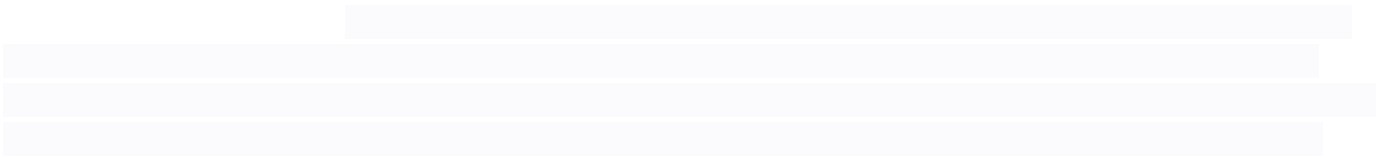






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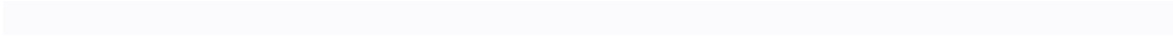
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<p>Knowledge and application of how to become an effective leader.</p>	<ul style="list-style-type: none"> <li>-Students can communicate their identity as a leader through various leadership models and theoretical orientations</li> <li>- Students can apply their leadership identity to develop and implement actions to bring about social justice changes</li> <li>-Students can demonstrate through various leadership and collaboration models.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will demonstrate various leadership models and theoretical orientations in entrance and exit surveys.</li> <li>- Students will demonstrate teamwork through designing clear actions to bring about social justice changes within capstone project as evaluated by our rubric.</li> </ul>
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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>Students use information literacy to communicate ideas to diverse audiences.</p>	<ul style="list-style-type: none"> <li>-Students will demonstrate to create and share ideas and knowledge with diverse audiences. Students will demonstrate to locate, evaluate, analyze, and use information to solve problems or produce an argument.</li> </ul>	<ul style="list-style-type: none"> <li>-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).</li> </ul>
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<p>Students understand the concept of inequality.</p>	<ul style="list-style-type: none"> <li><del>-Students will understand the</del> <b>-Students will understand the</b> concepts of inequality and disparity.</li> </ul>	<p>Students will articulate a form of disparity through a signature artifact assignment placed in eportfolio.</p>
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<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</p>
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	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 learning outcome.	-In their signature artifact and entrance & exit surveys, students can articulate core, underlying truths within the landscape of power of contemporary issues.
	Students possess knowledge of personal identity development.	-Students will demonstrate 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 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.
	Students possess knowledge of civic engagement and political landscape (power and policy).	-Students will demonstrate , 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 00