Minor in Community Leadership

Program Mission Statement

The mission of the Community Leadership Minor is to empower every student to realize their leadership potential and to become a leader. This is active learning pedagogy where learning is situated in students’ experiences, where students are validated as self-directed knowers, and where there is mutually constructed meaning. Students participate in a program that includes academic classes, a practicum consisting of an internal and external leadership experience and a culminating capstone presentation. Student progress is documented in the experiential learning transcript, a web-based data management system.

Student Learning Outcomes

Graduates will be able to:

Content/Discipline-Specific Knowledge/Skills
• Explain a self-awareness of the beliefs, values, attitudes, and emotions that motivate one to take action in a leadership role.

Communication Skills
• Use the principles of written persuasive communication to influence positive change in students; students subsequently demonstrate leadership by utilizing their capacity to positively persuade others.

Critical Thinking Skills
• Explore resources, examine evidence, and evaluate information to arrive at and argue for a conclusion. Conclusions and related outcomes (implications and consequences) reflect student’s informed evaluation about leadership and their ability to articulate these learnings in a sophisticated and thoughtful manner.

Assessment Approaches

Leadership faculty members have identified “critical tasks” that are embedded in core leadership courses that assess each of the program learning outcomes. One critical task is tied to individual values/consciousness of self which is a content outcome. Students are asked to explain their self-awareness of the beliefs, values, attitudes, and emotions that motivate one to take action in a leadership role. The essay will be graded using a rubric. For the communication learning outcome, students will demonstrate their ability to use the principles of oral and written persuasive communication to influence change in organizations, to be completed in the intro to leadership course. The instructor will rate student performance using a rubric based on the social change model. Finally, students are required to demonstrate critical thinking in an essay entered into their Experiential Learning Transcript in the community leadership practicum class. The essay will be graded with a rubric.