**Virtue Assessment Plan**  

**Course:** ARCH 5923 Methods IX  
Entrepreneurial Architect and Leadership  

**Instructor:** Marjorie Callahan  

**Key Virtues:** OU Virtues: Love of Learning, Self-Regulation, Perseverance, Honesty  

**A note on Assessment:**  
When assessment is linked to student grades, a specific portion of the grading rubric will be devoted to the relevant virtue. This will be recorded separately from the other portions of the rubric to facilitate reporting at the end of the semester.

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<tr>
<th>Learning Objectives</th>
<th>Activities</th>
<th>Assessment</th>
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| **Love of Learning:**  
Love of learning leads to a desire to learn the standards of particular fields of study, and a desire to expand the fields of knowledge one has already acquired.  
- Students will be able to consider and demonstrate critical and creative thinking to contemporary, relevant and controversial issues in the architectural field.  
In preparation for debates, these Assignments will direct and focus course topics:  
- Licensure;  
- How to Get Work;  
- Who is the Client?  
In-Class Discussions and Debates:  
Students will be required to orally articulate opposing positions in relation to course topics. During debates, students will be assigned to promote and defend positions that may be different from their own ideas.  
- As a portion of their daily participation grade, students will be evaluated on their ability to describe multiple positions in relation to course assignments / topics.  
- In the case of debates, the participation grade will be based accurately and convincingly defending an assigned position.  
- The quality of students work and/or activity will be determined using a simple generic rubric to be developed by the Course Instructor. Assistance in developing the rubric will be sought from the Office of Academic Assessment. | **Evaluated - Direct** |
### Self-Regulation and Honesty:
Self-regulation includes the ability to direct one’s thoughts and attention to one’s goals. Honesty is closely related to integrity, which is the virtue of being true to oneself, of having one’s beliefs, feelings, and behavior in harmony. Students will be able to consider and demonstrate effective communication skills both orally and in written form in relation to one’s goals and beliefs.

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<tr>
<th>Presentations of their solo work with follow-up and reflection by group through Analytical Essays:</th>
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<td>Within their solo preparation for presentation, students will be required to advance a specific thesis. Within group analytical essays as follow-up, students must also consider ideas and positions that are opposed to their thesis. In preparation for presentation, these Assignments will have students practicing self-regulation and honesty in:</td>
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<td>• Marketing Oneself</td>
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<td>• Writing A Grant</td>
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### Self-Regulation and Perseverance:
Develop a richer and deeper understanding of leadership. Perseverance is the ability to pursue one’s goals despite obstacles. Self-regulation is the capacity to regulate and restrain one’s thoughts, emotions and behaviors for the sake of achieving good ends.

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<tr>
<th>Research / Case Studies:</th>
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<td>Students will be assigned to present a book chosen and read on Leadership. Presentations will include how the book might bring change as they reflect on perseverance and self-regulation issues related to personal experiences with obstacles, discouragement and distracting effects of temptations.</td>
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### Evaluated - Direct
As a portion of their presentation grade, students will be evaluated on their ability to articulate a thesis; As a portion of their group analytical essay grades, students will be evaluated on their ability to articulate arguments that question individual’s thesis. The quality of students work and/or activity will be determined using a simple generic rubric to be developed by the Course Instructor. Assistance in developing the rubric will be sought from the Office of Academic Assessment.
Students will develop a richer and deeper understanding of leadership specifically as it applies to self-regulation and perseverance.

**Honesty:**
Honesty is a deep and pervasive commitment to truth.
- Students will develop ethical and professional judgement skill building in relation to their architectural entrepreneurial and leadership behavior through participatory and solo work.

**Individual and Group Assignment by Journaling:**
Throughout the semester students will write short individual and group papers reflecting on honesty, behavior and how their ideas about decision-making and judgements are changing. At least five entries will be completed during the course, in-class.

In preparation for journaling, this Assignment explains the detail of the work to be done:
- **Journaling with Exhibits**

**Evaluated - Indirect:**
Student grades will be based on the level of detail and depth in their reflections concerning self-regulation, perseverance and honesty.
- The quality of students work and/or activity will be determined using a simple generic rubric to be developed by the Course Instructor. Assistance in developing the rubric will be sought from the Office of Academic Assessment.

In preparation for Case Study / Research, this Assignment details the activity and intent:
- **Book Review**

Based on student and group journaling in and out of class, the professor will offer a subjective assessment of changes in student ‘group’ beliefs and engagement with different global and national practices.
- The quality of students work and/or activity will be determined using a simple generic rubric to be developed by the Course Instructor. Assistance in developing the rubric will be sought from the Office of Academic Assessment.
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<th><strong>OU Executive Virtues:</strong> Students will increase the practice of virtues in their own lives, particularly in relation to the field of Architecture.</th>
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<td><strong>Anonymous:</strong> Beginning &amp; End of the Course Self-Evaluation</td>
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<td>In preparation for self-evaluation, this Assignment will have students acknowledging Virtues at large:</td>
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<td>- Surveying to Make Change</td>
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<td><strong>Evaluated -Indirect:</strong> Based on student self-evaluations, the professor will offer a subjective assessment of changes in students’ practice of OU Virtues. This assessment will not be the basis for student grades.</td>
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<td>- The quality of students work and/or activity will be determined using a simple generic rubric to be developed by the Course Instructor. Assistance in developing the rubric will be sought from the Office of Academic Assessment.</td>
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