent Bible verses in your discussion.

Submission Steps

1. Click on "Spiritually Alive."
2. Click on "Sensitivity to the Holy Spirit."
3. Click on "Ministry Experience Reflection Paper (Chapel)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Chaplain, Men's** or **Chaplain, Women's**." After entering this, hit the "Submit" button.

Chapel Ministry Experience Reflection Paper (Chapel/Co-Curricular Activities) (1B)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Awareness of the Holy Spirit in the decision-making process	Examines thoroughly and clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines inadequately the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Does not examine the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process
Knowledge and development of the fruit of the Spirit	Demonstrates knowledge of the fruit of the Spirit and effectively and intentionally develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and effectively develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and develops it in personal life	Demonstrates little knowledge of the fruit of the Spirit and/or develops it inappropriately in personal life	Does not demonstrate knowledge of the fruit of the Spirit or develop it
Knowledge and development of the gifts and attributes of the Spirit	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively and intentionally develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and develops them in personal life	Demonstrates little knowledge of the gifts and attributes of the Spirit and/or develops them inappropriately in personal life	Does not demonstrate knowledge of the gifts and attributes of the Spirit or develop them
Evaluation of personal response to the Holy Spirit's direction in light of Scripture	Responds clearly and effectively to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds clearly to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds using insufficient and/or inappropriate examination of Scripture	Does not respond with examination of Scripture

Missions Chapel Reflection Paper
(Chapel/Co-Curricular Activities) (4C)

Outcome	Proficiency	Definition
Socially Adept	*Appreciation of Cultural and Linguistic Differences (4C)*	*Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe the missions chapel, especially focusing on the countries highlighted and the missions experiences presented.
2. Describe some aspect of the chapel that gave you an insight into another culture. What did you learn that you did not know before you attended the chapel? What do you now appreciate about the culture? How have your attitudes toward another culture changed?
3. What part of the chapel moved you in some way? Why?
4. Did you feel the Holy Spirit dealing with you in some way concerning missions or witnessing to others? If so, how?
5. What actions did you take as a result of the missions chapel?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Appreciation of Cultural and Linguistic Differences."
3. Click on "Missions Chapel Reflection Paper (Chapel)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Chaplain, Men's**" or "**Chaplain, Women's**," depending on your gender. After entering this, hit the "Submit" button.

Missions Chapel Reflection Paper
(Chapel/Co-Curricular Activities) (4C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of cultural diversity	Identifies multiple, significant cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies multiple cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies some cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies incorrectly cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Does not attempt to identify cultural components or traditions from a culture or cultures outside a student's ethnic or national origin
Analysis of cultural differences	Identifies multiple, significant effects of cultural differences	Identifies multiple effects of cultural differences	Identifies some effects of cultural differences	Identifies improperly effects of cultural differences	Does not attempt to identify cultural differences
Understanding the implications of cultural diversity	Recognizes and supports the value of diverse languages and cultures through personal experience	Recognizes and supports the value of diverse languages and cultures	Recognizes the value of diverse languages and cultures	Recognizes inappropriately the value of diverse languages and cultures	Does not attempt to recognize diverse languages and cultures
Respect for the beliefs of different ethnic, religious, or social groups	Explores and develops appropriate responses to the beliefs of different groups and interacts with them	Explores and develops appropriate responses to the beliefs of different groups	Explores appropriate responses to beliefs of different groups	Develops inappropriate responses to the beliefs of different groups	Does not attempt to explore the beliefs of different groups
Ability to learn from diverse groups about their worldviews and cultures	Explores and challenges worldviews and cultures and interacts with diverse groups	Explores and challenges worldviews and cultures	Explores worldviews and cultures	Challenges inappropriately worldviews and cultures	Does not attempt to explore worldviews and cultures
Sensitivity to the social forms of different cultures	Understands and interprets complexities in the social forms of different cultures; has personal experience with them	Understands and interprets complexities in the social forms of different cultures	Understands complexities in the social forms of different cultures	Exhibits little understanding of the complexities in the social forms of different cultures	Does not attempt to exhibit understanding of the complexities in the social forms of different cultures

Chaplain Leadership Program Reflection Paper
(Chaplain/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your Chaplain Leadership Program experience.
2. Describe your interaction with your Head Chaplain, other chaplains, and your Floor Leadership Team.
3. Describe your interaction with the students on your floor.
4. What specific challenges did you face, and how did you resolve them?
5. Discuss how you exhibited characteristics of leadership in your dealings with others. (Consult the Leadership Capacity rubric for more information.)
6. What have you learned from your experience in the Chaplain Leadership Program and how has it made you a stronger leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (Chaplain Leadership Program)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Chaplain, Men's**" or "**Chaplain, Women's**," depending on your gender. After entering this, hit the "Submit" button.

Chaplain Leadership Program Reflection Paper (Chaplain/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Chaplain Floor Vision or Dorm Group Reflection Paper (Chaplain/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe how you arrived at your floor vision or dorm group and what you hoped to accomplish with it. How successful do you feel you were in implementing the vision?
2. Has developing a floor vision benefited the productivity of quality, ongoing interactions in your dorm group on your floor? In what way?
3. How has the vision played an integral part in the development of meaningful interpersonal relationships?
4. Describe how you interact specifically with others on your floor or in your dorm group.
5. What challenges have you identified, and how do you seek to resolve them?
6. What have you learned from your experience as a head chaplain or chaplain that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Floor Vision Reflection Paper (Chaplain)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Chaplain, Men's**" or "**Chaplain, Women's**," depending on your gender. After entering this, hit the "Submit" button.

Chaplain Floor Vision or Dorm Vision Reflection Paper (Chaplain/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Chaplain Joint Student-Leader Program Reflection Paper (Chaplain/Co-Curricular Activities) (4B)

Outcome	Proficiency	Definition
Socially Adept	*Interpersonal Skills (4B)*	*The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. What activities did you intentionally initiate with co-student leaders?
2. How did this nurture your friendships and leadership on the floor?
3. Discuss specific challenges you faced and how you resolved them.
4. What techniques do you use to interact with others?
5. What have you learned from this experience?
6. Discuss how you exhibited reliability, responsibility, non-verbals, listening, civility, and respect in your dealings with others. (Consult the Interpersonal Skills rubric for more information.)

Submission Steps

1. Click on "Socially Adept."
2. Click on "Interpersonal Skills."
3. Click on "Join Student-Leader Program Reflection Paper (Chaplain)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Chaplain, Men's**" or "**Chaplain, Women's**," depending on your gender. After entering this, hit the "Submit" button.

Chaplain Joint Student-Leader Program Reflection Paper (Chaplain/Co-Curricular Activities) (4B)

Criteria	Exemplary	Competent	Acceptable	Not Acceptable	Not Attempted
Reliability	Attends all or nearly all sessions or when absent, tardy, or has to leave early, informs the group in advance and makes up all missed work. Consistently avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends most of the sessions, and when absent, tardy, or has to leave early, informs the group and makes up all missed work. Usually avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends at least half of the sessions, or when absent, tardy, or has to leave early, informs the group and makes up most of the missed work. Sometimes avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends fewer than half the sessions, is consistently tardy, or has to leave early, does not inform the group or does not make up the work. May create distractions, ignore group goals, or cause division, not completing work.	Never makes any contact with the group concerning the assignment
Responsibility	Formulates, communicates, and accomplishes all assignments well and on time or early and is honest	Formulates, communicates, and accomplishes all assignments and is honest	Communicates and accomplishes most assignments and is honest	Neglects assignments and may be dishonest	Never makes any contact with the group concerning the assignment
Non-verbals	Consistently enhances non-verbal communication with attire, vocal tone, touch, facial expressions, proximity, the provision of food, gifts, or other nonverbal encouragement	Usually enhances non-verbal communication with attire, vocal tone, touch, facial expressions, and proximity	Enhances non-verbal communication appropriately more than half of the time with attire, vocal tone, touch, facial expressions, and proximity	Distracts from nonverbal communication with inappropriate clothing, voice, odor, touching, and/or sitting or talking too close or far away	Never interacts with the group
Listening	Consistently pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Usually pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Pays attention to, responds appropriately to, and remembers verbal and nonverbal messages more than half of the time	Ignores, fails to respond to, or forgets most verbal or nonverbal messages	Never interacts with the group
Civility	Consistently uses kind and responsible words with no profanity and speaks in a personalized way without spending too much time off task	Uses kind and responsible words most of the time with no profanity. Usually speaks in a personalized way without spending too much time off task	Uses kind and responsible words and speaks in a personalized way without spending too much time off task more than half the time	Uses profanity, irresponsible words, and/or stereotypes	Never interacts with the group
Respect	Participates with other members even across gender, culture and/or other differences. Trusts members who are different.	Acknowledges the value of others across gender, culture and/or other differences. Willingly listens to members who are different	Is aware that others are different. May be uncomfortable with the diversity, yet avoids conflict.	Rejects others who are different or treats differences as deficiencies. May exclude contributions from others	Never interacts with the group
Contribution	Consistently presents fresh and relevant information, services, or materials	Usually presents fresh and relevant information, services, or materials	Presents fresh and relevant information, services, or materials	Seldom presents fresh and relevant information, services, or materials	Presents no information, service, or materials
Conflict management	Consistently, positively, and quickly identifies and manages all conflicts directly and bias-free with appropriate techniques	Usually identifies and manages all conflicts directly and bias-free with appropriate techniques	Identifies and manages conflicts indirectly and bias-free	Uses contempt, coercion, passive aggression, the silent treatment, and/or defensiveness to manage conflicts	Never interacts with the group

Christian Legal Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Christian Legal Society)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Branham, Sonny**." After entering his name, hit the "Submit" button.

Christian Legal Society Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Club Officer/Member Reflection Paper (General)
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (Club Officer/Member)"
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, which will be the name of the club's Faculty Advisor in the format "**Last Name, First Name**." On the ORU website, you will find the clubs in specific departments with faculty advisors listed. After entering this, hit the "Submit" button.

Club Officer/Member Reflection Paper (General) (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

College Democrats Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (College Democrats)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Hirlinger, Michael**." After entering his name, hit the "Submit" button.

College Democrats Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Collegiate Music Educators National Conference (CMENC) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (CMENC)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Quant, Scott**." After entering his name, hit the "Submit" button.

Collegiate Music Educators National Conference (CMENC)
Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

College Libertarians Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (College Libertarians)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Peterson, Stephen**." After entering his name, hit the "Submit" button.

College Libertarians Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

College Republicans Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (College Republicans)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Branham, Sonny**." After entering his name, hit the "Submit" button.

College Republicans Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Community Outreach Ministry Experience Reflection Paper (Community Outreach/Co-Curricular Activities) (1B)

Outcome	Proficiency	Definition
Spiritually Alive	*Sensitivity to the Holy Spirit (1B)*	*A maturing process of growing in wisdom to do the right things in accordance with God's will, and to expect the Spirit's direct leading in response to one's asking and receiving*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe a situation where you asked for and received direction from the Holy Spirit during altar ministry or one-on-one ministry times.
2. During the ministry that you described above, what did the Holy Spirit influence you to do that you might not have done otherwise?
3. Did you follow the Holy Spirit's leading? Why or why not? If not, what might you do differently in the future?
4. Evaluate the experience in light of scripture. Include pertinent Bible verses in your discussion.

Submission Steps

1. Click on "Spiritually Alive."
2. Click on "Sensitivity to the Holy Spirit."
3. Click on "Ministry Experience Reflection Paper (Community Outreach)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**CommunityOutreach**." After entering this, hit the "Submit" button.

Community Outreach Ministry Experience Reflection Paper (Community Outreach/Co-Curricular Activities) (1B)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Awareness of the Holy Spirit in the decision-making process	Examines thoroughly and clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines inadequately the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Does not examine the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process
Knowledge and development of the fruit of the Spirit	Demonstrates knowledge of the fruit of the Spirit and effectively and intentionally develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and effectively develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and develops it in personal life	Demonstrates little knowledge of the fruit of the Spirit and/or develops it inappropriately in personal life	Does not demonstrate knowledge of the fruit of the Spirit or develop it
Knowledge and development of the gifts and attributes of the Spirit	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively and intentionally develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and develops them in personal life	Demonstrates little knowledge of the gifts and attributes of the Spirit and/or develops them inappropriately in personal life	Does not demonstrate knowledge of the gifts and attributes of the Spirit or develop them
Evaluation of personal response to the Holy Spirit's direction in light of Scripture	Responds clearly and effectively to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds clearly to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds using insufficient and/or inappropriate examination of Scripture	Does not respond with examination of Scripture

Community Outreach Reflection Paper
(Community Outreach/Co-Curricular Activities) (4B)

Outcome	Proficiency	Definition
Socially Adept	*Interpersonal Skills (4B)*	*The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe the Community Outreach program you are involved with.
2. How did you interact with the people you were ministering to?
3. How did they respond to you?
4. What specific challenges did you face, and how did you resolve them?
5. What have you learned from this experience?
6. Discuss how you exhibited reliability, responsibility, non-verbals, listening, civility, and respect in your dealings with others. (Consult the Interpersonal Skills rubric for more information.)

Submission Steps

1. Click on "Socially Adept."
2. Click on "Interpersonal Skills."
3. Click on "Community Outreach Reflection Paper (Community Outreach)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**CommunityOutreach**." After entering this, hit the "Submit" button.

Community Outreach Reflection Paper
(Community Outreach/Co-Curricular Activities) (4B)

Criteria	Exemplary	Competent	Acceptable	Not Acceptable	Not Attempted
Reliability	Attends all or nearly all sessions or when absent, tardy, or has to leave early, informs the group in advance and makes up all missed work. Consistently avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends most of the sessions, and when absent, tardy, or has to leave early, informs the group and makes up all missed work. Usually avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends at least half of the sessions, or when absent, tardy, or has to leave early, informs the group and makes up most of the missed work. Sometimes avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends fewer than half the sessions, is consistently tardy, or has to leave early, does not inform the group or does not make up the work. May create distractions, ignore group goals, or cause division, not completing work.	Never makes any contact with the group concerning the assignment
Responsibility	Formulates, communicates, and accomplishes all assignments well and on time or early and is honest	Formulates, communicates, and accomplishes all assignments and is honest	Communicates and accomplishes most assignments and is honest	Neglects assignments and may be dishonest	Never makes any contact with the group concerning the assignment
Non-verbals	Consistently enhances non-verbal communication with attire, vocal tone, touch, facial expressions, proximity, the provision of food, gifts, or other nonverbal encouragement	Usually enhances non-verbal communication with attire, vocal tone, touch, facial expressions, and proximity	Enhances non-verbal communication appropriately more than half of the time with attire, vocal tone, touch, facial expressions, and proximity	Distracts from nonverbal communication with inappropriate clothing, voice, odor, touching, and/or sitting or talking too close or far away	Never interacts with the group
Listening	Consistently pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Usually pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Pays attention to, responds appropriately to, and remembers verbal and nonverbal messages more than half of the time	Ignores, fails to respond to, or forgets most verbal or nonverbal messages	Never interacts with the group
Civility	Consistently uses kind and responsible words with no profanity and speaks in a personalized way without spending too much time off task	Uses kind and responsible words most of the time with no profanity. Usually speaks in a personalized way without spending too much time off task	Uses kind and responsible words and speaks in a personalized way without spending too much time off task more than half the time	Uses profanity, irresponsible words, and/or stereotypes	Never interacts with the group
Respect	Participates with other members even across gender, culture and/or other differences. Trusts members who are different.	Acknowledges the value of others across gender, culture and/or other differences. Willingly listens to members who are different	Is aware that others are different. May be uncomfortable with the diversity, yet avoids conflict.	Rejects others who are different or treats differences as deficiencies. May exclude contributions from others	Never interacts with the group
Contribution	Consistently presents fresh and relevant information, services, or materials	Usually presents fresh and relevant information, services, or materials	Presents fresh and relevant information, services, or materials	Seldom presents fresh and relevant information, services, or materials	Presents no information, service, or materials
Conflict management	Consistently, positively, and quickly identifies and manages all conflicts directly and bias-free with appropriate techniques	Usually identifies and manages all conflicts directly and bias-free with appropriate techniques	Identifies and manages conflicts indirectly and bias-free	Uses contempt, coercion, passive aggression, the silent treatment, and/or defensiveness to manage conflicts	Never interacts with the group

Community Outreach Leadership Reflection Paper
(Community Outreach/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your missions experience.
2. How did you interact with the people you dealt with?
3. How did they respond to you?
4. What specific challenges did you face, and how did you resolve them?
5. Discuss how you exhibited characteristics of leadership in your dealings with others. (Consult the Leadership Capacity rubric for more information.)
6. What have you learned from your experience in missions that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (Missions)
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**CommunityOutreach**." After entering this, hit the "Submit" button.

Community Outreach Leadership Reflection Paper (Community Outreach/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Team Outreach Reflection Paper (Community Service)
(Community Outreach/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.

2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.

3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe a situation where your outreach team volunteered for community service.

2. How did you demonstrate God's love to these people?

3. Discuss specific actions you took to make a difference in the community.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Team Outreach Reflection Paper (Community Service) (Community Outreach)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**CommunityOutreach**." After entering this, hit the "Submit" button.

Team Outreach Reflection Paper (Community Service) (Community Outreach/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Enriching the social environment	Participates actively in, promotes, and initiates a new program to enrich the social environment	Participates actively in and promotes programs to enrich the social environment	Participates actively in programs to enrich the social environment	Participates inadequately in programs to enrich the social environment	Does not attempt to demonstrate effort to enrich the social environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

Team Outreach Reflection Paper (Evangelism)
(Community Outreach/Co-Curricular Activities) (1C)

Outcome	Proficiency	Definition
Spiritually Alive	*Evangelistic Capability (1C)*	*The ability to intentionally share the gospel of Jesus Christ as led by the Holy Spirit*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. How did you share your faith during outreaches?
2. Describe a situation where you were able to share your testimony.
3. What kind of preparation was done before you went out to share the gospel?
4. How did you present the gospel? Be specific.
5. What kinds of questions were asked, and how did you respond to them?
6. What was the outcome of sharing your testimony? Did you pray with the person(s) to receive Jesus Christ as Lord?

Submission Steps

7. Click on "Socially Adept."
8. Click on "Interpersonal Skills."
9. Click on "Team Outreach Reflection Paper (Evangelism)."
10. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
11. Click the "Save" button.
12. Click the "Submit Page" button. Enter the name of your assessor, "**CommunityOutreach**." After entering this, hit the "Submit" button.

Team Outreach Reflection Paper (Evangelism)
(Community Outreach/Co-Curricular Activities) (1C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of the comprehensive saving message of the gospel and/or healing	Demonstrates a thorough understanding of the saving message of the gospel and/or healing	Demonstrates an adequate understanding of the saving message of the gospel and/or healing	Demonstrates some understanding of the saving message of the gospel and/or healing	Demonstrates little understanding of the saving message of the gospel and/or healing	Does not attempt to demonstrate an understanding of the saving message of the gospel and/or healing
Preparedness to share the gospel and/or healing message	Demonstrates complete preparation to share the gospel and/or healing message	Demonstrates adequate preparation to share the gospel and/or healing message	Demonstrates limited preparation to share the gospel and/or healing message	Demonstrates inadequate preparation to share the gospel and/or healing message	Does not attempt to demonstrate preparation to share the gospel and/or healing message
Ability to respond to questions concerning the gospel and/or healing	Answers accurately all or nearly all questions posed by others concerning the gospel and/or healing	Answers accurately most questions posed by others concerning the gospel and/or healing	Answers accurately some questions posed by others concerning the gospel and/or healing	Answers inaccurately questions posed by others concerning the gospel and/or healing	Does not attempt to answer questions posed by others concerning the gospel and/or healing
Ability to use appropriate vocabulary to share the gospel and/or healing message	Defines and explains all of the words necessary to share the gospel and/or healing message	Defines and explains most of the words necessary to share the gospel and/or healing message	Defines and explains some of the words necessary to share the gospel and/or healing message	Defines and explains inaccurately or incompletely the words necessary to share the gospel and/or healing message	Does not attempt to define and/or explain the words necessary to share the gospel and/or healing message
Ability to recognize opportunities to share the gospel and/or healing message	Recognizes multiple appropriate opportunities to share the gospel and/or healing message	Recognizes some appropriate opportunities to share the gospel and/or healing message	Recognizes an appropriate opportunity to share the gospel and/or healing message	Recognizes inappropriate opportunities to share the gospel and/or healing message	Does not attempt to recognize any opportunity to share the gospel and/or healing message

Computer Club Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Computer Club)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Eland, Dave**." After entering his name, hit the "Submit" button.

Computer Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

The Core (Whole Person Scholarship Recipients) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (The Core)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Brainard, Nancy**." After entering his name, hit the "Submit" button.

The Core (Whole Person Scholarship Recipients) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

C. S. Lewis and Inklings Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (CS Lewis and the Inklings Club)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Hall, MarkR**." After entering his name, hit the "Submit" button.

C. S. Lewis and Inklings Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Debate Club Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Debate Club)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Farmer, Agena**." After entering his name, hit the "Submit" button.

Debate Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Education Honor Society (Kappa Delta Pi) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Kappa Delta Pi)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Norton, Tim**." After entering his name, hit the "Submit" button.

Education Honor Society (Kappa Delta Pi) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

English Club (The Pentangle) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (The Pentangle)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Allen, JoAnn**." After entering his name, hit the "Submit" button.

English Club (The Pentangle) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

English Honor Society (Sigma Tau Delta) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Sigma Tau Delta)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Meyers, Kay**." After entering his name, hit the "Submit" button.

English Honor Society (Sigma Tau Delta)/Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

French Club Member Reflection Paper
(Club/Co-Curricular Activities) (4C)

Outcome	Proficiency	Definition
Socially Adept	*Appreciation of Cultural and Linguistic Differences (4C)*	*Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections? As you write your reflection paper, keep in mind the correlation between culture and language.
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that helps you to appreciate cultural and linguistic differences?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Appreciation of Cultural and Linguistic Differences.”
3. Click on “Reflection Paper (French Club Member).”
4. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
5. Click the “Save” button.
6. Click the “Submit Page” button. Enter the name of your assessor, “**Skinner, Robert**.” After entering his name, hit the “Submit” button.

French Club Member Reflection Paper
(Club/Co-Curricular Activities) (4C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of cultural diversity	Identifies multiple, significant cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies multiple cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies some cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies incorrectly cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Does not attempt to identify cultural components or traditions from a culture or cultures outside a student's ethnic or national origin
Analysis of cultural differences	Identifies multiple, significant effects of cultural differences	Identifies multiple effects of cultural differences	Identifies some effects of cultural differences	Identifies improperly effects of cultural differences	Does not attempt to identify cultural differences
Understanding the implications of cultural diversity	Recognizes and supports the value of diverse languages and cultures through personal experience	Recognizes and supports the value of diverse languages and cultures	Recognizes the value of diverse languages and cultures	Recognizes inappropriately the value of diverse languages and cultures	Does not attempt to recognize diverse languages and cultures
Ability to speak, read, and write a foreign language	Communicates effectively in a foreign language	Communicates adequately in a foreign language	Communicates with limited ability in a foreign language	Communicates minimally in a foreign language	Does not attempt to communicate in a foreign language
Awareness of the inherent connection between cultures and their languages	Identifies and describes significant examples of connections between cultures and their languages	Identifies and describes examples of connections between cultures and their languages	Identifies examples of connections between cultures and their languages	Identifies incorrectly examples of connections between cultures and their languages	Does not attempt to identify examples of connections between cultures and their languages

French Club Officer Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Club Reflection Papers.”
4. Click on “Reflection Paper (French Club).”
5. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
6. Click the “Save” button.
7. Click the “Submit Page” button. Enter the name of your assessor, “**Skinner, Robert**.” After entering his name, hit the “Submit” button.

French Club Officer Reflection Paper
(Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

French Honor Society (Pi Delta Phi) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (French Honor Society)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Skinner, Robert**." After entering his name, hit the "Submit" button.

French Honor Society (Pi Delta Phi)/Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Freshman Honor Society (Alpha Lamda Delta) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Alpha Lamda Delta)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Klehm, Catherine**." After entering his name, hit the "Submit" button.

Freshman Honor Society (Alpha Lamda Delta) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Galleries Art Club Officer/Member
Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Galleries)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Gaskill, Darlene**." After entering his name, hit the "Submit" button.

Galleries Art Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Harbor Crew Interpersonal Skills Reflection Paper
(Student Experience/Co-Curricular Artifact) (4B)

Outcome	Proficiency	Definition
Socially Adept	*Interpersonal Skills (4B)*	*The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors*

As members of various crews, students will participate in the various activities conducted at Harbor. They will then evaluate each other and rate their performance based on the rubric components of interpersonal skills: non-verbals, civility, respect, contribution, and conflict management. These interpersonal evaluations will then be uploaded to ePortfolio.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Interpersonal Skills."
3. Click on "Reflection Paper (Harbor Crew Group Reflection)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**StudentExperience**." After entering this, hit the "Submit" button.

Harbor Crew Interpersonal Skills Reflection Paper
(Student Experience/Co-Curricular Artifacts) (4B)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Non-verbals	Consistently enhances non-verbal communication with attire, vocal tone, touch, facial expressions, proximity, the provision of food, gifts, or other nonverbal encouragement	Usually enhances non-verbal communication with attire, vocal tone, touch, facial expressions, and proximity	Enhances non-verbal communication appropriately more than half of the time with attire, vocal tone, touch, facial expressions, and proximity	Distracts from nonverbal communication with inappropriate clothing, voice, odor, touching, and/or sitting or talking too close or far away	Never interacts with the group
Civility	Consistently uses kind and responsible words with no profanity and speaks in a personalized way without spending too much time off task	Uses kind and responsible words most of the time with no profanity. Usually speaks in a personalized way without spending too much time off task	Uses kind and responsible words and speaks in a personalized way without spending too much time off task more than half the time	Uses profanity, irresponsible words, and/or stereotypes	Never interacts with the group
Respect	Participates with other members even across gender, culture and/or other differences. Trusts members who are different.	Acknowledges the value of others across gender, culture and/or other differences. Willingly listens to members who are different	Is aware that others are different. May be uncomfortable with the diversity, yet avoids conflict.	Rejects others who are different or treats differences as deficiencies. May exclude contributions from others	Never interacts with the group
Contribution	Consistently presents fresh and relevant information, services, or materials	Usually presents fresh and relevant information, services, or materials	Presents fresh and relevant information, services, or materials	Seldom presents fresh and relevant information, services, or materials	Presents no information, service, or materials
Conflict management	Consistently, positively, and quickly identifies and manages all conflicts directly and bias-free with appropriate techniques	Usually identifies and manages all conflicts directly and bias-free with appropriate techniques	Identifies and manages conflicts indirectly and bias-free	Uses contempt, coercion, passive aggression, the silent treatment, and/or defensiveness to manage conflicts	Never interacts with the group

Harbor Crew Leader Reflection Paper
(Student Experience/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your Harbor Crew Leader experience.
2. Describe your interaction with other Harbor Leaders.
3. Describe your interaction with the first-year students at Harbor.
4. What specific challenges did you face, and how did you resolve them?
5. Discuss how you exhibited characteristics of leadership in your dealings with others. (Consult the Leadership Capacity rubric for more information.)
6. What have you learned from your experience as a Harbor Crew Leader and how has it made you a stronger leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (Harbor Crew Leader Reflection Paper)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**StudentExperience**." After entering this, hit the "Submit" button.

Harbor Crew Leader Reflection Paper
(Student Experience/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Harbor Interpersonal Skills Quiz
(Student Experience/Co-Curricular Artifact) (4B)

Outcome	Proficiency	Definition
Socially Adept	*Interpersonal Skills (4B)*	*The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors*

Students participating in Harbor will watch various video clips and complete a quiz asking questions over the rubric components of interpersonal skills: non-verbals, civility, respect, contribution, conflict management, and listening.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Interpersonal Skills."
3. Click on "Harbor Interpersonal Skills Quiz."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**StudentExperience**." After entering this, hit the "Submit" button.

Harbor Interpersonal Skills Quiz
(Student Experience/Co-Curricular Artifacts) (4B)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Non-verbals	Consistently enhances non-verbal communication with attire, vocal tone, touch, facial expressions, proximity, the provision of food, gifts, or other nonverbal encouragement	Usually enhances non-verbal communication with attire, vocal tone, touch, facial expressions, and proximity	Enhances non-verbal communication appropriately more than half of the time with attire, vocal tone, touch, facial expressions, and proximity	Distracts from nonverbal communication with inappropriate clothing, voice, odor, touching, and/or sitting or talking too close or far away	Never interacts with the group
Civility	Consistently uses kind and responsible words with no profanity and speaks in a personalized way without spending too much time off task	Uses kind and responsible words most of the time with no profanity. Usually speaks in a personalized way without spending too much time off task	Uses kind and responsible words and speaks in a personalized way without spending too much time off task more than half the time	Uses profanity, irresponsible words, and/or stereotypes	Never interacts with the group
Respect	Participates with other members even across gender, culture and/or other differences. Trusts members who are different.	Acknowledges the value of others across gender, culture and/or other differences. Willingly listens to members who are different	Is aware that others are different. May be uncomfortable with the diversity, yet avoids conflict.	Rejects others who are different or treats differences as deficiencies. May exclude contributions from others	Never interacts with the group
Contribution	Consistently presents fresh and relevant information, services, or materials	Usually presents fresh and relevant information, services, or materials	Presents fresh and relevant information, services, or materials	Seldom presents fresh and relevant information, services, or materials	Presents no information, service, or materials
Conflict management	Consistently, positively, and quickly identifies and manages all conflicts directly and bias-free with appropriate techniques	Usually identifies and manages all conflicts directly and bias-free with appropriate techniques	Identifies and manages conflicts indirectly and bias-free	Uses contempt, coercion, passive aggression, the silent treatment, and/or defensiveness to manage conflicts	Never interacts with the group
Listening	Consistently pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Usually pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Pays attention to, responds appropriately to, and remembers verbal and nonverbal messages more than half of the time	Ignores, fails to respond to, or forgets most verbal or nonverbal messages	Never interacts with the group

Hebrew Culture Club Member Reflection Paper
(Club/Co-Curricular Activities) (4C)

Outcome	Proficiency	Definition
Socially Adept	*Appreciation of Cultural and Linguistic Differences (4C)*	*Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections? As you write your reflection paper, keep in mind the correlation between culture and language.
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that helps you to appreciate cultural and linguistic differences?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Appreciation of Cultural and Linguistic Differences.”
3. Click on “Reflection Paper (Hebrew Club Member).”
4. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
5. Click the “Save” button.
6. Click the “Submit Page” button. Enter the name of your assessor, “**Mullican, Lenore**.” After entering his name, hit the “Submit” button.

Hebrew Culture Club Member Reflection Paper (Club/Co-Curricular Activities) (4C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of cultural diversity	Identifies multiple, significant cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies multiple cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies some cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies incorrectly cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Does not attempt to identify cultural components or traditions from a culture or cultures outside a student's ethnic or national origin
Analysis of cultural differences	Identifies multiple, significant effects of cultural differences	Identifies multiple effects of cultural differences	Identifies some effects of cultural differences	Identifies improperly effects of cultural differences	Does not attempt to identify cultural differences
Understanding the implications of cultural diversity	Recognizes and supports the value of diverse languages and cultures through personal experience	Recognizes and supports the value of diverse languages and cultures	Recognizes the value of diverse languages and cultures	Recognizes inappropriately the value of diverse languages and cultures	Does not attempt to recognize diverse languages and cultures
Ability to speak, read, and write a foreign language	Communicates effectively in a foreign language	Communicates adequately in a foreign language	Communicates with limited ability in a foreign language	Communicates minimally in a foreign language	Does not attempt to communicate in a foreign language
Awareness of the inherent connection between cultures and their languages	Identifies and describes significant examples of connections between cultures and their languages	Identifies and describes examples of connections between cultures and their languages	Identifies examples of connections between cultures and their languages	Identifies incorrectly examples of connections between cultures and their languages	Does not attempt to identify examples of connections between cultures and their languages

Hebrew Culture Club Officer Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Hebrew Club)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Mullican, Lenore**." After entering his name, hit the "Submit" button.

Hebrew Culture Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

History Club—Chi Epsilon (Pi Alpha Theta)/Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Pi Alpha Theta)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Pranger, Gary**." After entering his name, hit the "Submit" button.

History Club—Chi Epsilon (Pi Alpha Theta)/Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Honors Program Student Council Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Honors Student Council)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Meyers, Kay**." After entering his name, hit the "Submit" button.

Honors Student Council/Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Ignite Program Reflection Paper
(Ignite/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your Ignite experience.
2. How did you interact with the people you were working with?
3. How did they respond to you?
4. What specific challenges did you face, and how did you resolve them?
5. Discuss how you exhibited characteristics of leadership in your dealings with others. (Consult the Leadership Capacity rubric for more information.)
6. What have you learned from your experience in Ignite that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (Ignite)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Men, Dean of**." After entering this, hit the "Submit" button.

Ignite Program Reflection Paper
(Ignite/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Institute of Electrical and Electronic Engineers (IEEE) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (IEEE)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Liu, Sophie**." After entering his name, hit the "Submit" button.

Institute of Electrical and Electronic Engineers (IEEE) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

International Community Development Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Club Reflection Papers.”
4. Click on “Reflection Paper (ICD Club).”
5. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
6. Click the “Save” button.
7. Click the “Submit Page” button. Enter the name of your assessor, “**Gemeda, Solomon**.” After entering his name, hit the “Submit” button.

International Community Development Club/Officer/ Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

International Development Reflection Paper
(International Development) (4C)

Outcome	Proficiency	Definition
Socially Adept	*Appreciation of Cultural and Linguistic Differences (4C)*	*Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your international development experience.
2. What was the highlight of your international development experience?
3. What did you find especially challenging about your international development experience? How did you try to adapt?
4. Discuss the cultural differences of which you were most aware. How did you respond to the religious and cultural differences you experienced?
5. How has your experience on the field affected your awareness of other cultures?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Appreciation of Cultural and Linguistic Differences."
3. Click on "Reflection Paper (International Development)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Greene, Steve**." After entering this, hit the "Submit" button.

International Development Reflection Paper (International Development) (4C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of cultural diversity	Identifies multiple, significant cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies multiple cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies some cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies incorrectly cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Does not attempt to identify cultural components or traditions from a culture or cultures outside a student's ethnic or national origin
Analysis of cultural differences	Identifies multiple, significant effects of cultural differences	Identifies multiple effects of cultural differences	Identifies some effects of cultural differences	Identifies improperly effects of cultural differences	Does not attempt to identify cultural differences
Understanding the implications of cultural diversity	Recognizes and supports the value of diverse languages and cultures through personal experience	Recognizes and supports the value of diverse languages and cultures	Recognizes the value of diverse languages and cultures	Recognizes inappropriately the value of diverse languages and cultures	Does not attempt to recognize diverse languages and cultures
Respect for the beliefs of different ethnic, religious, or social groups	Explores and develops appropriate responses to the beliefs of different groups and interacts with them	Explores and develops appropriate responses to the beliefs of different groups	Explores appropriate responses to beliefs of different groups	Develops inappropriate responses to the beliefs of different groups	Does not attempt to explore the beliefs of different groups
Ability to learn from diverse groups about their worldviews and cultures	Explores and challenges worldviews and cultures and interacts with diverse groups	Explores and challenges worldviews and cultures	Explores worldviews and cultures	Challenges inappropriately worldviews and cultures	Does not attempt to explore worldviews and cultures
Sensitivity to the social forms of different cultures	Understands and interprets complexities in the social forms of different cultures; has personal experience with them	Understands and interprets complexities in the social forms of different cultures	Understands complexities in the social forms of different cultures	Exhibits little understanding of the complexities in the social forms of different cultures	Does not attempt to exhibit understanding of the complexities in the social forms of different cultures
Awareness of the inherent connection between cultures and their languages	Identifies and describes significant examples of connections between cultures and their languages	Identifies and describes examples of connections between cultures and their languages	Identifies examples of connections between cultures and their languages	Identifies incorrectly examples of connections between cultures and their languages	Does not attempt to identify examples of connections between cultures and their languages

International Development Reflection Paper
(International Development/Co-Curricular Activities) (4B)

Outcome	Proficiency	Definition
Socially Adept	*Interpersonal Skills (4B)*	*The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your International Development experience.
2. How did you interact with the people you were ministering to or assisting?
3. How did they respond to you?
4. What specific challenges did you face, and how did you resolve them?
5. What have you learned from this experience?
6. Discuss how you exhibited reliability, responsibility, non-verbals, listening, civility, and respect in your dealings with others. (Consult the Interpersonal Skills rubric for more information.)

Submission Steps

1. Click on "Socially Adept."
2. Click on "Interpersonal Skills."
3. Click on "Reflection Paper (International Development)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Greene, Steve.**" After entering this, hit the "Submit" button.

International Development Reflection Paper
(International Development/Co-Curricular Activities) (4B)

Criteria	Exemplary	Competent	Acceptable	Not Acceptable	Not Attempted
Reliability	Attends all or nearly all sessions or when absent, tardy, or has to leave early, informs the group in advance and makes up all missed work. Consistently avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends most of the sessions, and when absent, tardy, or has to leave early, informs the group and makes up all missed work. Usually avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends at least half of the sessions, or when absent, tardy, or has to leave early, informs the group and makes up most of the missed work. Sometimes avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends fewer than half the sessions, is consistently tardy, or has to leave early, does not inform the group or does not make up the work. May create distractions, ignore group goals, or cause division, not completing work.	Never makes any contact with the group concerning the assignment
Responsibility	Formulates, communicates, and accomplishes all assignments well and on time or early and is honest	Formulates, communicates, and accomplishes all assignments and is honest	Communicates and accomplishes most assignments and is honest	Neglects assignments and may be dishonest	Never makes any contact with the group concerning the assignment
Non-verbals	Consistently enhances non-verbal communication with attire, vocal tone, touch, facial expressions, proximity, the provision of food, gifts, or other nonverbal encouragement	Usually enhances non-verbal communication with attire, vocal tone, touch, facial expressions, and proximity	Enhances non-verbal communication appropriately more than half of the time with attire, vocal tone, touch, facial expressions, and proximity	Distracts from nonverbal communication with inappropriate clothing, voice, odor, touching, and/or sitting or talking too close or far away	Never interacts with the group
Listening	Consistently pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Usually pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Pays attention to, responds appropriately to, and remembers verbal and nonverbal messages more than half of the time	Ignores, fails to respond to, or forgets most verbal or nonverbal messages	Never interacts with the group
Civility	Consistently uses kind and responsible words with no profanity and speaks in a personalized way without spending too much time off task	Uses kind and responsible words most of the time with no profanity. Usually speaks in a personalized way without spending too much time off task	Uses kind and responsible words and speaks in a personalized way without spending too much time off task more than half the time	Uses profanity, irresponsible words, and/or stereotypes	Never interacts with the group
Respect	Participates with other members even across gender, culture and/or other differences. Trusts members who are different.	Acknowledges the value of others across gender, culture and/or other differences. Willingly listens to members who are different	Is aware that others are different. May be uncomfortable with the diversity, yet avoids conflict.	Rejects others who are different or treats differences as deficiencies. May exclude contributions from others	Never interacts with the group
Contribution	Consistently presents fresh and relevant information, services, or materials	Usually presents fresh and relevant information, services, or materials	Presents fresh and relevant information, services, or materials	Seldom presents fresh and relevant information, services, or materials	Presents no information, service, or materials
Conflict management	Consistently, positively, and quickly identifies and manages all conflicts directly and bias-free with appropriate techniques	Usually identifies and manages all conflicts directly and bias-free with appropriate techniques	Identifies and manages conflicts indirectly and bias-free	Uses contempt, coercion, passive aggression, the silent treatment, and/or defensiveness to manage conflicts	Never interacts with the group

International Development Reflection Paper
(International Development/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your International Development experience.
2. How did you interact with the people you were ministering to or assisting?
3. How did they respond to you?
4. What specific challenges did you face, and how did you resolve them?
5. Discuss how you exhibited characteristics of leadership in your dealings with others. (Consult the Leadership Capacity rubric for more information.)
6. What have you learned from your experience in International Development that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (International Development)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Greene, Steve**." After entering this, hit the "Submit" button.

International Development Reflection Paper
(International Development/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

International Honor Society of Nursing—Mu Iota (Sigma Theta Tau)
Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Club Reflection Papers.”
4. Click on “Reflection Paper (Mu Iota).”
5. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
6. Click the “Save” button.
7. Click the “Submit Page” button. Enter the name of your assessor, “**Thompson, Audrey**.” After entering his name, hit the “Submit” button.

International Honor Society of Nursing—Mu Iota (Sigma Theta Tau)
Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

International Student Organization Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (International Student Organization)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Hannon, Richard**." After entering his name, hit the "Submit" button.

International Student Organization Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Team Outreach Reflection Paper (Community Service) (International Worship Center/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.

2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.

3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe a situation where your outreach team volunteered for community service.

2. How did you demonstrate God's love to these people?

3. Discuss specific actions you took to make a difference in the community.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Team Outreach Reflection Paper (Community Service) (International Worship Center)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Worship, ORU**." After entering this, hit the "Submit" button.

Team Outreach Reflection Paper (Community Service)
(International Worship Center/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Enriching the social environment	Participates actively in, promotes, and initiates a new program to enrich the social environment	Participates actively in and promotes programs to enrich the social environment	Participates actively in programs to enrich the social environment	Participates inadequately in programs to enrich the social environment	Does not attempt to demonstrate effort to enrich the social environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

Team Outreach Reflection Paper (Evangelism)
(International Worship Center/Co-Curricular Activities) (1C)

Outcome	Proficiency	Definition
Spiritually Alive	*Evangelistic Capability (1C)*	*The ability to intentionally share the gospel of Jesus Christ as led by the Holy Spirit*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. How did you share your faith during outreaches?
2. Describe a situation where you were able to share your testimony.
3. What kind of preparation was done before you went out to share the gospel?
4. How did you present the gospel? Be specific.
5. What kinds of questions were asked, and how did you respond to them?
6. What was the outcome of sharing your testimony? Did you pray with the person(s) to receive Jesus Christ as Lord?

Submission Steps

1. Click on "Spiritually Alive."
2. Click on "Evangelistic Capability."
3. Click on "Team Outreach Reflection Paper (Evangelism) (International Worship Center)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Worship, ORU**." After entering this, hit the "Submit" button.

Team Outreach Reflection Paper (Evangelism)
(International Worship Center/Co-Curricular Activities) (1C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of the comprehensive saving message of the gospel and/or healing	Demonstrates a thorough understanding of the saving message of the gospel and/or healing	Demonstrates an adequate understanding of the saving message of the gospel and/or healing	Demonstrates some understanding of the saving message of the gospel and/or healing	Demonstrates little understanding of the saving message of the gospel and/or healing	Does not attempt to demonstrate an understanding of the saving message of the gospel and/or healing
Preparedness to share the gospel and/or healing message	Demonstrates complete preparation to share the gospel and/or healing message	Demonstrates adequate preparation to share the gospel and/or healing message	Demonstrates limited preparation to share the gospel and/or healing message	Demonstrates inadequate preparation to share the gospel and/or healing message	Does not attempt to demonstrate preparation to share the gospel and/or healing message
Ability to recognize opportunities to share the gospel and/or healing message	Recognizes multiple appropriate opportunities to share the gospel and/or healing message	Recognizes some appropriate opportunities to share the gospel and/or healing message	Recognizes an appropriate opportunity to share the gospel and/or healing message	Recognizes inappropriate opportunities to share the gospel and/or healing message	Does not attempt to recognize any opportunity to share the gospel and/or healing message
Ability to respond to questions concerning the gospel and/or healing	Answers accurately all or nearly all questions posed by others concerning the gospel and/or healing	Answers accurately most questions posed by others concerning the gospel and/or healing	Answers accurately some questions posed by others concerning the gospel and/or healing	Answers inaccurately questions posed by others concerning the gospel and/or healing	Does not attempt to answer questions posed by others concerning the gospel and/or healing
Ability to use appropriate vocabulary to share the gospel and/or healing message	Defines and explains all of the words necessary to share the gospel and/or healing message	Defines and explains most of the words necessary to share the gospel and/or healing message	Defines and explains some of the words necessary to share the gospel and/or healing message	Defines and explains inaccurately or incompletely the words necessary to share the gospel and/or healing message	Does not attempt to define and/or explain the words necessary to share the gospel and/or healing message

Participation Record
(Intramurals/Co-Curricular Activities) (3B)

Outcome	Proficiency	Definition
Physically Disciplined	*Physically Disciplined Lifestyle (3B)*	*A planned active lifestyle which includes a variety of physical activities designed to enhance physical fitness and decrease the risk of developing degenerative diseases by following the principles of conditioning*

Students are strongly encouraged to participate in intramural sports for the fun, camaraderie, and competition. Intramurals are designed to grow individuals in Christ focusing on the whole person: mind, body and spirit. Participating in ORU Intramurals tests physical strength, emotional strength, and mental toughness. Intramural major sports include flag football, volleyball, basketball, and soccer. Minor sports include 3 on 3 basketball, 3 on 3 football, 3 on 3 soccer, badminton, chess, dodgeball, kickball, ping pong, and racquetball. Intermediate sports include ultimate frisbee and softball. Students who participate in intramurals sports are encouraged to record their participation so that they can receive Whole Person Assessment credit.

Submission Steps

1. Click on "Physically Disciplined."
2. Click on "Physically Disciplined Lifestyle."
3. Click on "Intramurals."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Men, Dean of**." After entering this, hit the "Submit" button.

Participation Record
(Intramurals/Co-Curricular Activities) (3B)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Participation Record	Participates in at least 85% of the activities	Participates in at least 75% of the activities	Participates in at least 60% of the activities	Participates in less than 60% of the activities	Does not participate in activities

Mathematical Association of America (MAA) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Mathematical Association of America)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Lang, Andrew**." After entering his name, hit the "Submit" button.

Mathematical Association of America (MAA) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Mathematics Honor Society (Kappa Mu Epsilon) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Kappa Mu Epsilon)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Dimicelli, Vincent**." After entering his name, hit the "Submit" button.

Mathematics Honor Society (Kappa Mu Epsilon) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Ministry Experience Reflection Paper
(Missions/Co-Curricular Activities) (1B)

Outcome	Proficiency	Definition
Spiritually Alive	*Sensitivity to the Holy Spirit (1B)*	*A maturing process of growing in wisdom to do the right things in accordance with God's will, and to expect the Spirit's direct leading in response to one's asking and receiving*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe a situation where you asked for and received direction from the Holy Spirit during altar ministry or one-on-one ministry times.
2. During the ministry that you described above, what did the Holy Spirit influence you to do that you might not have done otherwise?
3. Did you follow the Holy Spirit's leading? Why or why not? If not, what might you do differently in the future?
4. Evaluate the experience in light of scripture. Include pertinent Bible verses in your discussion.

Submission Steps

1. Click on "Spiritually Alive."
2. Click on "Sensitivity to the Holy Spirit."
3. Click on "Ministry Experience Reflection Paper (Missions)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Missions**." After entering this, hit the "Submit" button.

Ministry Experience Reflection Paper
(Missions/Co-Curricular Activities) (1B)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Awareness of the Holy Spirit in the decision-making process	Examines thoroughly and clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines clearly the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Examines inadequately the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process	Does not examine the Holy Spirit's prompting in the student's personal life and its effect on the decision-making process
Knowledge and development of the fruit of the Spirit	Demonstrates knowledge of the fruit of the Spirit and effectively and intentionally develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and effectively develops it in personal life	Demonstrates knowledge of the fruit of the Spirit and develops it in personal life	Demonstrates little knowledge of the fruit of the Spirit and/or develops it inappropriately in personal life	Does not demonstrate knowledge of the fruit of the Spirit or develop it
Knowledge and development of the gifts and attributes of the Spirit	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively and intentionally develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and effectively develops them in personal life	Demonstrates knowledge of the gifts and attributes of the Spirit and develops them in personal life	Demonstrates little knowledge of the gifts and attributes of the Spirit and/or develops them inappropriately in personal life	Does not demonstrate knowledge of the gifts and attributes of the Spirit or develop them
Evaluation of personal response to the Holy Spirit's direction in light of Scripture	Responds clearly and effectively to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds clearly to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds to the Holy Spirit using appropriate and sufficient examination of Scripture	Responds using insufficient and/or inappropriate examination of Scripture	Does not respond with examination of Scripture

Missions Experience Reflection Paper
(Missions/Co-Curricular Activities) (4C)

Outcome	Proficiency	Definition
Socially Adept	*Appreciation of Cultural and Linguistic Differences (4C)*	*Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your missions experience.
2. What was the highlight of your missions experience?
3. What did you find especially challenging about your missions experience? How did you try to adapt?
4. Discuss the cultural differences of which you were most aware. How did you respond to the religious and cultural differences you experienced?
5. How has your experience on the field affected your awareness of other cultures?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Appreciation of Cultural and Linguistic Differences."
3. Click on "Missions Experience Reflection Paper (Missions)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Missions**." After entering this, hit the "Submit" button.

Missions Experience Reflection Paper
(Missions/Co-Curricular Activities) (4C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of cultural diversity	Identifies multiple, significant cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies multiple cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies some cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies incorrectly cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Does not attempt to identify cultural components or traditions from a culture or cultures outside a student's ethnic or national origin
Analysis of cultural differences	Identifies multiple, significant effects of cultural differences	Identifies multiple effects of cultural differences	Identifies some effects of cultural differences	Identifies improperly effects of cultural differences	Does not attempt to identify cultural differences
Understanding the implications of cultural diversity	Recognizes and supports the value of diverse languages and cultures through personal experience	Recognizes and supports the value of diverse languages and cultures	Recognizes the value of diverse languages and cultures	Recognizes inappropriately the value of diverse languages and cultures	Does not attempt to recognize diverse languages and cultures
Respect for the beliefs of different ethnic, religious, or social groups	Explores and develops appropriate responses to the beliefs of different groups and interacts with them	Explores and develops appropriate responses to the beliefs of different groups	Explores appropriate responses to beliefs of different groups	Develops inappropriate responses to the beliefs of different groups	Does not attempt to explore the beliefs of different groups
Ability to learn from diverse groups about their worldviews and cultures	Explores and challenges worldviews and cultures and interacts with diverse groups	Explores and challenges worldviews and cultures	Explores worldviews and cultures	Challenges inappropriately worldviews and cultures	Does not attempt to explore worldviews and cultures
Sensitivity to the social forms of different cultures	Understands and interprets complexities in the social forms of different cultures; has personal experience with them	Understands and interprets complexities in the social forms of different cultures	Understands complexities in the social forms of different cultures	Exhibits little understanding of the complexities in the social forms of different cultures	Does not attempt to exhibit understanding of the complexities in the social forms of different cultures
Awareness of the inherent connection between cultures and their languages	Identifies and describes significant examples of connections between cultures and their languages	Identifies and describes examples of connections between cultures and their languages	Identifies examples of connections between cultures and their languages	Identifies incorrectly examples of connections between cultures and their languages	Does not attempt to identify examples of connections between cultures and their languages

Missions Reflection Paper
(Missions/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your missions experience.
2. How did you interact with the people you dealt with?
3. How did they respond to you?
4. What specific challenges did you face, and how did you resolve them?
5. Discuss how you exhibited characteristics of leadership in your dealings with others. (Consult the Leadership Capacity rubric for more information.)
6. What have you learned from your experience in missions that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (Missions)
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Missions**." After entering this, hit the "Submit" button.

Missions Reflection Paper
(Missions/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Team Building Activities Reflection Paper
(Missions/Co-Curricular Activities) (4B)

Outcome	Proficiency	Definition
Socially Adept	*Interpersonal Skills (4B)*	*The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe the ways you intentionally interact with team members.
2. What effect did the activities you participated in have on team unity?
3. What interpersonal skills did you use to be an effective team leader? In other words, what specific challenges did you face, and how did you respond to them?
4. What have you learned from this experience?
5. Discuss how you exhibited reliability, responsibility, non-verbals, listening, civility, and respect in your dealings with others. (Consult the Interpersonal Skills rubric for more information.)

Submission Steps

1. Click on "Socially Adept."
2. Click on "Interpersonal Skills."
3. Click on "Team Building Activities Reflection Paper (Missions)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Missions**." After entering this, hit the "Submit" button.

Team Building Activities Reflection Paper (Missions/Co-Curricular Activities) (4B)

Criteria	Exemplary	Competent	Acceptable	Not Acceptable	Not Attempted
Reliability	Attends all or nearly all sessions or when absent, tardy, or has to leave early, informs the group in advance and makes up all missed work. Consistently avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends most of the sessions, and when absent, tardy, or has to leave early, informs the group and makes up all missed work. Usually avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends at least half of the sessions, or when absent, tardy, or has to leave early, informs the group and makes up most of the missed work. Sometimes avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends fewer than half the sessions, is consistently tardy, or has to leave early, does not inform the group or does not make up the work. May create distractions, ignore group goals, or cause division, not completing work.	Never makes any contact with the group concerning the assignment
Responsibility	Formulates, communicates, and accomplishes all assignments well and on time or early and is honest	Formulates, communicates, and accomplishes all assignments and is honest	Communicates and accomplishes most assignments and is honest	Neglects assignments and may be dishonest	Never makes any contact with the group concerning the assignment
Non-verbals	Consistently enhances non-verbal communication with attire, vocal tone, touch, facial expressions, proximity, the provision of food, gifts, or other nonverbal encouragement	Usually enhances non-verbal communication with attire, vocal tone, touch, facial expressions, and proximity	Enhances non-verbal communication appropriately more than half of the time with attire, vocal tone, touch, facial expressions, and proximity	Distracts from nonverbal communication with inappropriate clothing, voice, odor, touching, and/or sitting or talking too close or far away	Never interacts with the group
Listening	Consistently pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Usually pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Pays attention to, responds appropriately to, and remembers verbal and nonverbal messages more than half of the time	Ignores, fails to respond to, or forgets most verbal or nonverbal messages	Never interacts with the group
Civility	Consistently uses kind and responsible words with no profanity and speaks in a personalized way without spending too much time off task	Uses kind and responsible words most of the time with no profanity. Usually speaks in a personalized way without spending too much time off task	Uses kind and responsible words and speaks in a personalized way without spending too much time off task more than half the time	Uses profanity, irresponsible words, and/or stereotypes	Never interacts with the group
Respect	Participates with other members even across gender, culture and/or other differences. Trusts members who are different.	Acknowledges the value of others across gender, culture and/or other differences. Willingly listens to members who are different	Is aware that others are different. May be uncomfortable with the diversity, yet avoids conflict.	Rejects others who are different or treats differences as deficiencies. May exclude contributions from others	Never interacts with the group
Contribution	Consistently presents fresh and relevant information, services, or materials	Usually presents fresh and relevant information, services, or materials	Presents fresh and relevant information, services, or materials	Seldom presents fresh and relevant information, services, or materials	Presents no information, service, or materials
Conflict management	Consistently, positively, and quickly identifies and manages all conflicts directly and bias-free with appropriate techniques	Usually identifies and manages all conflicts directly and bias-free with appropriate techniques	Identifies and manages conflicts indirectly and bias-free	Uses contempt, coercion, passive aggression, the silent treatment, and/or defensiveness to manage conflicts	Never interacts with the group

Team Outreach Reflection Paper (Evangelism)
(Missions/Co-Curricular Activities) (1C)

Outcome	Proficiency	Definition
Spiritually Alive	*Evangelistic Capability (1C)*	*The ability to intentionally share the gospel of Jesus Christ as led by the Holy Spirit*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. How did you share your faith during outreaches?
2. Describe a situation where you were able to share your testimony.
3. What kind of preparation was done before you went out to share the gospel?
4. How did you present the gospel? Be specific.
5. What kinds of questions were asked, and how did you respond to them?
6. What was the outcome of sharing your testimony? Did you pray with the person(s) to receive Jesus Christ as Lord?

Submission Steps

1. Click on "Spiritually Alive."
2. Click on "Evangelistic Capability."
3. Click on "Team Outreach Reflection Paper (Evangelism) (Missions)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Missions**." After entering this, hit the "Submit" button.

Team Outreach Reflection Paper (Evangelism) (Missions/Co-Curricular Activities) (1C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of the comprehensive saving message of the gospel and/or healing	Demonstrates a thorough understanding of the saving message of the gospel and/or healing	Demonstrates an adequate understanding of the saving message of the gospel and/or healing	Demonstrates some understanding of the saving message of the gospel and/or healing	Demonstrates little understanding of the saving message of the gospel and/or healing	Does not attempt to demonstrate an understanding of the saving message of the gospel and/or healing
Preparedness to share the gospel and/or healing message	Demonstrates complete preparation to share the gospel and/or healing message	Demonstrates adequate preparation to share the gospel and/or healing message	Demonstrates limited preparation to share the gospel and/or healing message	Demonstrates inadequate preparation to share the gospel and/or healing message	Does not attempt to demonstrate preparation to share the gospel and/or healing message
Ability to respond to questions concerning the gospel and/or healing	Answers accurately all or nearly all questions posed by others concerning the gospel and/or healing	Answers accurately most questions posed by others concerning the gospel and/or healing	Answers accurately some questions posed by others concerning the gospel and/or healing	Answers inaccurately questions posed by others concerning the gospel and/or healing	Does not attempt to answer questions posed by others concerning the gospel and/or healing
Ability to use appropriate vocabulary to share the gospel and/or healing message	Defines and explains all of the words necessary to share the gospel and/or healing message	Defines and explains most of the words necessary to share the gospel and/or healing message	Defines and explains some of the words necessary to share the gospel and/or healing message	Defines and explains inaccurately or incompletely the words necessary to share the gospel and/or healing message	Does not attempt to define and/or explain the words necessary to share the gospel and/or healing message
Ability to recognize opportunities to share the gospel and/or healing message	Recognizes multiple appropriate opportunities to share the gospel and/or healing message	Recognizes some appropriate opportunities to share the gospel and/or healing message	Recognizes an appropriate opportunity to share the gospel and/or healing message	Recognizes inappropriate opportunities to share the gospel and/or healing message	Does not attempt to recognize any opportunity to share the gospel and/or healing message

Testimony Opportunity Reflection Paper
(Missions/Co-Curricular Activities) (1C)

Outcome	Proficiency	Definition
Spiritually Alive	*Evangelistic Capability (1C)*	*The ability to intentionally share the gospel of Jesus Christ as led by the Holy Spirit*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Was sharing your testimony a regular occurrence on the mission field?
2. Describe a situation where you were able to share your testimony.
3. What kind of preparation was done before you went out to share the gospel?
4. How did you present the gospel? Be specific.
5. What kinds of questions were asked, and how did you respond to them?
6. What was the outcome of sharing your testimony? Did you pray with the person(s) to receive Jesus Christ as Lord?

Submission Steps

1. Click on "Spiritually Alive."
2. Click on "Evangelistic Capability."
3. Click on "Testimony Opportunity Reflection Paper (Missions)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Missions**." After entering this, hit the "Submit" button.

Testimony Opportunity Reflection Paper (Missions/Co-Curricular Activities) (1C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of the comprehensive saving message of the gospel and/or healing	Demonstrates a thorough understanding of the saving message of the gospel and/or healing	Demonstrates an adequate understanding of the saving message of the gospel and/or healing	Demonstrates some understanding of the saving message of the gospel and/or healing	Demonstrates little understanding of the saving message of the gospel and/or healing	Does not attempt to demonstrate an understanding of the saving message of the gospel and/or healing
Preparedness to share the gospel and/or healing message	Demonstrates complete preparation to share the gospel and/or healing message	Demonstrates adequate preparation to share the gospel and/or healing message	Demonstrates limited preparation to share the gospel and/or healing message	Demonstrates inadequate preparation to share the gospel and/or healing message	Does not attempt to demonstrate preparation to share the gospel and/or healing message
Ability to respond to questions concerning the gospel and/or healing	Answers accurately all or nearly all questions posed by others concerning the gospel and/or healing	Answers accurately most questions posed by others concerning the gospel and/or healing	Answers accurately some questions posed by others concerning the gospel and/or healing	Answers inaccurately questions posed by others concerning the gospel and/or healing	Does not attempt to answer questions posed by others concerning the gospel and/or healing
Ability to use appropriate vocabulary to share the gospel and/or healing message	Defines and explains all of the words necessary to share the gospel and/or healing message	Defines and explains most of the words necessary to share the gospel and/or healing message	Defines and explains some of the words necessary to share the gospel and/or healing message	Defines and explains inaccurately or incompletely the words necessary to share the gospel and/or healing message	Does not attempt to define and/or explain the words necessary to share the gospel and/or healing message
Ability to recognize opportunities to share the gospel and/or healing message	Recognizes multiple appropriate opportunities to share the gospel and/or healing message	Recognizes some appropriate opportunities to share the gospel and/or healing message	Recognizes an appropriate opportunity to share the gospel and/or healing message	Recognizes inappropriate opportunities to share the gospel and/or healing message	Does not attempt to recognize any opportunity to share the gospel and/or healing message

Missions Society Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (Missions Society)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Shaw, Jimmy**." After entering his name, hit the "Submit" button.

Missions Society Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Model United Nations (MUN) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Model UN)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Gemeda, Solomon**." After entering his name, hit the "Submit" button.

Model United Nations (MUN) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Music (Mu Phi Epsilon) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Mu Phi Epsilon)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Bridgman, Joyce**." After entering his name, hit the "Submit" button.

Music (Mu Phi Epsilon) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

National Honorary Theatre Society (Alpha Psi Omega) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (National Honorary Theatre Society)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Martin, Christopher**." After entering his name, hit the "Submit" button.

National Honorary Theatre Society (Alpha Psi Omega)
Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Oklahoma Intercollegiate Legislature (OIL) Reflection Paper (OIL/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your Oklahoma Intercollegiate Legislature experience.
2. How did you interact with the people you dealt with?
3. How did they respond to you?
4. What specific challenges did you face, and how did you resolve them?
5. Discuss how you exhibited characteristics of leadership in your dealings with others. (Consult the Leadership Capacity rubric for more information.)
6. What have you learned from your experience in OIL that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (OIL)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Hirlinger, Michael**." After entering this, hit the "Submit" button.

Oklahoma Intercollegiate Legislature (OIL) Reflection Paper (OIL/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Community Service Reflection Paper (Off-Campus Involvement)
(ORU Environmental Stewardship Club/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Your assignment is to volunteer in an off-campus environmental service activity (M.E.T., Tulsa County Conservation District, Blue Thumb Project, Oklahoma Food Cooperative, Up With Trees, Oklahoma Nature Conservancy, Tulsa Zoo, Local Microfinance Organization, Conservation District in your home state OR service at a local church) and actively participate in such a way as to improve the environmental quality of the community. Your level of involvement should include one of the following:

1. Participation in 4 hours of service in a work project that will enhance the physical environment community (e.g., recycling, planting trees, litter cleanup).
2. Participation in 4 hours of environmental education to the community through distributing fliers at a sponsored function or involvement in a specific educational program sponsored by a recognized conservation organization.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your citizenship experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)
2. Describe how your activity improved the physical environment.
3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of environmental stewardship to them.

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Community Service Reflection Paper (Off-Campus) (Environmental Stewardship)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Herr, Stephen**." After entering this, hit the "Submit" button.

Community Service Reflection Paper (Off-Campus Involvement) (ORU Environmental Stewardship Club/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Caring for the physical environment	Participates actively in and promotes respectful behavior toward God's physical environment	Participates actively in respectful behavior toward God's physical environment	Participates in respectful behavior toward God's physical environment	Participates with inappropriate respect toward God's physical environment	Does not attempt to participate in respectful behavior toward God's physical environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

Community Service Reflection Paper (On-Campus Involvement)
(ORU Environmental Stewardship Club/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Your assignment is to join the ORU Environmental Stewardship Club and actively participate in such a way as to improve the environmental quality of the campus or community. Your level of involvement should include one of the following:

1. Service as an officer of the club for at least one semester.

2. Attendance in at least two club meetings per semester.

3. Participation in 4 hours of service in a club-sponsored stewardship project. (e.g., recycling on your wing, litter cleanup on campus)

4. Participation in 4 hours of environmental education of your peers.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your citizenship experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)

2. Describe how your activity improved the physical environment.

3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of environmental stewardship to them.

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Community Service Reflection Paper (On-Campus) (Environmental Stewardship)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Herr, Stephen**." After entering this, hit the "Submit" button.

Community Service Reflection Paper (On-Campus Involvement) (ORU Environmental Stewardship Club/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Caring for the physical environment	Participates actively in and promotes respectful behavior toward God's physical environment	Participates actively in respectful behavior toward God's physical environment	Participates in respectful behavior toward God's physical environment	Participates with inappropriate respect toward God's physical environment	Does not attempt to participate in respectful behavior toward God's physical environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

Community Service Reflection Paper (Off-Campus Involvement) (ORU Recyclists Club/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Your assignment is to volunteer in an off-campus environmental service activity (M.E.T., Tulsa County Conservation District, Blue Thumb Project, Oklahoma Food Cooperative, Up With Trees, Oklahoma Nature Conservancy, Tulsa Zoo, Local Microfinance Organization, Conservation District in your home state OR service at a local church) and actively participate in such a way as to improve the environmental quality of the community. Your level of involvement should include one of the following:

1. Participation in 4 hours of service in a work project that will enhance the physical environment community (e.g., recycling, planting trees, litter cleanup).

2. Participation in 4 hours of environmental education to the community through distributing fliers at a sponsored function or involvement in a specific educational program sponsored by a recognized conservation organization.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your citizenship experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)

2. Describe how your activity improved the physical environment.

3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of environmental stewardship to them.

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Community Service Reflection Paper (Off-Campus) (ORU Recyclists)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Herr, Stephen**." After entering this, hit the "Submit" button.

Community Service Reflection Paper (Off-Campus Involvement) (ORU Recyclists Club/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Caring for the physical environment	Participates actively in and promotes respectful behavior toward God's physical environment	Participates actively in respectful behavior toward God's physical environment	Participates in respectful behavior toward God's physical environment	Participates with inappropriate respect toward God's physical environment	Does not attempt to participate in respectful behavior toward God's physical environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

Community Service Reflection Paper (On-Campus Involvement) (ORU Recyclists Club/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Your assignment is to join the ORU Recyclists and actively participate in such a way as to improve the environmental quality of the campus or community. Your level of involvement should include one of the following:

1. Service as an officer of the club for at least one semester.

2. Attendance in at least two club meetings per semester.

3. Participation in 4 hours of service in a club-sponsored stewardship project. (e.g., recycling on your wing, litter cleanup on campus)

4. Participation in 4 hours of environmental education of your peers.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your citizenship experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)

2. Describe how your activity improved the physical environment.

3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of environmental stewardship to them.

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Community Service Reflection Paper (On-Campus) (ORU Recyclists)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Herr, Stephen**." After entering this, hit the "Submit" button.

Community Service Reflection Paper (On-Campus Involvement) (ORU Recyclists Club/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Caring for the physical environment	Participates actively in and promotes respectful behavior toward God's physical environment	Participates actively in respectful behavior toward God's physical environment	Participates in respectful behavior toward God's physical environment	Participates with inappropriate respect toward God's physical environment	Does not attempt to participate in respectful behavior toward God's physical environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

ORU Swim Club Officer/Member
Reflection Paper
(Club/Co-Curricular Activities) (3B)

Outcome	Proficiency	Definition
Physically Disciplined	*Physically Disciplined Lifestyle (3B)*	*A planned active lifestyle which includes a variety of physical activities designed to enhance physical fitness and decrease the risk of developing degenerative diseases by following the principles of conditioning*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Physically Disciplined."
2. Click on "Physically Disciplined Lifestyle."
3. Click on "Reflection Paper (ORU Swim Club)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Conte, Laura**." After entering his name, hit the "Submit" button.

ORU Swim Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Completing an 800 meter swim	Completes swimming 800 meters in under 14:16 minutes for male or under 16:16 minutes for female	Completes swimming 800 meters in 14:16 minutes to 16:15 minutes for male or 16:16 minutes to 18:15 minutes for female	Completes swimming 800 meters in 16:16 minutes to 18:45 minutes for male or 18:16 minutes to 20:45 minutes for female	Completes swimming 800 meters in over 18:45 minutes for male or over 20:45 minutes for female	Does not complete swimming 800 meters.

Premedical Honors Society (Alpha Epsilon Delta) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Premedical Honors Society)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Reed, Hal**." After entering his name, hit the "Submit" button.

Premedical Honors Society (Alpha Epsilon Delta) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Publications Reflection Paper
(Publications/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the publication and the activities you participate in while working on it.
2. How has working for the publication helped you develop meaningful personal relationships and connections?
3. Describe how you understood and fulfilled your responsibilities working on the publication.
4. What challenges/conflicts/disagreements have you experienced, and how do you seek to resolve them?
5. What have you learned from your experience working at the publication that makes you a better leader?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Reflection Paper (Publications).”
4. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
5. Click the “Save” button.
6. Click the “Submit Page” button. Enter the name of your assessor, “**Armstrong, Kevin**.” After entering this, hit the “Submit” button.

Publications Reflection Paper
(Publications/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Public Relations Student Society of America (PRSSA) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to each guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (PRSSA)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Freudenrich, Christi**." After entering this, hit the "Submit" button.

Public Relations Student Society of America (PRSSA) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Psychology Club (Psi Chi Rho) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Psi Chi Rho)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Walker, Andrea**." After entering his name, hit the "Submit" button.

Psychology Club (Psi Chi Rho) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

RA Reflection Paper
(Resident Advisor/Co-Curricular Activities) (4B)

Outcome	Proficiency	Definition
Socially Adept	*Interpersonal Skills (4B)*	*The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe your experience as an RA.
2. Describe the ways you intentionally interact with others.
3. What have you most enjoyed and least enjoyed?
4. Describe some of the challenges you have faced and how you have resolved them.
5. What has been your guiding philosophy in dealing with the students you are responsible for?
6. Discuss how you exhibited reliability, responsibility, non-verbals, listening, civility, and respect in your dealings with others. (Consult the Interpersonal Skills rubric for more information.)

Submission Steps

1. Click on "Socially Adept."
2. Click on "Interpersonal Skills."
3. Click on "RA Reflection Paper (RA)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Men, Dean of**" or "**Women, Dean of**," depending on your gender. After entering this, hit the "Submit" button.

RA Reflection Paper
(Resident Advisor/Co-Curricular Activities) (4B)

Criteria	Exemplary	Competent	Acceptable	Not Acceptable	Not Attempted
Reliability	Attends all or nearly all sessions or when absent, tardy, or has to leave early, informs the group in advance and makes up all missed work. Consistently avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends most of the sessions, and when absent, tardy, or has to leave early, informs the group and makes up all missed work. Usually avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends at least half of the sessions, or when absent, tardy, or has to leave early, informs the group and makes up most of the missed work. Sometimes avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends fewer than half the sessions, is consistently tardy, or has to leave early, does not inform the group or does not make up the work. May create distractions, ignore group goals, or cause division, not completing work.	Never makes any contact with the group concerning the assignment
Responsibility	Formulates, communicates, and accomplishes all assignments well and on time or early and is honest	Formulates, communicates, and accomplishes all assignments and is honest	Communicates and accomplishes most assignments and is honest	Neglects assignments and may be dishonest	Never makes any contact with the group concerning the assignment
Non-verbals	Consistently enhances non-verbal communication with attire, vocal tone, touch, facial expressions, proximity, the provision of food, gifts, or other nonverbal encouragement	Usually enhances non-verbal communication with attire, vocal tone, touch, facial expressions, and proximity	Enhances non-verbal communication appropriately more than half of the time with attire, vocal tone, touch, facial expressions, and proximity	Distracts from nonverbal communication with inappropriate clothing, voice, odor, touching, and/or sitting or talking too close or far away	Never interacts with the group
Listening	Consistently pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Usually pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Pays attention to, responds appropriately to, and remembers verbal and nonverbal messages more than half of the time	Ignores, fails to respond to, or forgets most verbal or nonverbal messages	Never interacts with the group
Civility	Consistently uses kind and responsible words with no profanity and speaks in a personalized way without spending too much time off task	Uses kind and responsible words most of the time with no profanity. Usually speaks in a personalized way without spending too much time off task	Uses kind and responsible words and speaks in a personalized way without spending too much time off task more than half the time	Uses profanity, irresponsible words, and/or stereotypes	Never interacts with the group
Respect	Participates with other members even across gender, culture and/or other differences. Trusts members who are different.	Acknowledges the value of others across gender, culture and/or other differences. Willingly listens to members who are different	Is aware that others are different. May be uncomfortable with the diversity, yet avoids conflict.	Rejects others who are different or treats differences as deficiencies. May exclude contributions from others	Never interacts with the group
Contribution	Consistently presents fresh and relevant information, services, or materials	Usually presents fresh and relevant information, services, or materials	Presents fresh and relevant information, services, or materials	Seldom presents fresh and relevant information, services, or materials	Presents no information, service, or materials
Conflict management	Consistently, positively, and quickly identifies and manages all conflicts directly and bias-free with appropriate techniques	Usually identifies and manages all conflicts directly and bias-free with appropriate techniques	Identifies and manages conflicts indirectly and bias-free	Uses contempt, coercion, passive aggression, the silent treatment, and/or defensiveness to manage conflicts	Never interacts with the group

RA Reports Reflection Paper
(Resident Advisor/Co-Curricular Activities) (4B)

Outcome	Proficiency	Definition
Socially Adept	*Interpersonal Skills (4B)*	*The ability to create unique shared meaning with others by engaging in voluntary, ongoing, interdependent interactions, which involve meaningful interpretation of verbal and nonverbal behaviors*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Provide examples of various incidents (at least two or three) that you had to handle as an RA. (Do not include specific names.)
2. Describe the ways you intentionally interact with others.
3. What were the major challenges, and how did you handle them?
4. How did the students respond?
5. What did you learn from the experiences? Would you do anything differently? If so, what?
6. Discuss how you exhibited reliability, responsibility, non-verbals, listening, civility, and respect in your dealings with others. (Consult the Interpersonal Skills rubric for more information.)

Submission Steps

1. Click on "Socially Adept."
2. Click on "Interpersonal Skills."
3. Click on "RA Reports Reflection Paper (RA)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Men, Dean of**" or "**Women, Dean of**," depending on your gender. After entering this, hit the "Submit" button.

RA Reports Reflection Paper
(Resident Advisor/Co-Curricular Activities) (4B)

Criteria	Exemplary	Competent	Acceptable	Not Acceptable	Not Attempted
Reliability	Attends all or nearly all sessions or when absent, tardy, or has to leave early, informs the group in advance and makes up all missed work. Consistently avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends most of the sessions, and when absent, tardy, or has to leave early, informs the group and makes up all missed work. Usually avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends at least half of the sessions, or when absent, tardy, or has to leave early, informs the group and makes up most of the missed work. Sometimes avoids distractions to achieve group goals, cohesion, and an equitable distribution of work, while maintaining a good mood.	Attends fewer than half the sessions, is consistently tardy, or has to leave early, does not inform the group or does not make up the work. May create distractions, ignore group goals, or cause division, not completing work.	Never makes any contact with the group concerning the assignment
Responsibility	Formulates, communicates, and accomplishes all assignments well and on time or early and is honest	Formulates, communicates, and accomplishes all assignments and is honest	Communicates and accomplishes most assignments and is honest	Neglects assignments and may be dishonest	Never makes any contact with the group concerning the assignment
Non-verbals	Consistently enhances non-verbal communication with attire, vocal tone, touch, facial expressions, proximity, the provision of food, gifts, or other nonverbal encouragement	Usually enhances non-verbal communication with attire, vocal tone, touch, facial expressions, and proximity	Enhances non-verbal communication appropriately more than half of the time with attire, vocal tone, touch, facial expressions, and proximity	Distracts from nonverbal communication with inappropriate clothing, voice, odor, touching, and/or sitting or talking too close or far away	Never interacts with the group
Listening	Consistently pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Usually pays attention to, responds appropriately to, and remembers verbal and nonverbal messages	Pays attention to, responds appropriately to, and remembers verbal and nonverbal messages more than half of the time	Ignores, fails to respond to, or forgets most verbal or nonverbal messages	Never interacts with the group
Civility	Consistently uses kind and responsible words with no profanity and speaks in a personalized way without spending too much time off task	Uses kind and responsible words most of the time with no profanity. Usually speaks in a personalized way without spending too much time off task	Uses kind and responsible words and speaks in a personalized way without spending too much time off task more than half the time	Uses profanity, irresponsible words, and/or stereotypes	Never interacts with the group
Respect	Participates with other members even across gender, culture and/or other differences. Trusts members who are different.	Acknowledges the value of others across gender, culture and/or other differences. Willingly listens to members who are different	Is aware that others are different. May be uncomfortable with the diversity, yet avoids conflict.	Rejects others who are different or treats differences as deficiencies. May exclude contributions from others	Never interacts with the group
Contribution	Consistently presents fresh and relevant information, services, or materials	Usually presents fresh and relevant information, services, or materials	Presents fresh and relevant information, services, or materials	Seldom presents fresh and relevant information, services, or materials	Presents no information, service, or materials
Conflict management	Consistently, positively, and quickly identifies and manages all conflicts directly and bias-free with appropriate techniques	Usually identifies and manages all conflicts directly and bias-free with appropriate techniques	Identifies and manages conflicts indirectly and bias-free	Uses contempt, coercion, passive aggression, the silent treatment, and/or defensiveness to manage conflicts	Never interacts with the group

Floor Programming Reflection Paper
(Resident Advisor/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe the steps you took to create a floor vision and what you hoped to accomplish with it. How successful do you feel you were in implementing the vision?
2. Has developing a floor vision benefited the productivity of quality, ongoing interactions on your floor? In what way?
3. How has the floor vision played an integral part in the development of meaningful interpersonal relations on your floor?
4. Describe how you interact specifically with others on your floor.
5. What challenges have you identified, and how do you seek to resolve them?
6. What have you learned from your experience as an RA that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Floor Programming Reflection Paper (RA)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Men, Dean of**" or "**Women, Dean of**," depending on your gender. After entering this, hit the "Submit" button.

Floor Programming Reflection Paper
(Resident Advisor/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Wing Vision Reflection Paper
(Resident Advisor/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for the Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Describe the steps you took to create a wing vision and what you hoped to accomplish with it. How successful do you feel you were in implementing the vision?
2. Has the wing vision initiated voluntary verbal interaction among peer leaders?
3. Describe how you interact specifically with others on your wing.
4. What challenges have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as an RA that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Wing Vision Reflection Paper (RA)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Men, Dean of**" or "**Women, Dean of**," depending on your gender. After entering this, hit the "Submit" button.

Wing Vision Reflection Paper
(Resident Advisor/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Sign Language Club Officer/Member
Reflection Paper
(Club/Co-Curricular Activities) (4C)

Outcome	Proficiency	Definition
Socially Adept	*Appreciation of Cultural and Linguistic Differences (4C)*	*Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections? As you write your reflection paper, keep in mind the correlation between culture and language.
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that helps you to appreciate cultural and linguistic differences?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Appreciation of Cultural and Linguistic Differences.”
3. Click on “Reflection Paper (Sign Language Club).”
4. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
5. Click the “Save” button.
6. Click the “Submit Page” button. Enter the name of your assessor, “**York, Terri**.” After entering his name, hit the “Submit” button.

Sign Language Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of cultural diversity	Identifies multiple, significant cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies multiple cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies some cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies incorrectly cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Does not attempt to identify cultural components or traditions from a culture or cultures outside a student's ethnic or national origin
Analysis of cultural differences	Identifies multiple, significant effects of cultural differences	Identifies multiple effects of cultural differences	Identifies some effects of cultural differences	Identifies improperly effects of cultural differences	Does not attempt to identify cultural differences
Understanding the implications of cultural diversity	Recognizes and supports the value of diverse languages and cultures through personal experience	Recognizes and supports the value of diverse languages and cultures	Recognizes the value of diverse languages and cultures	Recognizes inappropriately the value of diverse languages and cultures	Does not attempt to recognize diverse languages and cultures
Ability to speak, read, and write a foreign language	Communicates effectively in a foreign language	Communicates adequately in a foreign language	Communicates with limited ability in a foreign language	Communicates minimally in a foreign language	Does not attempt to communicate in a foreign language
Awareness of the inherent connection between cultures and their languages	Identifies and describes significant examples of connections between cultures and their languages	Identifies and describes examples of connections between cultures and their languages	Identifies examples of connections between cultures and their languages	Identifies incorrectly examples of connections between cultures and their languages	Does not attempt to identify examples of connections between cultures and their languages

Social Work Club Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Social Work Club)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Tucker, Cheyne**." After entering his name, hit the "Submit" button.

Social Work Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Social Work Club Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. Describe the ways you have served others? What program(s) were you involved in? How have they responded to your service?
5. How do you think your service has made the community and the life of the individual better? In other words, how have you made a difference? How have you changed your world?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Social Work Club)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Tucker, Cheyne**." After entering his name, hit the "Submit" button.

Social Work Club Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

Society of Hispanic Professional Engineers (SHPE) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (SHPE)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Leland, Robert**." After entering his name, hit the "Submit" button.

Society of Hispanic Professional Engineers (SHPE) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Society for Human Resource Management (SHRM)
Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (SHRM)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**McMurray, Susan."** After entering this, hit the "Submit" button.

Society for Human Resource Management (SHRM)
Officer/Member Reflection Paper
(Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Spanish Club Member Reflection Paper
(Club/Co-Curricular Activities) (4C)

Outcome	Proficiency	Definition
Socially Adept	*Appreciation of Cultural and Linguistic Differences (4C)*	*Awareness, sensitivity, and respect for the beliefs, social forms, language, and traits of different ethnic, religious, or social groups*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections? As you write your reflection paper, keep in mind the correlation between culture and language.
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that helps you to appreciate cultural and linguistic differences?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Appreciation of Cultural and Linguistic Differences."
3. Click on "Reflection Paper (Spanish Club Member)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Calderon, Brenda**." After entering his name, hit the "Submit" button.

Spanish Club Member Reflection Paper
(Club/Co-Curricular Activities) (4C)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Knowledge of cultural diversity	Identifies multiple, significant cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies multiple cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies some cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Identifies incorrectly cultural components or traditions from a culture or cultures outside a student's ethnic or national origin	Does not attempt to identify cultural components or traditions from a culture or cultures outside a student's ethnic or national origin
Analysis of cultural differences	Identifies multiple, significant effects of cultural differences	Identifies multiple effects of cultural differences	Identifies some effects of cultural differences	Identifies improperly effects of cultural differences	Does not attempt to identify cultural differences
Understanding the implications of cultural diversity	Recognizes and supports the value of diverse languages and cultures through personal experience	Recognizes and supports the value of diverse languages and cultures	Recognizes the value of diverse languages and cultures	Recognizes inappropriately the value of diverse languages and cultures	Does not attempt to recognize diverse languages and cultures
Ability to speak, read, and write a foreign language	Communicates effectively in a foreign language	Communicates adequately in a foreign language	Communicates with limited ability in a foreign language	Communicates minimally in a foreign language	Does not attempt to communicate in a foreign language
Awareness of the inherent connection between cultures and their languages	Identifies and describes significant examples of connections between cultures and their languages	Identifies and describes examples of connections between cultures and their languages	Identifies examples of connections between cultures and their languages	Identifies incorrectly examples of connections between cultures and their languages	Does not attempt to identify examples of connections between cultures and their languages

Spanish Club Officer Reflection Paper
(Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on “Socially Adept.”
2. Click on “Leadership Capacity.”
3. Click on “Club Reflection Papers.”
4. Click on “Reflection Paper (Spanish Club).”
5. Click the “Add Content” button at the top of the page. Scroll down the page and click on the “+” symbol by the word “Artifact.” Browse and upload your assignment.
6. Click the “Save” button.
7. Click the “Submit Page” button. Enter the name of your assessor, “**Calderon, Brenda**.” After entering his name, hit the “Submit” button.

Spanish Club Officer Reflection Paper
(Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Spanish Honor Society (Sigma Delta Pi) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Spanish Honor Society)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Farnsworth, David**." After entering his name, hit the "Submit" button.

Spanish Honor Society (Sigma Delta Pi) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Mentoring Group Reflection Paper
(Spiritual Formation/Co-curricular Activities) (1D)

Outcome	Proficiency	Definition
Spiritually Alive	*Ethical Behavior (1D)*	*The ability to recognize potential ethical dilemmas and make morally correct choices based on a Biblical foundation and Christian world-view perspective.*

Directions for Reflection Paper

1. The reflection paper should include attendance at no fewer than 2 mentoring sessions during the semester.
2. The paper needs to address clearly and thoroughly the guide questions provided below.
3. The paper should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others.
4. You are expected to write well, following correct sentence structure, grammar usage, and spelling.
5. Proofread your work carefully before you submit it.

Guide Questions

1. Choose a topic that was discussed during each session you attended.
2. Based on the discussion, provide a Biblical reference addressing each topic discussed.
3. Show how the Biblical position affects your views relating to this topic.
4. What change would you make in your personal lifestyle as a result of Biblical truth presented in the sessions?
5. Describe an ethical dilemma that you have experienced. How did you respond to it? How did the Bible influence your decision? What other influences affected your decision?
6. What have you learned or how have you grown as a result of this experience?

Submission Steps

1. Click on "Spiritually Alive."
2. Click on "Ethical Behavior."
3. Click on "Mentoring Group Reflection Paper."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Boyd, Clarence**." After entering this, hit the "Submit" button.

Mentoring Group Reflection Paper
(Spiritual Formation/Co-curricular Activities) (1D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Articulation of personal ethical beliefs	Articulates consistently and effectively one's ethical beliefs and approach to ethical decisions	Articulates consistently one's ethical beliefs and approach to ethical decisions	Articulates one's ethical beliefs and approach to ethical decisions	Articulates inconsistently or superficially one's ethical beliefs and approach to ethical decisions	Does not attempt to articulate one's ethical beliefs and approach to ethical decisions
Ability to make morally correct choices	Makes morally correct choices and clearly understands why these choices are correct	Makes morally correct choices but only marginally understands why these choices are correct	Makes morally correct choices but does not know why these choices are correct	Makes morally inappropriate choices	Does not attempt to make morally correct choices
Identification of ethical dilemmas	Identifies ethical dilemmas clearly and effectively articulates ethical principles of the dilemma	Identifies ethical dilemmas and articulates ethical principles of the dilemma	Identifies ethical dilemmas	Identifies ethical dilemmas inappropriately and does not articulate ethical principles of the dilemma	Does not attempt to identify ethical dilemmas
Use of the Bible in handling ethical dilemmas	Utilizes consistently Biblical principles and identifies multiple scriptural references that clarify a Christian response to an ethical dilemma	Utilizes Biblical principles and identifies a few scriptural references that clarify a Christian response to an ethical dilemma	Utilizes Biblical principles without identifying specific scriptural references that clarify a Christian response to an ethical dilemma	Utilizes Biblical principles inappropriately and identifies incorrectly specific scriptural references that clarify a Christian response to an ethical dilemma	Does not attempt to utilize Biblical principles or identify specific scriptural references that clarify a Christian response to an ethical dilemma
Analysis of ethical dilemma	Analyzes an ethical dilemma thoroughly and insightfully, examining consequences from a Christian worldview	Analyzes an ethical dilemma thoroughly, examining consequences from a Christian worldview	Analyzes appropriately an ethical dilemma, examining consequences from a Christian worldview	Analyzes inappropriately an ethical dilemma and does not examine consequences from a Christian worldview	Does not attempt to analyze an ethical dilemma
Analysis of social influences	Analyzes clearly and insightfully the social influences on one's ethical decisions	Analyzes clearly the social influences on one's ethical decisions	Analyzes appropriately the social influences on one's ethical decisions	Analyzes inappropriately the social influences on one's ethical decisions	Does not attempt to analyze the social influences on one's ethical decisions
Evaluation of different ethical decisions	Raises consistently multiple relevant critical questions concerning ethical decisions and defends a position with good reasoning and understanding of opposing views	Raises a few relevant critical questions concerning ethical decisions and defends a position with good reasoning and understanding of opposing views	Raises a few critical questions concerning ethical decisions but defends a position with limited reasoning and understanding of opposing views	Raises irrelevant questions concerning ethical decisions and does not defend a position with good reasoning and understanding of opposing views	Does not attempt to raise relevant critical questions concerning ethical decisions and does not attempt to defend a position with good reasoning and understanding of opposing views

Student Association Executive Committee Reflection Paper (Student Association/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.

2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.

3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Discuss the process of setting the vision for the year as a team.
2. Describe the ways in which you made plans to purposefully put into place the vision that the team set (i.e. calendar items, proposals).
3. What were some major challenges in leadership, and how did you handle them?
4. How did it affect the vision? Your staff? The team?
5. What did you learn from the experiences? Would you do anything differently? If so, what?
6. What experiences did you have that made you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (SA Executive Committee)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Student Experience**." After entering this, hit the "Submit" button.

Student Association Executive Committee Reflection Paper (Student Association/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Student Association Leadership Staff Reflection Paper (Student Association/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. The reflection paper should be at least two pages long, typed, double-spaced.
2. The paper needs to address clearly and thoroughly the guide questions provided below.
3. The paper should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others.
4. You are expected to write well, following correct sentence structure, grammar usage, and spelling.
5. Proofread your work carefully before you submit it.

Guide Questions

1. Discuss the process of living the vision for the year in a team environment.
2. Describe the ways in which you made plans to purposefully act out the vision that the Executive Committee set (i.e. calendar items, proposals).
3. What were some major challenges in leadership, and how did you handle them?
4. How did it affect your department's vision? The staff as a whole? The team?
5. What did you learn from the experiences? Would you do anything differently? If so, what?
6. What experiences did you have as a leader that made you better?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper (SA Leadership Staff)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**StudentExperience**." After entering this, hit the "Submit" button.

Student Association Leadership Staff Reflection Paper (Student Association/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not identify challenges
Purposefulness	Promotes effectively, articulates clearly, and analyzes appropriately a vision	Promotes effectively and articulates clearly a vision	Articulates clearly a vision	Articulates poorly a vision	Does not articulate a vision
Initiative	Demonstrates initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates initiative in identifying and creating opportunities to accomplish a vision	Demonstrates initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not demonstrate initiative to identify opportunities to accomplish a vision
Ability to effect change within various group settings	Recognizes need for, advocates, and facilitates change within various group settings	Recognizes need for and advocates change within various group settings	Recognizes need for change within various group settings	Recognizes inadequately the need for change within various group settings	Does not recognize the need for change within various group settings
Ability to influence and motivate others positively	Demonstrates an exceptional ability to influence and motivate others positively	Demonstrates an adequate ability to influence and motivate others positively	Demonstrates some ability to influence and motivate others positively	Demonstrates little ability to influence and motivate others positively	Does not demonstrate the ability to influence or motivate others positively
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with appropriate feedback	Listens inattentively to others and/or responds with inappropriate feedback	Does not listen to others and/or respond with feedback
Managing conflict	Discusses with conflicting parties their differences, seeks to promote understanding, and promotes positive resolutions	Discusses with conflicting parties their differences, seeks to promote understanding, and suggests possible resolutions	Discusses with conflicting parties their differences and seeks to promote understanding	Discusses inappropriately with conflicting parties their differences and incorrectly seeks to promote understanding	Does not discuss with conflicting parties their differences or seek to promote understanding

Blueprint Coordinators Reflection Paper
(Student Experience/Blueprint/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Discuss the process of setting the vision for the year as a team.
2. Describe the ways in which you made plans to purposefully put into place the vision that the team set (i.e., calendar items, proposals).
3. What were some challenges in leadership, and how did you handle them?
4. How did it affect the vision? The team?
5. What did you learn from the experiences? Would you do anything differently? If so, what?
6. What experiences did you have that made you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Blueprint Coordinators Reflection Paper"
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**StudentExperience**." After entering this, hit the "Submit" button.

Blueprint Coordinators Reflection Paper
(Student Experience/Blueprint/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Blueprint Leadership Reflection Paper
(Student Experience/Blueprint/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. The reflection paper should be at least two pages long, typed, double-spaced.
2. The paper needs to address clearly and thoroughly the guide questions provided below.
3. The paper should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others.
4. You are expected to write well, following correct sentence structure, grammar usage, and spelling.
5. Proofread your work carefully before you submit it.

Guide Questions

1. Describe the ways that Blueprint modeled and what you learned about leadership.
2. What were some personal challenges you had to overcome during the year? How did you handle them?
3. Describe the events the Blueprint team handled and what your role in those events was.
4. How did you help to personally impact the first-year students?
5. What did you learn from the Blueprint experiences? Would you do anything differently? If so, what?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Blueprint Leadership Reflection Paper (Student Experience)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**StudentExperience**." After entering this, hit the "Submit" button.

Blueprint Leadership Reflection Paper
(Student Experience/Blueprint/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not identify challenges
Purposefulness	Promotes effectively, articulates clearly, and analyzes appropriately a vision	Promotes effectively and articulates clearly a vision	Articulates clearly a vision	Articulates poorly a vision	Does not articulate a vision
Initiative	Demonstrates initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates initiative in identifying and creating opportunities to accomplish a vision	Demonstrates initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not demonstrate initiative to identify opportunities to accomplish a vision
Ability to effect change within various group settings	Recognizes need for, advocates, and facilitates change within various group settings	Recognizes need for and advocates change within various group settings	Recognizes need for change within various group settings	Recognizes inadequately the need for change within various group settings	Does not recognize the need for change within various group settings
Ability to influence and motivate others positively	Demonstrates an exceptional ability to influence and motivate others positively	Demonstrates an adequate ability to influence and motivate others positively	Demonstrates some ability to influence and motivate others positively	Demonstrates little ability to influence and motivate others positively	Does not demonstrate the ability to influence or motivate others positively
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with appropriate feedback	Listens inattentively to others and/or responds with inappropriate feedback	Does not listen to others and/or respond with feedback
Managing conflict	Discusses with conflicting parties their differences, seeks to promote understanding, and promotes positive resolutions	Discusses with conflicting parties their differences, seeks to promote understanding, and suggests possible resolutions	Discusses with conflicting parties their differences and seeks to promote understanding	Discusses inappropriately with conflicting parties their differences and incorrectly seeks to promote understanding	Does not discuss with conflicting parties their differences or seek to promote understanding

Reflection Paper over *Habitudes* Book
(Student Experience/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. List the thirteen images that are described in Tim Elmore's *Habitudes* book. Provide a one-sentence definition and a Scripture for each one.
2. Choose one of the thirteen images, and discuss it in more detail. Explain clearly how it relates to leadership in your life. Provide a specific example of how this particular image worked in your leadership experience.
3. How has this book helped you to learn to manage yourself so that you can learn to lead others? Give specific examples.
4. Discuss some of the insights you have gained after reading this book to help you in the following areas of leadership: initiative, purposefulness, ability to influence and motivate others positively, and listening and responding to others. (Consult Leadership Capacity rubric for more information in each of these areas.)
5. Discuss how you have identified and dealt with challenges that have arisen in your leadership opportunities and how you have brought about change. Include a clear explanation of how you have handled the conflicts using some of the principles mentioned in *Habitudes*. (Consult Leadership Capacity rubric for more information in each of these areas.)

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Reflection Paper Over Habitudes Book"
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**StudentExperience**." After entering this, hit the "Submit" button.

Reflection Paper over *Habitudes* Book
Student Experience/Co-curricular Activities (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Community Service Reflection Paper (Off-Campus Involvement)
(Students in Free Enterprise [S.I.F.E.]/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Your assignment is to volunteer in an off-campus community service activity and actively participate in such a way as to provide leadership and improvement in the area selected. Your level of involvement should include one of the following:

1. Participation in 4 hours of service in a project that will enhance the community.

2. Participation in 4 hours of education to the community through distributing fliers at a sponsored function or involvement in a specific educational program sponsored by a recognized organization.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your leadership experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)

2. Describe how your activity improved the situation.

3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of your organization to them.

4. Discuss what this experience taught you about leadership, and how it made you a better leader. (Follow the Leadership Capacity rubric to cover the most important points.)

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Community Service Reflection Paper (Off-Campus Involvement) (SIFE)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Greene, Steve.**" After entering this, hit the "Submit" button.

Community Service Reflection Paper (Off-Campus Involvement) (Students in Free Enterprise [S.I.F.E.]/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Community Service Reflection Paper (On-Campus Involvement)
(Students in Free Enterprise [S.I.F.E.]/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Your assignment is to join an organization on campus (besides S.I.F.E.) and actively participate in such a way as to improve the campus or community. Your level of involvement should include one of the following:

1. Service as an officer of the club for at least one semester.
2. Attendance in at least two club meetings per semester.
3. Participation in 4 hours of service in a club-sponsored project.
4. Participation in 4 hours of environmental education of your peers.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your leadership experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)
2. Describe how your activity improved the situation.
3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of your organization to them.
4. Discuss what this experience taught you about leadership, and how it made you a better leader. (Follow the Leadership Capacity rubric to cover the most important points.)

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Community Service Reflection Paper (On-Campus Involvement) (SIFE)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Greene, Steve**." After entering this, hit the "Submit" button.

Community Service Reflection Paper (On-Campus Involvement) (Students in Free Enterprise [S.I.F.E.]/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Community Service Reflection Paper (Off-Campus Involvement)
(Students in Free Enterprise [S.I.F.E.]/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Your assignment is to volunteer in an off-campus environmental service activity (M.E.T., Tulsa County Conservation District, Blue Thumb Project, Oklahoma Food Cooperative, Up With Trees, Oklahoma Nature Conservancy, Tulsa Zoo, Local Microfinance Organization, Conservation District in your home state OR service at a local church) and actively participate in such a way as to improve the environmental quality of the community. Your level of involvement should include one of the following:

1. Participation in 4 hours of service in a work project that will enhance the physical environment community (e.g., recycling, planting trees, litter cleanup).
2. Participation in 4 hours of environmental education to the community through distributing fliers at a sponsored function or involvement in a specific educational program sponsored by a recognized conservation organization.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your citizenship experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)
2. Describe how your activity improved the physical environment.
3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of environmental stewardship to them.

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Community Service Reflection Paper (Off-Campus Involvement) (SIFE)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Greene, Steve**." After entering this, hit the "Submit" button.

Community Service Reflection Paper (Off-Campus Involvement) (Students in Free Enterprise [S.I.F.E.]/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Caring for the physical environment	Participates actively in and promotes respectful behavior toward God's physical environment	Participates actively in respectful behavior toward God's physical environment	Participates in respectful behavior toward God's physical environment	Participates with inappropriate respect toward God's physical environment	Does not attempt to participate in respectful behavior toward God's physical environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

Community Service Reflection Paper (On-Campus Involvement)
(Students in Free Enterprise [S.I.F.E.]/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Your assignment is to join S.I.F.E. and actively participate in such a way as to improve the environmental quality of the campus or community. Your level of involvement should include one of the following:

1. Service as an officer of the club for at least one semester.
2. Attendance in at least two club meetings per semester.
3. Participation in 4 hours of service in a club-sponsored stewardship project. (e.g., recycling on your wing, litter cleanup on campus)
4. Participation in 4 hours of environmental education of your peers.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your citizenship experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)
2. Describe how your activity improved the physical environment.
3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of environmental stewardship to them.

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Community Service Reflection Paper (On-Campus Involvement) (SIFE)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Greene, Steve**." After entering this, hit the "Submit" button.

Community Service Reflection Paper (On-Campus Involvement) (Students in Free Enterprise [S.I.F.E.]/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Caring for the physical environment	Participates actively in and promotes respectful behavior toward God's physical environment	Participates actively in respectful behavior toward God's physical environment	Participates in respectful behavior toward God's physical environment	Participates with inappropriate respect toward God's physical environment	Does not attempt to participate in respectful behavior toward God's physical environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

Student Nurses Association Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Student Nurses Association)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Swanson, Cheryl**." After entering his name, hit the "Submit" button.

Student Nurses Association Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Student Oklahoma Education Association (SOEA) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (SOEA)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Landers, Gerald**." After entering his name, hit the "Submit" button.

Student Oklahoma Education Association (SOEA) Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Theological Society of Oral Roberts University Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Outcome	Proficiency	Definition
Socially Adept	*Leadership Capacity (4E)*	*The ability to effect change within various groups settings by influencing and motivating others to accomplish a vision through communicating and carrying out key decisions*

Directions for Reflection Paper

1. Consult the attached rubric to see how the reflection paper will be evaluated.
2. Write at least one paragraph responding to <u>each</u> guide question, for a minimum of two pages, typed and double-spaced. Of course, some questions may require longer, more detailed answers than others.
3. Write well, following correct sentence structure, grammar usage, and spelling, proofreading your work carefully before you submit it.

Guide Questions

1. Explain the purpose of the club and the activities by which the club will fulfill its purpose?
2. How has the club helped you develop meaningful interpersonal relations and connections?
3. Describe how you understood and fulfilled the duties of your office or membership.
4. What challenges/conflicts have you identified, and how do you seek to resolve them?
5. What have you learned from your experience as a club officer or leader that makes you a better leader?

Submission Steps

1. Click on "Socially Adept."
2. Click on "Leadership Capacity."
3. Click on "Club Reflection Papers."
4. Click on "Reflection Paper (Theological Society)."
5. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
6. Click the "Save" button.
7. Click the "Submit Page" button. Enter the name of your assessor, "**Lamp, Jeff**." After entering his name, hit the "Submit" button.

Theological Society of Oral Roberts University Officer/Member Reflection Paper (Club/Co-Curricular Activities) (4E)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Self-management	Demonstrates exceptional self-awareness or control and develops techniques to manage inner conflicts	Demonstrates adequate self-awareness or control and is conscious of inner conflicts that need to be managed	Demonstrates adequate self-awareness or control	Demonstrates poor self-awareness or control	Does not attempt to demonstrate self-awareness or control
Initiative	Demonstrates excellent initiative in identifying, creating, and promoting opportunities to accomplish a vision	Demonstrates adequate initiative in identifying and creating opportunities to accomplish a vision	Demonstrates some level of initiative in identifying opportunities to accomplish a vision	Demonstrates little initiative to identify opportunities to accomplish a vision	Does not attempt to demonstrate initiative to identify opportunities to accomplish a vision
Purposefulness	Promotes a vision effectively, articulately, and appropriately	Promotes a vision effectively and articulately	Articulates a vision clearly	Articulates a vision poorly	Does not attempt to articulate a vision
Ability to influence and motivate others positively	Consistently influences and motivates others positively using multiple strategies and appropriate techniques	Consistently influences and motivates others positively using an appropriate technique	Often influences and motivates others positively using an appropriate technique	Negatively influences and fails to motivate others positively	Does not attempt to influence or motivate others
Listening and responding to others	Listens attentively to others and consistently responds with appropriate feedback	Listens attentively to others and usually responds with appropriate feedback	Listens to others and usually responds with feedback	Demonstrates poor listening skills with others and/or responds with inappropriate feedback	Does not attempt to listen to others and/or respond with feedback
Identifying challenges	Identifies and evaluates challenges clearly and insightfully	Identifies and evaluates challenges clearly	Identifies challenges	Identifies challenges incorrectly	Does not attempt to identify challenges
Ability to effect change	Recognizes need for, advocates, and facilitates change	Recognizes need for and advocates change	Recognizes need for change	Recognizes inadequately the need for change	Does not attempt to recognize the need for change
Managing conflict	Discusses differences with conflicting parties, seeks to advance understanding, and promotes positive resolutions	Discusses differences with conflicting parties, seeks to advance understanding, and suggests possible resolutions	Discusses differences with conflicting parties and seeks to advance understanding	Discusses differences with conflicting parties inappropriately and incorrectly seeks to advance understanding	Does not attempt to discuss differences with conflicting parties or seek to advance understanding

Community Service Reflection Paper (Off-Campus Involvement) (Tri-Beta Biological Society/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Your assignment is to volunteer in an off-campus environmental service activity (M.E.T., Tulsa County Conservation District, Blue Thumb Project, Oklahoma Food Cooperative, Up With Trees, Oklahoma Nature Conservancy, Tulsa Zoo, Local Microfinance Organization, Conservation District in your home state OR service at a local church) and actively participate in such a way as to improve the environmental quality of the community. Your level of involvement should include one of the following:

1. Participation in 4 hours of service in a work project that will enhance the physical environment community (e.g., recycling, planting trees, litter cleanup).
2. Participation in 4 hours of environmental education to the community through distributing fliers at a sponsored function or involvement in a specific educational program sponsored by a recognized conservation organization.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your citizenship experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)
2. Describe how your activity improved the physical environment.
3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of environmental stewardship to them.

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Community Service Reflection Paper (Off-Campus Involvement) (Tri-Beta Biological Society)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
5. Click the "Save" button.
6. Click the "Submit Page" button. Enter the name of your assessor, "**Herr, Stephen**." After entering this, hit the "Submit" button.

Community Service Reflection Paper (Off-Campus Involvement) (Tri-beta Biological Society/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Caring for the physical environment	Participates actively in and promotes respectful behavior toward God's physical environment	Participates actively in respectful behavior toward God's physical environment	Participates in respectful behavior toward God's physical environment	Participates with inappropriate respect toward God's physical environment	Does not attempt to participate in respectful behavior toward God's physical environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

Community Service Reflection Paper (On-Campus Involvement) (Tri-Beta Biological Society/Co-Curricular Activities) (4D)

Outcome	Proficiency	Definition
Socially Adept	*Responsible Citizenship (4D)*	*Adopting a lifestyle of servant leadership which demonstrates God's love to one's world of influence through such actions as engaging in service to church and community, caring for the environment, and promoting family values, social justice, and economic empowerment*

Your assignment is to join the Tri-beta Biological Society and actively participate in such a way as to improve the environmental quality of the campus or community. Your level of involvement should include one of the following:

1. Service as an officer of the club for at least one semester.
2. Attendance in at least two club meetings per semester.
3. Participation in 4 hours of service in a club-sponsored stewardship project. (e.g., recycling on your wing, litter cleanup on campus)
4. Participation in 4 hours of environmental education of your peers.

At the culmination of your service, you must write a reflection essay to demonstrate your level of involvement in the activity or project. Describe in your essay the following aspects of your citizenship experience:

1. Describe the situation where you volunteered for service. (Who was involved in the task, what type of project in and specifically what did you do, when and where did you do it?)
2. Describe how your activity improved the physical environment.
3. Describe the response of others with whom you had contact during your activity and how you were able to communicate the importance of environmental stewardship to them.

The reflection essay should be at least two pages long, typed, and double spaced. It needs to address clearly and thoroughly the guide questions provided above. It should include at least four paragraphs, answering every question in some way. Of course, some questions will require longer, more detailed answers than others. You are expected to write well, following correct sentence structure, grammar usage, and spelling. Proofread your work carefully before you submit it.

Submission Steps

1. Click on "Socially Adept."
2. Click on "Responsible Citizenship."
3. Click on "Community Service Reflection Paper (Off-Campus Involvement) (Tri-Beta Biological Society)."
4. Click the "Add Content" button at the top of the page. Scroll down the page and click on the "+" symbol by the word "Artifact." Browse and upload your assignment.
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Community Service Reflection Paper (On-Campus Involvement) (Tri-beta Biological Society/Co-Curricular Activities) (4D)

Criteria	Exemplary	Competent	Acceptable	Unacceptable	Not Attempted
Serving others	Demonstrates committed and consistent involvement beyond the call of duty in service for the direct benefit of others	Demonstrates consistent involvement in service for the direct benefit of others	Demonstrates involvement in service for the benefit of others	Demonstrates inadequate involvement in service for the benefit of others	Does not demonstrate involvement in service for the benefit of others
Caring for the physical environment	Participates actively in and promotes respectful behavior toward God's physical environment	Participates actively in respectful behavior toward God's physical environment	Participates in respectful behavior toward God's physical environment	Participates with inappropriate respect toward God's physical environment	Does not attempt to participate in respectful behavior toward God's physical environment
Service to local community	Participates actively in, promotes, and initiates a new service program	Participates actively in and promotes a service program	Participates actively in a service program	Participates inadequately in a service program	Does not participate in a service program

GLOSSARY OF TERMS

Acrobat Distiller: A software application accessible through the select printer menu that can convert existing files into .pdf format

Adobe Acrobat: A software application that can be used to read .pdf files or create them through the use of a scanner

Approved Formats for Artifacts: There are certain, approved formats (or file types) that will work with your ePortfolio.

A. Universal Formats:

Acrobat Document (.pdf) HTML (Hypertext Markup Language)

B. Special Formats:

Audio (.wav, .avi, mp3)

Image (.gif, .jpg—avoid using .bmp and .tif due to file size)

Video

Other

Artifact: Any of the materials that are placed in the ePortfolio (e.g., document, video, photograph, artwork)

Artifact Library: This is a sub-section of your ePortfolio in which all of your artifacts are loaded and stored.

Assessment: Evaluation of your artifact based on specific criteria provided in rubrics

Co-Curricular Artifact: A co-curricular artifact is an optional Whole Person Assessment (WPA) assignment that can be submitted to your ePortfolio to help bolster your WPA score.

Competency: A level of knowledge, skill, or ability (usually demonstrated on a measure) that has been determined to be the minimum required for successful use of that knowledge, skill, ability, or personal trait

ePortfolio: The ePortfolio is an assessment tool that puts legs to the University's Statement of Purpose, which focuses upon educating students as whole persons by monitoring and providing evidence of their achievement of the ORU Student Learning Outcomes. Students complete their ePortfolios online using Chalk & Wire software.

File Size: This is the amount of space a file uses. It is measured in the following:

Bit (b): a single piece of information, such as a letter
Kilobit (Kb): 1000 bits
Kilobyte (KB): 8 Kilobits or 1000 bytes (text and .pdf files)
Megabyte (MB): 1000 Kilobytes (picture and video files)
Gigabyte (GB): 1000 Megabytes (system hard drives)

Total ePortfolio space: 100 Megabytes (MB)
Maximum file size that can be uploaded into your ePortfolio: 7 Megabytes (MB)

GEN 099: The course, Whole Person Assessment (GEN 099), will orient students to the University outcomes and philosophy of assessment, as well as acquaint the students with technology skills needed to accomplish their ePortfolio.

.html: Also known as Hypertext Markup Language, HTML is a universal document format.

.mov: A video file extension

MS Excel: An accounting software application

MS PowerPoint: A software application that is used to create presentations

MS Word: A word-processing document that can be used to create .html files

Objectives: Refers to the specific knowledge, skills, or attitudes that students are expected to achieve through their college experience; specific expected or intended student outcomes

Outcomes: Refers to the specific knowledge, skills, or developmental attributes that students actually develop through their college experience

.pdf: Also known as a Portable Document File, a PDF is a universal document format.

Proficiency: Performing in a given art, skill, or branch of learning with correctness and facility; achieving competency on predetermined standard

Resolution: Measured in d.p.i, it is the unit of measure used by scanners that can be changed to affect file size and image clarity.

Rubric: This is an assessment tool that assigns a numerical score to what would otherwise be called a non-quantifiable activity. Usually, it is designed as grids with the top row designating the rating scale and the left-most column displaying the criteria for evaluation.

Star Office 7: Office suite by Sun Microsystem. It offers the same options as Microsoft Office (draw, presentation, spreadsheet, text) with the added feature of a built in .pdf distiller.

Table of Contents: This is a sub-section of the ePortfolio that contains all of the Table of Contents selections. The ePortfolio does not come with a standard menu. All portfolios must have a Table of Contents selected. The Table of Contents is chosen when you are naming and setting up an ePortfolio.

Theme: This is a sub-section of the ePortfolio that allows you to change the color and layout of the portfolio. By changing the Theme and accessing the Image Gallery, the look of the ePortfolio can be customized to suit the preferences of the student. Links to this section and the Image Gallery are located on the ePortfolio menu.

URL: Any web address, such as http://oru.edu or http://chalkandwire.com/oru

.wav: An audio file extension

ORU

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