

**Undergraduate [Minor](#) in Community Leadership and Social Change (CLSC) Proposal**

4/29/2022

**Proposal Coordinator:**

**Dr. Christina Jackson**, Associate Professor of Sociology

**Proposal Committee Members:**

**Dr. Chelsea Tracy-Bronson** (Associate Professor of Special Education);

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**Dr. JY Zhou** (Director of Global Engagement);

**Dr. Connie Tang** (Professor of Psychology);

**Dr. Sequetta Sweet** (Assistant Professor of Organizational Leadership);

**Dr. Merydawilda Colon** (Executive Director of SCCESL and Professor of Social Work); and,

**Heather Swenson Brilla** (Community Programs Coordinator of SCCESL)

**CIP code:**

24.0199. Liberal Arts and Sciences, General Studies and Humanities, Other

## **B. Minor Objectives:**

The Community Leadership and Social Change (CLSC) minor is one that is grounded in understanding how social change works through building community power (including outside of official institutional channels of decision-making). This requires a refined understanding of ourselves as individuals, as leaders to recognize what we bring as social change agents to contemporary social issues. Across the university, there is a growing interest in the benefit of high impact practices (HIPs) within the undergraduate experience, and acknowledgement of the value that experiences outside of the classroom can bring. Additionally, as our nation is changing due to the pandemic, political division, and social unrest, there is a growing need for feminist and intersectional pedagogy that critically examines race, class, gender, sexuality and ability status in a community. In the higher education classroom, this can be illustrated through refining voice and perspective to create deep critical thinkers and powerful leaders ([Hooks, Teaching to Transgress](#)). CLSC is grounded in an *engaged pedagogy*, known as “a teaching strategy that aims to restore students’ will to think, and their will to be fully self-actualized... in simpler terms, critical thinking involves first discovering the who, what, when, where and how of things- finding the answers to those eternal questions of the inquisitive child- and then utilizing that knowledge in a manner that enables you to determine that matters most” (Hooks 2010: 8-9). Community engagement and service-learning promotes this work of self-actualization as students communicate and build relationships with communities different than theirs. This minor will allow students to refine skills to solidify and amplify community engagement work in the city, region, country and world.

After completing this minor, students will achieve a variety of essential learning outcomes through their sequenced courses – a foundational course that examines identity and values for students as well as develops self-reflective practice, three strong interest courses that “dive deep” into specific areas of interest, and then a final capstone project that culminates in students’ ability to articulate what they have investigated and its applicability to sense of self. The goal is for students to evaluate several aspects and perspectives of their areas of interest. For example, if a student is interested in environmental justice, they would have an opportunity to reflect on their connections to this issue in one of three offered foundational courses, pick three courses that provide a closer examination of the issues related to environmental justice for intense study, and then complete a capstone project during their final course. A second illustrative example, if a student is interested in leadership for social justice in education and disproportionate representation, the student can reflect on this within a foundational course, pick three courses around race, ethnicity, disability, and urban education that are offered within the elective courses, and complete a related capstone project in their final course. As part of that capstone, they will have the opportunity to conduct a research project or service-learning capacity building project that will become signature work that contributes to the study of environmental justice or leadership for social justice in education at Stockton University. Students will have the opportunity to present their work at Day of Scholarship or Celebration of Service.

This minor will focus on these [Essential Learning Outcomes](#) and specific skills:

**Critical Thinking** is defined in the Stockton ELOs as “the ability to formulate an effective, balanced perspective on an issue or topic.” Additionally, it is defined as:

- 1) The art of analyzing and evaluating thinking with a view to improving in a self-directed, self-disciplined, self-monitored and self-corrective way (hooks 9, Paul and Elder 2009)
- 2) Critical thinking is an interactive way of approaching ideas that aims to understand core, underlying truths, to move beneath surface toward knowledge (hooks 9-10, Paul and Elder 2009).

Critical thinking will be evaluated through the pre and post test administered during the foundational course and capstone course of the minor. In addition, students will be submitting a digital portfolio that will have a minimum of five competencies. These competencies will be evaluated for evidence of critical thinking and scored on a rubric.

**Information literacy and research skills** are defined as the ability to locate, evaluate, analyze and use information to solve problems to produce an argument. As part of the minor sequencing, students will complete three courses that will provide an in-depth analysis of their issue or problem. Research skills will be developed and information literacy reinforced with exposure to peer-reviewed articles and primary and secondary sources of research.

**Communication Skills** is the ability to create and share ideas and knowledge effectively with diverse audiences and in various formats.

**Teamwork and collaboration** is defined as the ability to join with others to achieve a common goal. Students completing the CLSC Minor will have the opportunity through the foundational courses and service-learning projects to work collaboratively while focused on a common goal. In addition, students will have an opportunity as part of their capstone project to complete a collaborative project with a community partner and faculty mentor.

**Organization and Time Management Abilities**, while not a recognized Essential Learning Outcome of Stockton University, it is recognizable through working with community partners, service-learning projects and capstone excelling in how to manage partnerships and stay on a particular timeline.

**Ethical reasoning** is defined in the ELO's as the ability to consider alternative viewpoints and their potential consequences.

**Global awareness** is defined as the ability to appreciate diversity and cultural interconnectedness. This minor will also integrate Intercultural Communication, which is defined as the development of communication and shared meanings between different kinds of culture.

### **Rationale:**

A community leadership and social change minor would encourage students across the university to amplify their current major with experiential education oriented toward building leaders, achieving social change, and reducing inequality. This minor provides a curricular roadmap for students to develop themselves, communities, and institutions as leaders to increase equity through community power and policy.

For objectives, we want to develop *students who can communicate their identity as a leader and social change agent*. This identification requires development of *an understanding of the process of continuous learning*. Students will discover more of themselves, their biases, their perspectives through learning about *knowledge of theoretical orientations in relation to the self*. Students in this minor will be grounded in critical thinking, one of Stockton's essential learning outcomes and will learn to be *global minded, locally relevant leaders who can navigate various communities*. Students will most importantly be taught the nuts and bolts of oral and written communication with communities and information technology to be able to evaluate the information and perspective received in a fair and balanced way. Additionally, students will be skilled in the modes of communication including journalism and

research. We not only want to develop students' leadership identities, but also how to collectively develop and implement actions to bring out social justice changes. In this minor, students will possess a solid understanding of the political landscape of environments, how different kinds of power work (*bureaucratic, grassroots, advisory board, task forces*) as well as how groups emerge unequally contributing to inequality.

### **C. Evaluation and Learning Outcomes Assessment Plan**

The Community Leadership and Social Change minor will utilize a portfolio assessment as the evaluation procedure. The goal of the portfolio assessment system will be obtaining a collection of student work samples across the minor courses. In each course, there will be one assignment that exemplifies the cumulative learning experiences. The collection of work will be gathered into the portfolio across the student's undergraduate study to reflect what has been learned in the minor.

The portfolio will be stored in Stockton University course learning management tool, Blackboard. In collaboration with Computer Services, the minor will be set-up as a unique "course" within Blackboard. This will allow the minor coordinator to add students to the portfolio as they enter the minor program. Then as the student takes courses, the portfolio artifacts can be added to Blackboard. Each course within the minor will have a link within Blackboard that allows students to upload the portfolio artifact. This will allow each student to have a collection of work samples completed throughout the minor program coursework.

Setting the Blackboard portfolio up in this way will lead to the sustainability of the assessment process in multiple ways. Blackboard is supported by Stockton's Computer Services, which will help faculty and staff troubleshoot the technological aspects of data management. The Blackboard course will include "multiple instructors" so the faculty on the minor committee and teaching the courses will have access to the portfolio system. As instructors change throughout time, the committee will have access to the portfolio work samples. This is also the same as the minor coordinator rotates in future years. This also will support sustainability because it offers a streamlined approach to evaluating the work samples through rubric criteria. Sustainability is critical to measure the effectiveness of the minor.

The work samples within the portfolio will be scored using a rubric that will be created collectively in our first few minor program meetings. The scoring of the portfolio will happen within the minor program committee meetings. This will allow the minor coordinator to collect data, analyze trends, and provide data for reviews and reports. The rubric will be aligned with student learning outcomes across the Community Leadership and Social Change minor.

In addition to the portfolio assessment system, there will also be an entrance and exit survey to assess student learning outcomes and perceptions of the goals of the minor. The entrance survey will be provided in a foundational core course and the exit survey will be completed in a Capstone course. The purpose of entrance and exit surveys will be to evaluate student's foundational understanding in regards to goals and learning outcomes for the minor, including the ability to engage and provide community leadership, analyze social inequality and systems, reflexivity, and engage in civic engagement and social change. Please see Appendix A for the Evaluation table and Appendix B for the Goals, Objectives, Outcomes and Assessment.

### **D. Justification of the Need for This Minor**

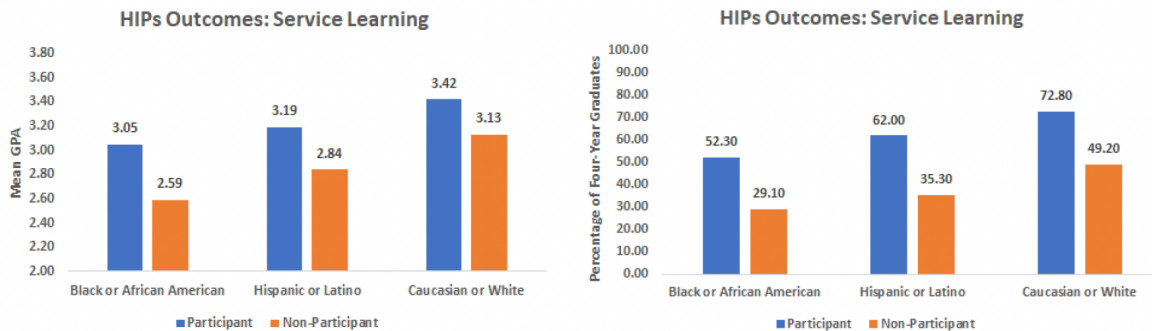
#### **a. National/Regional Trends (as applicable)**

In March 2021, the Chronicle of Higher Education published an article entitled "It's Time To Rethink Higher Education: What if our goal was creating social impact, not preserving the status quo?" Adding in the post-pandemic context as well, it begs academia to question the role of higher education and learning in this moment. Now that we have gained more insight into alternative learning methodologies (asynch, hybrid, online) the answer to *how* and

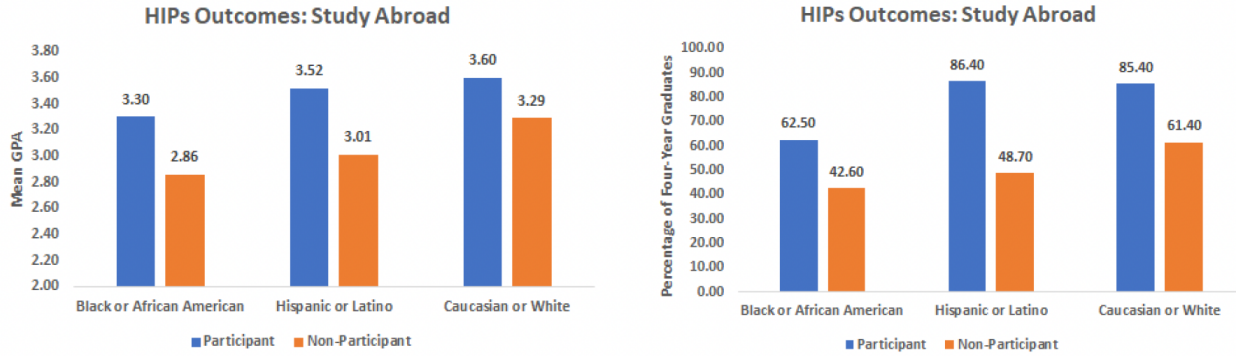
when learning happens, becomes more varied and nuanced. Additionally, what has our time of intensified social unrest taught us about learning and impact? The article posits that our focus should be more on the social impact of the university, which in our view, is supported by a liberatory popular education that usually stems from a general studies/liberal arts curriculum. [“Higher education should in its ideal form lead to more economic security for more people, a more equitable and innovative society, and a well-functioning democracy \(Rosenberg 2021\).”](#) We want students to leave Stockton, not only a broad liberal education which gives them all kinds of frameworks and skills, but also one whose impact creates a more equitable society. Stockton is ahead of the curve given that we currently work toward prioritizing community engagement and service-learning, already strengthening our bridge with the community but more structured experiential pedagogies that have a deeper impact on students is needed. Stockton also has an increasing focus on integrating the United Nations [Sustainable Development Goals \(SDGs\)](#) into our curriculum through the Office of Global Engagement through nurturing more partnerships with other international higher education institutions with similar goals. These global goals are transdisciplinary, inclusive, and action/solution-oriented and provide transformative experience to empower all students, especially underrepresented groups.

Stockton has developed a larger appreciation for HIPs (High Impact Practices), with the goal of creating [‘integrated experiences.’](#) or connections between the college environment and community. Students can nurture relationships from home and future communities and can bring with them experiences and perspectives from ‘home’ integrated with what they are learning at Stockton. HIPs include service-learning, study abroad, internships, undergraduate research, and other opportunities which are anchored by this proposed minor ( Johnson et al. 2021).

Prepared by Dr Nordia Johnson, Director of Academic Achievement programs at Stockton, this table sums up educational research that identifies that HIPs learning methods increase positive educational outcomes. More specifically, Dr. Johnson finds that when comparing students not taking service-learning courses and study abroad opportunities, HIPs students have measurably higher GPAs at Stockton (see below).



(Johnson, Nordia et al. 2021. “High- Impact Education Practices (HIPs): Moving Stockton toward more inclusive HIPs for all students.)



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**b. Student Interest:**

In November of 2021, the committee administered a survey to undergraduates across the university. 170 surveys were completed by seniors (25.8%), juniors (38.8), sophomores (7%) and freshmen (28%). About half of students never took a service-learning class or engaged in any community engagement experience. On average, 55% of the students are ‘somewhat interested’ and ‘very interested’ in our Community Leadership and Social Change minor and 47% of students claimed that they are ‘somewhat likely’ or ‘extremely likely’ to declare it a minor. This data confirms the qualitative feedback received in the survey of the students' passion to serve their communities in connection with their courses as they are shaping their understanding of who they are. One student noted, “It is not only a gratifying experience, but it allows me to take part in something bigger than myself and serve a greater good.”

**c. Target Groups:**

The Community Leadership and Social Change minor will target students across the university that desire to add a social change and experiential aspect to their majors, but also explore additional pathways for engaging in their disciplinary work.

**E. Students**

Currently, the numbers of the LIBA CLCE concentration are very small. Transforming the concentration into an interdisciplinary minor will open this opportunity up to all students. Given that our student body is becoming more diverse over time with attention to global students and non-traditional students, we expect to attract students and grow over the next 5 years. Our university has grown in our amount of global partnerships that also emphasize service-learning projects, students of color and economically disadvantaged students. We want to grow on those connections. Additionally, in partnership with the Bonner Foundation and COIL (Collaborative Online International Learning), we expect to have study abroad and high school dual credit programs be pathways into this proposed minor. In support of our institutional commitment to the UN’s Sustainable Development Goals, we will draw from justice oriented students clubs and groups on campus like UBSS, NAACP, SAVE, MSA, ToGetHer and many others.

*Table on proposed enrollments for the next five years*

Year 1	Year 2	Year 3	Year 4	Year 5
10	15	30	40	50

**F. Program Resources**

List of contributing faculty with associated University position.

- Merydawilda Colon, Executive Director of Center for Community Engagement & Service Learning, Professor of Social Work
- Lauren Marie Balasco, Assistant Professor of Political Science
- Heather Swenson Brilla, Adjunct Professor of Sociology
- Noel Criscione-Naylor, Associate Professor of Hospitality, Tourism, and Event Management
- Emari DiGiorgio, Professor of Writing and First-Year Studies
- Anthony Dissen, Instructor of Health Science
- Levi Fox, Adjunct Professor of General Studies
- Karen Garcia, Adjunct Professor of Business Studies
- Arleen Gonzalez, Associate Professor of Criminal Justice
- John Gray, Instructor of Organizational Leadership
- Priti Haria, Associate Professor of Education
- Angel Hernandez, Director of EOF- AC
- Paul Herron, Adjunct Professor of Education
- Daniel Emilio Hernandez, Associate Professor of Biology
- Erin O'Hanlon, Adjunct Professor of Communications
- John O'Hara, Associate Professor of Critical Thinking
- Christina Jackson, Associate Professor of Sociology
- Maritza Jauregui, Associate Professor of Sustainability
- Joy Jones, Assistant Professor of Business Studies-Management
- Nazia Kazi, Associate Professor of Anthropology
- Rachel Kirzner, Associate Professor of Social Work
- Tara Luke, Professor of Biology
- Dan Moscovici, Professor of Environmental Studies & Sustainability
- Stephen Nagiewicz, Adjunct Professor of Marine Science
- Nicole Noel, Adjunct Professor of Business Studies
- Thomas A Olah, Adjunct Professor of Hospitality & Tourism Management Studies
- Michael Rodriguez, Professor of Political Science
- Michael Scales, Professor of Hospitality, Tourism & Event Management Studies
- Sequetta Sweet, Assistant Professor of Organizational Leadership
- Connie Tang, Professor of Psychology
- Chelsea Tracy-Bronson, Associate Professor of Special Education
- Jess Bonnan White, Associate Professor of Criminal Justice
- Kaite Yang, Associate Professor of Psychology
- JY Zhou, Director, Global Engagement and Senior International Officer

Partners:

Stockton Center for Community Engagement and Service Learning is the hub for community engagement and experiential learning at our institution. It will support the maintenance of this minor. This center provides “opportunities to serve the community and to partner with other organizations”, and “encourages students to excel academically and to be engaged in student life, the community and the world.”

The Bonner Foundation is a private foundation that works as a national network and community of practice to advance higher education through its engagement within communities. They have built and sustained partnerships

with colleges and universities to foster the deep integration of college access, diversity and inclusion, and student success with community engagement and learning. They provide research and development for the civic engagement field, in ways that promote its depth, sustainability, and value to colleges and communities. At Stockton, the foundation supports us to have Bonner fellows.

Campus Compact is a national coalition of colleges and universities committed to the public purposes of higher education building democracy through civic education and community development.

The LEAD Initiative at Stockton involves supporting student involvement in academic and co-curricular activities by completing a combination of the various academic courses, programs and co-curricular experiences. Students receive a Leadership Education Awareness Development certification through the Dean of Students. There is also a First Ospreys Summit committed to enabling students to LEAD (Leadership, Engagement, Access, and Distinction.) The summit hosts a series of sessions including professional presentations or roundtable skill building sessions led by faculty/staff or student-led sessions in which students will share their research or creative works.

Office of Global Engagement is a global hub at Stockton university in collaboration with the Global Studies minor. This office hosts international studies, facilitates abroad opportunities for students and faculty, including local-global teaching pedagogies.

RISE (Research, International Education, Service-learning, Experiential learning): Initiative seeks to engage students in broadening their educational experience experientially at the beginning of academic careers through participation in high impact practices in Research, International Education, Service-learning, and Experiential Learning opportunities.

Africana Studies Program: Supports students' understanding of intellectual dialogue on race and multiculturalism, as well as the historical experience and the cultural understanding of one of the country's largest racial minority groups. Encourages student involvement and responsibility to their communities.

#### **Requested Needs:**

Coordinator: A minor coordinator will be requested for CLSC to oversee the maintenance of the program, assessment of students, supporting faculty who teach minor courses, and strengthening of community engagement partnerships.

Faculty Review of Portfolio: We are requesting a 1-2 credit compensation for the review of the minor portfolio used for assessment.

Staff member: We are requesting a dedicated staff member who can address students issues, concerns and paperwork.

Courses: We will draw from existing courses at the university. We are not requesting any new faculty lines for the first 5 years.

Evaluation Resources: This proposed minor will need financial support for a three year program review and on-going evaluation.

IT Support: Support from IT Computer Services will be needed in setting up a Blackboard course to serve as the portfolio for the minor.

#### **G. Requirements for Achieving the Minor**



The following section outlines the curriculum for the Community Leadership and Social Change minor. Students will enroll in one foundational course that will be taken as the initial course in the minor. Then, students will select three electives to enroll in. For the elective courses, students will select one from each of the three themes: 1) Community Leadership; 2) Social Inequality; 3) Civic Engagement and Social Change. To conclude the minor, the student will select one of the capstone courses.

The **Foundational Courses** to select from (One course required)

- GEN 1043: Tools for Social Change
- GEN 1117: Community Leadership
- GEN 2101: Leadership Strategy and Change

The **Elective Courses** to select from (Select one from each sub-category or consult with program coordinator).

### Community Leadership

*Course content focuses on:*

- *Knowledge and application of how to become an effective leader*
- *Communication and information literacy*
- GSS 2251: Nonprofits and Your Community
- GIS 3307: Why Poetry Matters
- GEN 2276: Jersey Shore Public History: Atlantic City Experience from the Lenape to 21st Century
- GXX: Leaders Influencing People and Change
- GEN 3158: Purpose-Driven People
- GEN 2101: Leadership, Strategy, and Change
- GXX: Law for Life

### Social Inequality

*Course content focuses on:*

- *Inequality*
- *Foundational understanding of globalized localism*
- *Critical theory*
- GSS 1080: Race, Place, and Public History: Recalling the Past from the Civil War to the 21st Century
- AMST: Introduction to American Studies
- GAH 2405: Dissent in America
- GSS 2480: The Sixties: History, Politics, Culture
- ANTH 2245: Race, Ethnicity, and Immigration
- GEN 3242: Farm to Table: The Backyard Homestead
- GIS 3686: Disability Rights Around the World
- GIS 4480: International Tourism and Development
- GNM 2157: Film and the Environment
- GIS 3669: Women in Protest
- GEN 2126: The Urban Teacher
- EDUC 2241: Inclusive Learning in Education
- GIS 3673: Understanding Global Learning
- GSS 2213: Sexuality, Crime and Criminal Justice

- GSS 3184: Community Schools - Urban Change Agents
- GIS 4626: The Medical Humanities
- GSS 2310: Sex Discrimination and the Law
- GAH 2216: Puerto Rican History and Culture
- GSS 3615: Place Matters
- SOCY 2355: Black Lives
- SOCY 3628: SUST 3628: Urban Environments

### Civic Engagement and Social Change

*Course content focuses on:*

- *Civic Engagement and Political Landscape*
- *Developing individuals passionate about social change, recognizing injustice, and are committed to change it.*
- WASH 3300: LEAD Colloquium
- WASH 3620: Washington Seminar
- SOCY 3260: Food Access and Social Policy
- ENVL 3310 / ENVL 3316: Environmental Planning and Policy
- ENVL 3331: Regional Planning
- GIS 4655: Greece: Geography, Culture, and Tourism
- GIS 4652: Atlantic City: Past as Prologue
- POLS 2100: Introduction to American Politics
- POLS 2170: Introduction to International Politics
- PSYXX: Industrial and Organizational Psychology
- GAH 2373: Bob Dylan
- GAH 3314: Humanitarian Histories
- GNM 2275: Understanding the Impact of Shipwrecks

The **Capstone Course** will include Experiential Learning and/or Service Learning (one course required)

- POLS 3900 Local Internship
- PSYC 3904 Field Placement in Childhood Studies
- WASH 3940 Washington Internship
- SOCY 4800: Sociology Internship
- ANTH 4800: Anthropology Internship
- EDUC 4600: Intermediate Fieldwork in Education
- Public Health 4950: Internship or Optional Practicum
- Independent Study

**Appendix A.** Evaluation Table (Section C in Narrative)

Assessment Tool	Purpose	Timeline/When?	Learning Outcome Evaluated	Sustainability
Entrance Survey	To evaluate student competence of minor learning outcomes at the onset of program	Beginning the minor program	Assess baseline competence within the minor program goals: -Community Leadership -Social Inequality & Systems -Foundational Understanding -Civic Engagement and Social Change	Survey given to students in the Foundational Course, near the beginning of their minor program. Attaching it to a mandatory course will ensure student completion.
Collect Signature Assignment in: Foundational Course	To collect a work sample after initial course to demonstrate baseline minor competence	Upload Signature Assignment at the end of the foundational course	Assess baseline student competence within the four minor program goals	Uploaded to the portfolio, maintained on Blackboard
Collect Signature Assignment in: 3 Minor Courses	To evaluate student learning outcome in minor program course	Students select 3 courses of choice within the minor program that align with interests. Instructors will designate a Signature Assignment aligned with learning outcomes.	Assess student competence progress within the four minor program goals	Signature Assignments from each course will be uploaded to the portfolio, maintained on Blackboard
Capstone Course	To evaluate student competence of the minor learning outcomes during the final course	Students will upload a Signature Assignment that demonstrates their competence of the minor program learning outcomes.	Assess cumulative student competence within the minor	Uploaded to the portfolio, maintained on Blackboard
Exit Survey	To evaluate student competence of minor learning outcomes after completion of courses	Final task for completion of minor	Assess summative competence within the minor program goals: -Community Leadership -Social Inequality and Systems -Foundational Understanding -Civic Engagement and Social Change	Survey given to students in the Capstone Course, near the end of their minor program. Administering it during a course will ensure student completion.

Appendix B: Goals, Objectives, Outcomes and Assessment			
Goals	Objectives	Learning Outcomes	Assessment (see Appendix A for Evaluation table)
<p><b>Community Leadership: Communicate their identity as a leader, and utilize knowledge and skills in the appropriate setting</b></p>	<p>Knowledge and application of how to become an effective leader.</p>	<p>-Students can communicate their identity as a leader through various leadership models and theoretical orientations            - Students can apply their leadership identity to develop and implement actions to bring about social justice changes            -Students can demonstrate <b>teamwork and collaboration</b> through various leadership and collaboration models.</p>	<p>-Students will demonstrate various leadership models and theoretical orientations in entrance and exit surveys.            - Students will demonstrate teamwork through designing clear actions to bring about social justice changes within capstone project as evaluated by our rubric.</p>
<p><b>Communication and Information Literacy:</b>            Communication skills include the ability to create and share ideas and knowledge effectively with diverse audiences. Information Literacy involves the ability to locate, evaluate, analyze, and use information to solve problems or produce an argument.</p>	<p>Students use information literacy to communicate ideas to diverse audiences.</p>	<p>-Students will demonstrate <b>communication skills</b>, to create and share ideas and knowledge with diverse audiences. Students will demonstrate <b>information and literacy skills</b> to locate, evaluate, analyze, and use information to solve problems or produce an argument.</p>	<p>-Students will locate, evaluate, and use peer reviewed journal articles within the Capstone course to effectively communicate their ideas and knowledge effectively with diverse audiences and in various formats (e.g., paper, video, community presentation).</p>
<p><b>Social Inequality and Systems</b></p>	<p>Students understand the concept of inequality.</p>	<p>-Students understand the concepts of inequality and disparity.</p>	<p>Students will articulate a form of disparity through a signature artifact assignment placed in eportfolio.</p>
<p>Develop a foundation of globalized localism through knowledge of the socio-ecological model and analyzes historical, social and cultural contexts of a community</p>	<p>Globalized Localism: Have a foundational understanding of globalized localism, including knowledge of the socio-ecological</p>	<p>-Students will demonstrate <b>Global Awareness</b> learning outcome.</p>	<p>-In their signature artifact, students can demonstrate the social, historical and cultural contexts of a community. Students can demonstrate both global and local references to contemporary inequality.</p>

	model including individual, relationship, community and societal.		
	Students possess knowledge of critical theory, examples of power and conflict historically and supported by beliefs, forces, and societal institutions.	-Students will demonstrate <b>Critical Thinking</b> learning outcome.	-In their signature artifact and entrance & exit surveys, students can articulate core, underlying truths within the landscape of power of contemporary issues.
<b>Foundational Understanding of Self</b>	Students possess knowledge of personal identity development.	-Students will demonstrate <b>critical thinking</b> and models of identity development, assumptions, biases, socialization and public narrative.	-Students will primarily demonstrate identity in their signature assignment in their foundational course evaluated by our rubric and entrance & exit surveys.
Develop knowledge of their identities, socialization and theoretical orientations in relation to the self and community	Students possess knowledge of the concept of reflexivity.	-Students will demonstrate <b>critical thinking</b> and the continuous process of learning about themselves.	-Students will primarily demonstrate identity in their signature assignment in their foundational course evaluated by our rubric and entrance & exit surveys.
<b>Civic Engagement/Social Change</b>	Students possess knowledge of civic engagement and political landscape (power and policy).	-Students will demonstrate <b>ethical reasoning</b> , models for social change and collective behavior, their alternative viewpoints and consequences.	-Students will demonstrate understanding of the landscape of power and theoretical orientations in signature artifacts like assignments and presentations.

Investigate and experience political, economic and social systems and how they work for different kinds of people and understand local and national power struggles and issues	Students are passionate about social change, recognize injustice, and are committed to changing it.	-Students have hands-on experience to implement change within groups within systems demonstrating <b>organization and time management abilities</b> within a context of a place.	-Students will demonstrate their knowledge of social change and experiential experiences through carrying out active community partnerships in our region and illustrated in their capstone experience assignments.
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