



*What constitutes leadership?*

*“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”*

-John Quincy Adams, sixth President of the United States

# Leadership, Compassion, & Creativity Certificate:

[Leadership@wcsu.edu](mailto:Leadership@wcsu.edu)

[www.wcsu.edu/leadership](http://www.wcsu.edu/leadership)

*“With realization of one's own potential and self-confidence in one's ability,  
one can build a better world.” – Dalai Lama*

WESTERN CONNECTICUT STATE UNIVERSITY: DIVISION OF STUDENT AFFAIRS

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## **Mission**

The Leadership, Compassion, & Creativity Certificate's (LCCC) mission is to expand opportunities and support student learning, research, and intellectual discourse. By exploring the values of leadership, compassion, & creativity across all Student Affairs disciplines and with people of all communities, our LCCC students will be able to learn more about how they as students can practice effective leadership in their current roles, civic life, and future careers.

## **Departments Involved**

- AccessAbility Services
- Athletics
- Career Services
- Center for Student Involvement
- CHOICES Office
- Counseling Center
- Office of Diversity and Equity
- Health Services
- Housing & Residence Life
- Kathwari Honors Program
- Recreation

## **Purpose**

- Establish a community of learners working together not only to better themselves, but also one another
- Encourage leadership as a process through which people work together to create a positive impact
- Gain the skills to serve others in this community and the global world, specifically increasing students civic engagement
- Expose students to resources available for them to engage fully in co-curricular activities
- Motivate students to engage fully in their college community by exploring all available opportunities for learning
- Help students recognize that they are responsible for their own development as leaders
- Engage students in an exploration of practical skills necessary for successful transition through college, and into the working world
- Create a strong foundation upon which to build students' co-curricular academic record and launch their vocational exploration



## Key Terms and Definitions

**Certificate:** To earn a LCCC certificate, students must choose from and complete a selection of programs within each of the three disciplines: (a) Leadership, (b) Compassion, and (c) Creativity. Within each of the three disciplines there are three levels. Depending on the level, students must select one or two programs from the available choices to complete. This is a student directed process where the student may select the programs he or she wants to complete based on their individual interests. Additionally, this process allows students to share genuine thoughts and feelings about their LCCC experiences through reflection and discussion opportunities. Once students have completed all three disciplines, students must put together a storyboard demonstrating how the program has helped them grow as an individual. The purpose of the storyboard presentation is to encourage students to contemplate on their experience at Western and beyond. Additionally, the storyboard will be presented at Certificate Day in the spring semester. Special accommodations will be made for students graduating in the fall.

**Discipline:** There are three disciplines within the certificate: Leadership, Creativity, and Compassion. Each discipline has been carefully designed in order to provide students with a well-rounded certificate. Within each discipline students must complete programs from the three designated levels: level 100, level 200, and level 300. As the levels increase so does the complexity and time commitment of each program. Please see the road map listed on page 7

**Leadership (LD):** A process of social influence, which maximizes the efforts of others, towards the achievement of a goal. Leadership is influencing others by your character, humility, and example. It is recognizable when others follow in word and deed without obligation or coercion (Sonny Newman, 2014).

**Compassion (CP):** A holistic understanding of an issue with a commitment to act towards improving the situation (adapted from Dr. Kukk).

**Creativity (CR):** The ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness, or imagination (Webster Dictionary).

**LCCC Director/Assistant Director:** The overall coordinators of the Leadership, Compassion, & Creativity Certificate. The LCCC Director/Assistant Director works with each Program Coordinator in helping you through the certificate process. Registration and submission of any requirements will be directed to this individual via [leadership@wcsu.edu](mailto:leadership@wcsu.edu). Additionally, please contact this individual for any questions regarding the overall process.



**Level:** There are three levels within each discipline. In order to earn the certificate students must complete programs from all three levels within each discipline. Additionally students must create a storyboard presentation

**Level 100:** Level 100 consists of programs that last about one to three hours in length and/or covers base level skills and attributes of the respective discipline. Students must select and complete two level 100 programs from each discipline.

**Level 200:** Level 200 consists of programs that typically last half a semester and/or covers intermediate level skills and attributes of the respective discipline. Students must select and complete one level 200 program from each discipline.

**Level 300:** Level 300 consists of programs that last approximately one full semester and/or covers advanced level skills and attributes of the respective discipline. Students must select and complete one level 300 program from each discipline.

**Program:** Each program is created by one of the Western Connecticut State University Student Affairs departments mentioned above. There are multiple programs within each level for students to select from giving them an opportunity to focus on areas of interest. Students must complete programs within each level from all three disciplines.

**Program Coordinator:** A representative from one of the participating Western Connecticut State University departments who is in charge of a specific program. Therefore, each program will have a designated individual from the correlating department to guide you through the program and answer any questions you may have. If you have any questions about a specific program, please contact the department listed under each program and they will put you in contact with the specific program coordinator.

**Reflection:** At the conclusion of each program students will have to submit a reflection to the program coordinator via email. Reflections allow students to think back on their experience immediately and see how it affected them, and how it may influence their future actions. Reflections also serve as a method of assessing all programs in a similar fashion regardless of how their overall concept may vary. Lastly, students will be able to use this information when compiling their storyboard presentation upon completion three disciplines.

**Storyboard Presentation:** Before beginning the storyboard presentation, students must have completed all three levels in each of the disciplines (Leadership, Compassion, & Creativity). Once a student has completed all three disciplines, the student must put together a storyboard. To be presented at Certificate Day. The storyboard is a chance to reflect on the whole process and demonstrate what the students have learned. It must include the following: (1) What is your personal leadership philosophy and/or definition? (2) How has this changed throughout the LCCC experience? (3) What have you learned about yourself? (4) How will you continue to learn, lead, and serve? (5) How has this certificate impacted your time at Western? (6) How has this certificate enhanced your creativity? (7) How have you become a more compassionate individual through this certificate?



## **What Are The Benefits?**

There are many benefits for students who complete the LCCC certificate as shared below.

1. Students will receive an official university document upon completion.
  - Leadership Certificate is signed by the university President, the Vice President for Student Affairs, and the LCCC Director/Assistant Director.
2. Recognition at graduation by means of a medal or honorary cord.
3. Enhance personal and professional goals and objectives.
  - Opportunity to select programs that are fitted to students personal and professional objectives.
4. Increased understanding of self-awareness.
  - This program is an opportunity for personal growth and development for all participating students. By completing reflections at the end of each program and, creating a storyboard presentation at the conclusion of the certification process, students will be able to discuss their areas of personal growth.
5. Establish relationships with students, staff, faculty, and the local community.
  - As students work through the certification process, they will have the opportunity to develop relationships with a wide range of students, staff, faculty, and local community members. This will also help the students build professional references.
6. Preparation for life after college through learning opportunities and service projects.
  - The program will help students develop professional references and learn the skills necessary to perform tasks in a variety of professions.
7. Competitive edge for graduate schools and prospective employers.
  - Because this is a unique program, it will give students an additional edge when looking for life beyond Western. Additionally, students will be able to identify transferrable skills not necessarily acquired through classroom experiences.

## **Terms and Conditions**

- To earn the Certificate, each student must choose from and complete a selection of programs within each of the three disciplines (Leadership, Compassion, & Creativity).
  - Within each of the three disciplines there are three levels. Depending on the level, students must select one or two programs from the available choices to complete.
- Additionally, each student must complete a reflection at the end of each program. These reflections can be used as guiding tools when creating the storyboard to be presented on the “Certificate Day” concluding the Spring semester.
- Students are required to create a storyboard to be presented at “Certificate Day” explaining how the program has influenced them.
- It is the student’s responsibility to read through the requirements of each program and schedule accordingly as some programs will require a full semester’s commitment.
- Students can participate in multiple programs from the three disciplines each semester. They can decide how long they want to take to complete the LCCC.



## FAQ

**Q: What is the difference between a discipline and a program?**

**A:** Multiple programs make up a discipline. There are three levels of programs and three disciplines. The three disciplines are Leadership, Compassion, & Creativity. The programs are offered by different departments within Western Connecticut State University. To complete a discipline, you must select programs from within the various levels of the discipline.

**Q: Why do I have to do a reflection at the end of each program?**

**A:** Reflections allow you to immediately think back on your experience and see how it affected you, and how it may influence your future actions. It also gives immediate positive or negative feedback to the instructors, so they can decide which aspects to keep and which aspects to change. Reflections also serve as a method of assessing all programs in a similar fashion regardless of how their overall concept may vary. Lastly, you will be able to use this information when compiling your storyboard.

**Q: What is the difference between the reflection and the storyboard?**

**A:** The reflection is something you will submit to the program coordinator at the conclusion of each program. You can compile information from your reflections when creating your storyboard for Certificate Day. Your storyboard must reflect your thoughts and feelings about the LCCC experience. You must include reflection of the experience as a whole and how you as an individual have grown and developed from it. More information about the storyboard requirements can be found at the end of this document.

**Q: What is Certificate Day?**

**A:** The Certificate Day is sponsored by the university and typically held towards the end of the spring semester. This is an opportunity for participants of the LCCC program to showcase their experience and demonstrate their personal growth and development over the course of this certificate.

**Q: Can I get credit for past experiences?**

**A:** Yes, it is possible to get program credit for past experiences. If you believe your experience matches one of the programs please submit a reflection of your experience to [leadership@wcsu.edu](mailto:leadership@wcsu.edu). If necessary, the LCCC Director/Assistant Director will arrange a meeting with you for further explanation before presenting your case to the LCCC committee. It is at the discretion of the LCCC committee to approve or deny your experience for program credit.

**Q: How do I request disability accommodations?**

**A:** If you have a documented disability for which you are or may be requesting an accommodation, you are encouraged to contact AccessAbility Services (AAS) as soon as possible. You may contact AAS by calling (203) 837-8225 (voice), (203) 837-3235 (TTY), or by emailing [aas@wcsu.edu](mailto:aas@wcsu.edu).



## The LCCC:

Compassionate and creative leaders are those who are innovative and inspire others to find new and diverse ways to solve problems. They lead sympathetically by understanding that all people learn and succeed through different avenues of guidance. At the end of completing the LCCC you will be able to explain how you have become a more compassionate and creative leader; and explain how your participation in LCCC has shaped your current understanding of leadership. The whole process should take between two and three years to complete.

Under each of the three disciplines (leadership, compassion, & creativity), please complete the requirements as indicated in the table below. Descriptions of the various programs are included in this program guide. Please note that with the exception of the three starred programs (\*) the programs are NOT sequential. Also, please be aware that some programs have a limitation as to the number of students who may participate at a time.

### Leadership, Compassion, & Creativity Certificate Road Map

	<b>Leadership</b>	<b>Compassion</b>	<b>Creativity</b>	<b>Certificate</b>
<b>Level 100:</b> Please select two per discipline	<b>LD100</b> <b>LD101</b> <b>LD102</b> <b>LD103</b> <b>LD104</b> <b>LD105</b> <b>LD106</b>	<b>CP100</b> <b>CP101</b> <b>CP102</b> <b>CP103</b> <b>CP104</b>	<b>CR100</b> <b>CR101</b>	Before beginning the storyboard, students must have completed each level in all three disciplines (Leadership, Compassion, & Creativity). Once a student has completed all three disciplines, the student must put together a storyboard to display and explain on “Certificate Day.” The purpose of the storyboard is to encourage students to contemplate on their experience at Western and beyond. This allows students to share genuine thoughts and feelings about their LCCC experiences.
<b>Level 200:</b> Please select one per discipline	<b>LD200</b> <b>LD201</b> <b>LD202</b>	<b>CP200</b> <b>CP201</b> <b>CP202</b>	<b>CR200</b> <b>CR201</b> <b>CR202</b>	
<b>Level 300:</b> Please select one per discipline	<b>LD300</b> <b>LD301</b> <b>LD302</b> <b>LD303</b>	<b>CP300</b> <b>CP301</b> <b>CP302</b> <b>CP303</b> <b>CP304</b> <b>CP305</b>	<b>CR300</b> <b>CR301</b> <b>CR302</b> <b>CR303</b>	



## Registration

- Registration occurs every semester. Registration for the Fall Semester will occur at the end of the preceding Spring Semester, and run until the first week of that Fall Semester. Registration for the Spring Semester will begin at the end of the preceding Fall Semester, and run until the first week of that Spring Semester. **Stay up-to-date on registration and deadlines by visiting the website and checking e-mail frequently.**
- Students will register by contacting the LCCC Director/Assistant Director via email at [leadership@wcsu.edu](mailto:leadership@wcsu.edu) with a list of programs they wish to complete.
- Additional information and registration forms can be found at [www.wcsu.edu/leadership](http://www.wcsu.edu/leadership)

## Student Program Sheet

As you complete the LCCC use the following program sheet as a guide:

	<b>Leadership (LD)</b>	<b>Compassion (CP)</b>	<b>Creativity (CR)</b>
<b>Level 100:</b> Please select two	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> </ul>
<b>Level 200:</b> Please select one	<ul style="list-style-type: none"> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> </ul>
<b>Level 300:</b> Please select one	<ul style="list-style-type: none"> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> </ul>	<ul style="list-style-type: none"> <li>• _____</li> </ul>

### **Storyboard**

Before beginning the storyboard, students must have completed each level in all three disciplines (Leadership, Compassion, & Creativity). Once a student has completed all three disciplines, the student must put together a storyboard to display and explain on “Certificate Day.” The purpose of the storyboard is to encourage students to contemplate on their experience at Western and beyond. Specifications can be found at the end of this document.



## Student Program Options

	<b>Leadership</b>
<b>Level 100:</b> Please select two	<b>LD100:</b> Residence Hall Programs <b>LD101:</b> Student Government Association <b>LD102:</b> Inter-Residence Hall Association <b>LD103:</b> University Forums <b>LD104:</b> Career Workshop <b>LD 105:</b> Career Exploration and Special Career Events <b>LD 106:</b> Hall Council
<b>Level 200:</b> Please select one	<b>LD200:</b> Find your LeaderShape <b>LD201:</b> GROW: Great Resources on Weekdays <b>LD202:</b> Becoming and Engaged Student Leader
<b>Level 300:</b> Please select one	<b>LD300:</b> Athletics Department Team <b>LD301:</b> Cooperative Education Internship <b>LD302:</b> Resident Director to Be Experience <b>LD303:</b> Paying It Forward to Youth Sports

	<b>Compassion</b>
<b>Level 100:</b> Please select two	<b>CP100:</b> Counseling Workshop <b>CP101:</b> Academic Workshop <b>CP102:</b> Increasing Disability Awareness <b>CP103:</b> Walk In Their Shoes <b>CP104:</b> Increasing Mental Health Awareness
<b>Level 200:</b> Please select one	<b>CP200:</b> Community Service <b>CP201:</b> The Group Process – Skills for Successful Collaboration <b>CP202:</b> Western Cultural Connection Series
<b>Level 300:</b> Please select one	<b>CP300*:</b> Certification as a Peer Educator <b>CP301:</b> Fall Community Service <b>CP302:</b> Spring Community Service <b>CP303:</b> STD Testing and Prevention <b>CP304:</b> Health Fairs & Mental Health Screenings <b>CP305:</b> Peace Jam Mentor

	<b>Creativity</b>
<b>Level 100:</b> Please select two	<b>CR100:</b> Now You've Built it... Will they come? <b>CR101:</b> Clubs and Organizations
<b>Level 200:</b> Please select one	<b>CR200:</b> Fall Health Fair <b>CR201:</b> Design Your Own Housing and Residence Life Program <b>CR202:</b> Design Your Own Campus Program
<b>Level 300:</b> Please select one	<b>CR300:</b> Peer Education Programming and More <b>CR301*:</b> Health and Wellness Presentation <b>CR302:</b> Recreation Programming 101 <b>CR303:</b> The Healthy Mind & Body



## Leadership Programs

**Leadership:** A process of social influence, which maximizes the efforts of others, towards the achievement of a goal. Leadership is influencing others by your character, humility, and example. It is recognizable when others follow in word and deed without obligation or coercion (Sonny Newman, 2014).

	<b>Leadership</b>
<b>Level 100:</b> Please select two	<b>LD100:</b> Residence Hall Programs <b>LD101:</b> Student Government Association <b>LD102:</b> Inter-Residence Hall Association <b>LD103:</b> University Forums <b>LD104:</b> Career Workshop <b>LD 105:</b> Career Exploration and Special Career Events <b>LD 106:</b> Hall Council
<b>Level 200:</b> Please select one	<b>LD200:</b> Find your LeaderShape <b>LD201:</b> GROW: Great Resources on Weekdays <b>LD202:</b> Becoming and Engaged Student Leader
<b>Level 300:</b> Please select one	<b>LD300:</b> Athletics Department Team <b>LD301:</b> Cooperative Education Internship <b>LD302:</b> Resident Director to Be Experience <b>LD303:</b> Paying It Forward to Youth Sports



## Leadership Level 100 Programs

<b>LD100: Residence Hall Programs</b>	
<b>Department:</b>	Housing & Residence Life
<b>Program Description:</b>	The goal of this program is to encourage students to attend, and where possible, participate, in residence hall programs and events. Students will be exposed to a variety of programs and subject matter and will gain an understanding of the residence life culture.
<b>Program Requirements:</b>	Students are free to select from a variety of residence hall programs. Students are not limited to a specific residence hall but they must attend one of each of the housing and residence life's CORE programs (community service, social, educational, campus wide, and iMatter). In addition, students must attend one hall council meeting. Attendance and participation at these events will be tracked through the housing and residence life staff program sign-in sheet. Additionally, students will have to acquire signatures from a housing and residence life staff member at each of the events. At the conclusion of the program, students will submit a 1-2 page reflection on their experience to the program coordinator.
<b>Learning Outcomes:</b>	Students participating in LD100 will be able to display a growth in their social, cultural, and intellectual understanding of their environment via a reflection paper.

<b>LD101: Student Government Association</b>	
<b>Department:</b>	Center for Student Involvement
<b>Program Description:</b>	The goal of this program is to encourage students to attend, and where possible, participate, in the Student Government Association. Students will gain an understanding of the student governing body and have the opportunity to participate and address student concerns.
<b>Program Requirements:</b>	Students are to attend (at least) four Student Government Association meetings throughout the semester and sit as a senator OR in the general public section. Meetings occur every Friday from 12:00pm-1:30pm in Student Center 201. Students will have to complete an SGA meeting attendance form provided by the program coordinator. At the conclusion of the program, students will submit a 1-2 page reflection of their experience based on the outlines prepared by the program coordinator.
<b>Learning Outcomes:</b>	Students will analyze the role of the Student Government Association in the University by self-reflecting on their experience. Students will be able to properly advocate for their needs in a forum that is conducive to achieving results.



<b>LD102: Inter-Residence Hall Association</b>	
<b>Department:</b>	Housing & Residence Life
<b>Program Description:</b>	The goal of this program is to encourage any resident students to join, plan, and participate in programs and events by IRHA. By participating in programs, residents will be able to develop an awareness of their individual residence hall community and the larger H&RL community. Residents will also have the opportunity to develop their leadership skills. Residents are able to select from all IRHA sponsored and co-sponsored events. Residents are also encouraged to take a leadership role within IRHA
<b>Program Requirements:</b>	Program participants will be required to attend at least 90% of all IRHAs meetings. Attendance will be verified by the official minutes taken at each meeting. At the end of the semester, students will be required to submit a one-page reflection paper to the program coordinator describing how their semester changed by participating in IRHA, and how it has helped them grow as students.
<b>Learning Outcomes:</b>	Participants will be able to demonstrate professionalism while pursuing goals that align with the programs and objectives of the Inter-Residence Hall Association. This will be measured through the reflection paper.

<b>LD103: University Forums</b>	
<b>Department:</b>	Office of Diversity and Equity
<b>Program Description:</b>	By participating in these forums, students will have the opportunity to provide valuable information and student perspective to various areas across campus. Forums include but are not limited to emergency planning, curriculum changes, environmental concerns, and strategic planning
<b>Program Requirements:</b>	University forums are typically one hour to two hours in length and are offered throughout the semester. Students are expected to attend two forums and participate by asking questions or providing student input to the organization running the forums. After attending two forums, students will submit a one page reflection paper describing what they learned from attending the forums and the importance of voicing student opinion in such meetings.
<b>Learning Outcomes:</b>	Students will improve critical thinking by identifying important university problems and issues related to the forum. Additionally students will interpret this information and make judgements by voicing their opinion and participating in the conversation.



<b>LD104: Career Workshop</b>	
<b>Department:</b>	Career Services
<b>Program Description:</b>	This workshop series is designed to provide students career-related assistance in resume-writing, interviewing techniques and job-seeking strategies. By participating in these workshops, students will be able to enhance skills in personal and professional career development.
<b>Program Requirements:</b>	Students must attend two one hour workshops during the semester. Workshops are offered on a monthly basis during the academic year with a student evaluation submitted to the program coordinator following the workshop.
<b>Learning Outcomes:</b>	Students will be able to identify the key elements of the related career workshop skill (developing a resume, interview techniques, job search strategies) and demonstrate the skill: providing a resume, outlining a job search plan, mock interview.

<b>LD105: Career Exploration and Special Career Events</b>	
<b>Department:</b>	Career Services
<b>Program Description:</b>	The purpose of this program is to encourage students to participate in special Career Services events designed to foster career exploration and growth. By participating in these special events, students will have the opportunity to explore their own career development and make informed career decisions.
<b>Program Requirements:</b>	<p>Students are free to select two activities from the following:</p> <ul style="list-style-type: none"> <li>• Annual CDC Career Fair (typically 2<sup>nd</sup> week in April)</li> <li>• Annual Etiquette Dinner (typically 2<sup>nd</sup> week in October)</li> <li>• Other scheduled CDC events such as Employer Information Sessions</li> <li>• Online programs such as SIGI-3 career assessment</li> <li>• Other Western Connecticut State University career-related events (subject to CDC approval)</li> </ul> <p>A student evaluation is to be completed immediately following the workshop and submitted to the program coordinator.</p>
<b>Learning Outcomes:</b>	Student will be able to identify career interests and skills required for career fields. In case of SIGI 3 Assessment, student will be able to identify career fields related with majors and career interests, and information on those fields. Students will be utilizing evaluations specific to program (identify the students learning outcomes of Etiquette Program – appropriate communication skills for international business; networking techniques and presentation tips.)



<b>LD 106: Hall Council</b>	
<b>Department:</b>	Housing & Residence Life
<b>Program Description:</b>	The goal of this program is to encourage students to become involved with and to participate in their individual hall councils. Residents are able to select from all Hall Council sponsored and co-sponsored events. Participants are also encouraged to take a leadership role within the organization.
<b>Program Requirements:</b>	Program participants will be required to attend at least 90% of all Hall Council meetings. Attendance will be verified by the official minutes taken at each meeting. At the end of the semester, students will be required to submit a one-page reflection paper, to the program coordinator, describing how what they learned by attending the hall meetings, and how it has helped them grow as a student.
<b>Learning Outcomes:</b>	Upon completing participation in LD303, students will be able to work and communicate within a team environment, organize, plan, and implement programs, and be able to reflect on their leadership strengths and identify areas in need of further development. Students will demonstrate their mastery of these skills via a one page reflection paper that will be evaluated by the advising Resident Director.



## Leadership Level 200 Programs

<b>LD200: Find your LeaderShape</b>	
<b>Department:</b>	Center for Student Involvement
<b>Program Description:</b>	This workshop series is designed to teach students about different leadership styles, and how to lead effectively.
<b>Program Requirements:</b>	This is a 5 week, one hour per week, interactive lecture series. Students will get an overview of different leadership styles and gain an understanding of their personal leadership style. In addition, students will learn how to interact with all personality types. Requirements include attendance at each lecture and self-reflection of learning at the end of each lecture submitted to the program coordinator. The reflection should include answers to the following questions: What does being a “leader” mean to me? What does my leadership style mean? How can I work with other leadership styles? What are effective leadership skills? What is transformational leadership, and how can I be a transformational leader?
<b>Learning Outcomes:</b>	Students will be able to draw conclusions about different principles of leadership by self-reflection on how to act effectively as a leader, as well as, examine their recently learned leadership strengths.

<b>LD201: GROW Great Resources on Weekdays</b>	
<b>Department:</b>	Housing & Residence Life
<b>Program Description:</b>	GROW are a series of workshops held in the fall semester intended to help students become familiar with Western Connecticut State University’s campus resources, and to help them meet the challenges they experience. This is a semester long weekly lecture series held in the residence halls.
<b>Program Requirements:</b>	Program participants will be required to attend a minimum of 9 events out of this semester long weekly lectures series. A three-page student reflection paper to be submitted to the program coordinator after completion.
<b>Learning Outcomes:</b>	In the 3-page reflection paper completed at the end of the series, students will be able to identify and locate at least 5 resources on campus (or within the Danbury community) where they can go for academic or interpersonal assistance. They will also be able to state the name of at least one contact from each of these resources so that, should they need it, they will already have made a personal contact with that person.



<b>LD202: Becoming an Engaged Student Leader</b>	
<b>Department:</b>	Center for Student Involvement
<b>Program Description:</b>	The goal of this program is to encourage students to attend, and where possible, participate, in special university programs and events. Students will be exposed to various campus events, and gain a better understanding of campus culture. By attending a variety of campus events students will be better equipped to make decisions about their personal interests in involvement in the campus community.
<b>Program Requirements:</b>	Students are free to select from a host of programs and events including, but not limited to: Clubs Carnival, Health Fair, Lecture series, Career Fair, Musicals, etc. Students have to attend at least <b>2 campus athletic/club sport/intramural events</b> (if choosing intramural option, participation, as opposed to attendance, is strongly encouraged); AND attend at least <b>5 social events</b> (PAC Movie Night, PAC Comedy events, Coffee house etc. – all 5 cannot be PAC Movie Nights); AND <b>attend at least 1 community service/awareness</b> related events (Relay for Life, Sexual Assault Awareness etc.); AND attend at least <b>1 trip</b> sponsored by a student organization; AND <b>attend either Clubs Carnival/Homecoming OR the headlining WESTFEST</b> event; Students must provide documentation of attendance at each event with a completed form provided by the program coordinator. At the conclusion of the program, the student will submit a 1-2 page reflection as outlined by the CSI, on the program to the program coordinator.
<b>Learning Outcomes:</b>	Students will evaluate different resources offered by the campus in order to better form an understanding of their own personal interests through practical experience and self-reflection.



## Leadership Level 300 Programs

<b>LD300: Athletics Department Team</b>	
<b>Department:</b>	Athletics
<b>Program Description:</b>	This program is designed for students interested in athletic administration. Students will be required to attend athletic events. Students will learn the roles and responsibilities of those in athletic administration. Through this, they will learn to manage and delegate responsibilities, take control of expected and unexpected situations, and work with a variety of student athlete groups at once. This is a hands-on, activity intensive program. <b>Four students will be accepted for each Program.</b>
<b>Program Requirements:</b>	This program will last an entire semester (Fall or Spring). Upon completion, students will submit a one-page reflection paper to the program coordinator, as well as present a PowerPoint presentation. Students will be supervised by the athletic director and/or a department of athletics staff member. Responsibilities will be delegated. Participating students will be required to check in with the point of contact (AD – Associate Director) on a weekly basis to establish a work schedule. Point of contact will oversee the students program, yet students will work with a number of other athletics personnel.
<b>Learning Outcomes:</b>	Students will demonstrate knowledge integration by using multiples sources of information in order to manage and delegate responsibilities and take control of both expected and unexpected situations. Furthermore, by checking in weekly with their point of contact, they will be able to demonstrate application of knowledge by discussing problem-solving approaches and self-reflecting on one’s capacity to create new understandings from the activities and dialogues throughout the week.



<b>LD301: Cooperative Education and Internship</b>	
<b>Department:</b>	Career Services
<b>Program Description:</b>	The purpose of this program is to encourage eligible students (45 credits already completed and good academic standing) to participate in Western Connecticut State University's Cooperative Education Internship program. Students will have the opportunity to gain experience related to their major and/or career interest following a formal application process, and selection by an employer through resume submission and a formal interview.
<b>Program Requirements:</b>	<b>Upon approval of the program coordinator,</b> students must complete an application process and meet with a CDC staff member to apply, submit a resume to activate their application, and follow-up promptly on available internship opportunities. This must be done PRIOR to the semester students are seeking a cooperative education internship. Participating students must be selected for an internship and will submit a five-page reaction paper, maintain a journal and submit required evaluations to the program coordinator. Students also earn academic credit based on hours interned.
<b>Learning Outcomes:</b>	Students will be evaluated on the basis of their ability to do the work required at the cooperative education internship. Employer evaluation will be submitted at the end of the work experience evaluating the student's general skills and ability to perform specific job skills required by the position. (The learning outcomes will be specific to the particular position).

<b>LD302: Resident Director to Be Experience</b>	
<b>Department:</b>	Housing & Residence Life
<b>Program Description:</b>	This program is designed for students who are current housing and residence life staff members and who are interested in becoming Resident Directors. This program is designed to provide hands-on, experiential learning opportunities in the day-to-day activities that are part of a resident director job, but are rarely experienced by RAs or ARMs in their day-to-day responsibilities.
<b>Program Requirements:</b>	Throughout the semester, the participant will be expected to electronically journal about his/her experiences. Journal assignments will be given weekly, and will reflect on the topics assigned, as well as other information the RD2BEE wishes to discuss. These journal entries will provide the basis for discussion between the supervising RD and the participant. Journals will be submitted every 2 weeks (3 times per semester) to the Director for Residential Programs and Staff and the supervising RD for review. In addition to the journal, the RD2BEE participant will meet bi-weekly with the supervising RD to speak about the experience as well as to receive assignments in a 1x1 format. At the end of the semester, there will be an "exit interview" with the selection committee and the participant. A final project and portfolio will be required to submit to the program coordinator.
<b>Learning Outcomes:</b>	Students participating in LD302 will be able to articulate and apply all necessary learned skills to both the administrative and social functions of the Resident Director position. Students will illustrate their knowledge via an exit interview with the selection committee and a final project portfolio.



<b>LD303: Paying It Forward to Youth Sports</b>	
<b>Department:</b>	Athletics
<b>Program Description:</b>	Designed for students interested in youth sports, children, teaching, and coaching. Students participating in this program will learn the responsibilities and commitment necessary to lead a sports program, as well as the patience and understanding necessary to work with youth.
<b>Program Requirements:</b>	Students will be free to select any youth sports team in the neighboring communities to volunteer their time and energies. Once a youth sport and team is selected, the point of contact will be the coaching director or coach of the organization and/or team. This program will last an entire semester (Fall or Spring). Program attendance will be taken and recorded by the point of contact, with a minimum of 30 hours necessary to complete the program. Participating students who select this program will be required to arrange and conduct a youth sports clinic for their youth sports team/club, as well as write a one-page reflection paper to the program coordinator.
<b>Learning Outcomes:</b>	Participants will develop an appreciation of cultural and human differences by volunteering for a youth sports team in the area. By doing so, students will recognize the various learning differences and skillsets between the youth athletes and display several coaching techniques to help the students succeed.



## Compassion Programs

**Compassion:** A holistic understanding of an issue with a commitment to act towards improving the situation (adapted from Dr. Kukk).

	<b>Compassion</b>
<b>Level 100:</b> Please select two	<b>CP100:</b> Counseling Workshop <b>CP101:</b> Academic Workshop <b>CP102:</b> Increasing Disability Awareness <b>CP103:</b> Walk In Their Shoes <b>CP104:</b> Increasing Mental Health Awareness
<b>Level 200:</b> Please select one	<b>CP200:</b> Community Service <b>CP201:</b> The Group Process – Skills for Successful Collaboration <b>CP202:</b> Western Cultural Connection Series
<b>Level 300:</b> Please select one	<b>CP300:</b> Certification as a Peer Educator <b>CP301:</b> Fall Community Service <b>CP302:</b> Spring Community Service <b>CP303:</b> STD Testing and Prevention <b>CP304:</b> Health Fairs & Mental Health Screenings <b>CP305:</b> Peace Jam Mentor



## Compassion Level 100 Programs

<b>CP100: Counseling Workshop</b>	
<b>Department:</b>	Counseling Center
<b>Program Description:</b>	This workshop series is designed to provide information and strategies to improve emotional and relational wellness. Students will learn more about themselves and how they relate to others by participating in these workshops. Overall, students will learn about differences and increase their compassion for others with differences; however more specific areas of growth will depend on the weekly topic presented.
<b>Program Requirements:</b>	Workshops include, but are not limited to, addressing issues about diversity, relationships, stress management, depression, anxiety, and body image. Students must <b>choose a minimum of two</b> workshops to attend. Workshops last approximately 1.5 hours with a student reflection component occurring in the last 30 minutes of each workshop to the program coordinator.
<b>Learning Outcomes:</b>	Students will submit a one-page reflection paper identifying at least two strategies related to improving emotional and/or relational wellness that was provided in the workshop. The paper should describe how such strategies can be beneficial in college.

<b>CP101: Academic Workshop</b>	
<b>Department:</b>	AccessAbility Services
<b>Program Description:</b>	This workshop series is designed to provide academic learning strategies to students with and without disabilities in the areas of: time management, organization, study preparation, and course management. By participating in these workshops, students will be able to expand their learning opportunities and develop strategies to support their learning, research, and intellectual discourse.
<b>Program Requirements:</b>	Workshops are one hour in length and are offered on a bi-weekly basis with a one-page student reflection paper to be submitted to the program coordinator after attending <b>two</b> workshops.
<b>Learning Outcomes:</b>	In order to determine student learning of academic strategies, students will write a one-page reflection paper outlining three skills they have learned by attending two academic workshops. Students will submit the reflection paper prior to the end of the semester.



<b>CP102: Increasing Disability Awareness</b>	
<b>Department:</b>	AccessAbility Services
<b>Program Description:</b>	The purpose of this program is to encourage students with and without disabilities to participate in activities that promote disability awareness and community involvement. By participating in activities that promote disability awareness within the campus and local community, students will have the opportunity to explore the values of leadership within disability awareness, as well as compassion and understanding of individual differences.
<b>Program Requirements:</b>	Students are free to select two programs from a host of programs and events including, but not limited to: High School Transition Fairs, Disability Specific Community Events, wheelchair sporting events, disability art showings, etc. A list of available events/programs will be available at AccessAbility Services. Students can also have their event approved by AccessAbility Services. A one-page student reflection paper is to be submitted to the program coordinator after attending two workshops.
<b>Learning Outcomes:</b>	In order to determine student learning of compassion and participation in two disability awareness events, students will write a one-page reflection paper outlining the two events they participated in and provide three reflection statements about each event and identify how each event increased their awareness of disability. Students will submit the reflection paper prior to the end of the semester.



<b>CP103: Walk In Their Shoes</b>	
<b>Department:</b>	AccessAbility Services
<b>Program Description:</b>	The purpose of this program is to encourage students with and without disabilities to participate in activities that promote disability awareness, understanding, and community involvement. By participating in disability activities, students will have the opportunity to explore their own understanding of disabilities, develop a sense of understanding of individual difference, and increase compassion to others.
<b>Program Requirements:</b>	<p>Students are free to select from a list of activities including the following:</p> <ul style="list-style-type: none"> <li>• Dyslexia Simulation: <a href="http://www.mariannesunderland.com/2014/02/dyslexia-simulations/">http://www.mariannesunderland.com/2014/02/dyslexia-simulations/</a></li> <li>• Movie Viewing: Murderball, Lives Worth Living: <a href="http://www.pbs.org/independentlens/lives-worth-living/">http://www.pbs.org/independentlens/lives-worth-living/</a>, Charlie Don't Surf, Blindsight, 39 Pounds of Love, Up Syndrome, Loving Lampposts, The Horse Boy, High Ground</li> <li>• Books: Emily Rapp's <i>Poster Child</i>, John Hockenberry's <i>Moving Violations</i>, Simi Linton's <i>My Body Politic</i>, Cynthia Lord's <i>Rules</i></li> </ul> <p>Students can also have their simulation/movie/book approved by AccessAbility Services. A one-page student reflection paper has to be submitted to the program coordinator after completion.</p>
<b>Learning Outcomes:</b>	In order to determine student learning of compassion and participation in an activity that promotes student understanding, students will write a one-page reflection paper outlining the activity they participated in and provide three reflection statements and identify how the activity increased their awareness of disability. Students will submit the reflection paper prior to the end of the semester.



<b>CP104: Increasing Mental Health Awareness</b>	
<b>Department:</b>	Counseling Center
<b>Program Description:</b>	This program is designed to increase student’s participation in events that promote mental health awareness and/or de-stigmatize mental health. Student will be required to attend campus or community programs geared toward increasing awareness and compassion for individuals suffering from mental health issues.
<b>Program Requirements:</b>	Students can choose two events on campus and/or in the community to attend, including, but not limited to a list provided by the Counseling Center. At the end of the program, students will have to submit a reflection paper to the program coordinator. The reflection paper should focus on what the student learned from their experience and how it relates to mental health awareness (questions can be provided to help guide the reflection paper). Students must submit an advertisement of the program along with their completed reflection paper.
<b>Learning Outcomes:</b>	Students will submit a reflection paper. The reflection paper should focus on what the student learned from their experience and how it relates to mental health awareness (questions can be provided to help guide the reflection paper).



## Compassion Level 200 Programs

<b>CP200: Community Service</b>	
<b>Department:</b>	Office of Diversity and Equity
<b>Program Description:</b>	The goal of this program is to encourage students to become involved with and to participate in, on/off campus Community Service and other volunteer projects. Students will be exposed to opportunities to grow and develop their compassion for others by working to help local people in need.
<b>Program Requirements:</b>	Students are free to select from a host of Community Service programs and events including, but not limited to: Soup Kitchens, campus/community clean-up, the Homeless Project, Clubs Carnival, Health Fair, Career Fair, etc. Students will also submit to the program coordinator a one page reflection paper on what they learned from the program/event.
<b>Learning Outcomes:</b>	By taking initiative and volunteering students will demonstrate skill in guiding and assisting an individual, group, or community in meeting its goals. Additionally, students will be able to effectively communicate their vision, mission, or purpose that encourages commitment and action in others.

<b>CP201: The Group Process – Skills for Successful Collaboration</b>	
<b>Department:</b>	Center for Student Involvement
<b>Program Description:</b>	This lecture series is designed to educate students about how to be successful working in groups. Students will learn how to work with all members of a group to create a cohesive and successful team.
<b>Program Requirements:</b>	This is a 5 week, (1) hour per week, interactive lecture series. The students will learn different skills each week in regards to running and participating in a group; such as, the group process, inter-group relationships, and importance of understanding all members, when to be assertive and proper use of social networking. Requirements include: attendance at each lecture; self-reflection of learning at the end of each lecture submitted to the program coordinator; conducting a “mock” group meeting within groups during the course.
<b>Learning Outcomes:</b>	Students will be able to apply principles of leadership in a group setting, as well as, evaluate group dynamics to decide on best courses of action when running a meeting and leading a group to reach a goal.



<b>CP202: Western Cultural Connection Series</b>	
<b>Department:</b>	Office of Diversity and Equity
<b>Program Description:</b>	This series is designed to engage and connect the students with university programs, services, resources, and staff in relation to intercultural topics and issues. By attending these workshops, students will be able to experience new ideas and concepts and broaden their learning on campus. The specific area of growth will depend on the topic of the month.
<b>Program Requirements:</b>	Over one semester, in order to satisfy the minimum requirement each participant must choose a total of 2 lectures to attend. Each lecture lasts approximately 90 minutes and is offered on a monthly basis. At the end of the semester, students must submit an at least one page reflection to the program coordinator explaining what they learned from the 2 lectures they attended and comparing and contrasting the issues addressed as well as the societal implications.
<b>Learning Outcomes:</b>	Students will understand knowledge from a range of disciplines by exposing themselves to a variety of intercultural topics and issues.



## Compassion Level 300 Programs

<b>CP300*: Certification as A Peer Educator</b>	
<b>Department:</b>	C.H.O.I.C.E.S
<b>Program Description:</b>	<p>This program involves students completing a Certified Peer Education (CPE) Training which helps participants develop skills and core training to educate, listen to, and help their peers make healthy lifestyle choices. This is helpful for those who want to enhance their presentation or public speaking skills. It's also teaches one how to talk to others about sensitive topics with empathy and a non-judgmental listening and helping style. <b>Once students complete this training program they can move on to Programs CR300 and CR301 to implement a variety of health related campus programs and services.</b> Certified Peer Educators will be provided with a CPE certification card and receive a resume attachment stating that they have been trained in the core skills that will make them a better leader, role model, activist, and team member. By completing this program students will:</p> <ul style="list-style-type: none"> <li>• Emerge with new skills for caring, helping, active listening, and coping with many issues facing college students today</li> <li>• Increase their knowledge, comfort, and skills in facilitating presentations and workshops to others</li> <li>• Create awareness for health and safety risks for college-aged young adults</li> </ul> <p>The program includes all of the content needed for a successful peer educator and team which includes: understanding the power of peer education, strategies for change in high-risk behaviors, listening skills, responding and referral skills, intervention skills, bystander behavior, group development and success, taking care of yourself, programming and presentation skills, and developing inclusive peer education efforts</p>
<b>Program Requirements:</b>	<p>The training consists of 3 sessions. Students who complete this program will:</p> <ol style="list-style-type: none"> <li>1. be able to explain the Peer Educator Code of Ethics and how it applies to them as individual peer educators</li> <li>2. be able to understand evidence-based approaches to reducing high-risk behaviors</li> <li>3. learn and practice techniques of listening effectively</li> <li>4. learn the steps to take in responding to others and encouraging them to take action steps for change</li> <li>5. increase their confidence to become an active, intervening bystander</li> <li>6. define healthy and balanced living as a college student and peer educator</li> </ol>
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Students will emerge with new skills including ; caring, helping, active listening and coping with many issues facing college students today</li> <li>2. Students will increase their knowledge, comfort and skills in facilitating presentations and workshops to others</li> <li>3. Students will create awareness for health and safety risks for college aged young adults</li> </ol>



<b>CP301: Fall Community Service (Fall)</b>	
<b>Department:</b>	Health Services
<b>Program Description:</b>	<p>Every winter there are Project Homeless and Toys for Tots events at Western. Project Homeless involves gathering donations for the homeless of Danbury, while Toys for Tots involves gathering toy donations to be given to local needy children. The students will be asked to raise donations for Project Homeless and for Toys for Tots.</p> <p><b>Upon registering for the program, students will be directed to Health Services via the program coordinator to schedule an interview as only four students can participate in this program at a time.</b></p>
<b>Program Requirements:</b>	<p>Students will be asked to raise donations for Project Homeless and for Toys for Tots. Utilizing leadership skills, the students will discuss strategies with friends, families, churches, and others to donate new and clean items requested by Project Homeless. On the day of the event, the students will be expected to deliver packages to the Berkshire gym and to the homeless. Compassion is needed to understand their predicament without judgment. Raising Toys for Tots will also increase the students' feeling of wellbeing and compassion for those children without gifts during holidays. This is a self-driven program in which the students will decide how and where to promote the event and raise donations. This project will require a reflection paper or PowerPoint at the end of the semester due to the program coordinator.</p>
<b>Learning Outcomes:</b>	<p>Fundraising for non-profits            Brainstorming with colleagues in order to make the project a success            Coordination, advertising and collection of goods in order to make the donation drive successful            Plan for mass delivery of goods</p>



<b>CP302: Spring Community Service (Spring)</b>	
<b>Department:</b>	Health Services
<b>Program Description:</b>	A former Social Work student runs programs for intercity children and adolescents in need of services. Programs include, but are not limited to, the Blue Ribbon Commission, Outreach, and Harambee. Students will be asked to use leadership and compassion in raising donations of items for these children. <b>Upon registering for the program, students will be directed to Health Services via the program coordinator to schedule an interview as only four students can participate in this program at a time.</b>
<b>Program Requirements:</b>	Students will speak to self-selected groups such as student government, churches, friends, and families to raise specifically requested items such as art supplies, basketballs, T-shirts, socks, shampoos, and soaps. A contact person will ascertain the current needs. This is a self-driven program in which the student will decide how and where to promote the event and raise donations. This project will require a reflection paper or PowerPoint at the end of the semester due to the program coordinator.
<b>Learning Outcomes:</b>	Community and Civic Engagement Coordination with outside resources in to assess the needs of a community for the upcoming summer season Giving Back with self-reflection



<b>CP303: STD Testing &amp; Prevention (Fall)</b>	
<b>Department:</b>	Health Services
<b>Program Description:</b>	This is a self-driven, active program to increase the number of students who get tested for HIV. The goal of the program is to increase the number of HIV tests done on campus or at the STD clinic from the Western Community. HIV is on the rise in certain sectors of college age students. Using leadership skills and ingenuity, the student will come up with a means to get the word out to the student body. When it comes to dealing with the topic of HIV and AIDS, one must be compassionate in understanding the underlying fear or stigma associated with such diseases. Upon signing up for the program <b>two students</b> will be accepted via an interview with Health Services. This interview will be set up through the program coordinator.
<b>Program Requirements:</b>	The student will have to do classroom, dorm, or media presentations to increase awareness. A visit to the STD clinic or the AIDS Project of Greater Danbury will help provide information and data. At that time the student will see what hours students can be tested. The student will be asked to talk to PEER Counselors or RA's to inform them of the STD services available. The program must be completed by October 31 <sup>st</sup> , and a reflection paper submitted to the program coordinator will be due at the end of the semester
<b>Learning Outcomes:</b>	Public health issues surrounding sexual transmitted disease Overcoming obstacles to STD testing Knowledge of resources in the community and on a college campus for STD testing. Residence hall and classroom health promotion



<b>CP304: Health Fairs &amp; Mental Health Screenings</b>	
<b>Department:</b>	Counseling Center
<b>Program Description:</b>	Students will be using leadership skills to engage the community members to participate in health fairs and screenings. Students will be delegated responsibilities and proceed to learn how to develop and conduct a mental health awareness program for the university community. Students will be actively engaging in de-stigmatization of mental health issues. This program will last throughout the semester. <b>Upon registering for the program, students will be directed to the Counseling Center via the program coordinator to schedule an interview as only four students can participate in this program at a time.</b>
<b>Program Requirements:</b>	Students will collaborate with the Counseling Center to develop a psycho-educational program for the university community. Students can choose presenting a poster board at a health fair and/or organizing a mental health screening, such as for depression and anxiety. Students will be asked to work together to organize, promote, and manage the details of the event. Students will be present at the events and compassionately engaging with participants.
<b>Learning Outcomes:</b>	Students will submit a reflection paper identifying what they learned about themselves and others related to compassion while developing and conducting a mental health awareness program.



<b>CP305: Peace Jam Mentor</b>	
<b>Department:</b>	Kathwari Honors Program
<b>Program Description:</b>	Students will participate in a training in Peace Jam Curriculum and Mentorship starting in September 2016. This program will span two semester and run until February 2017.
<b>Program Requirements:</b>	This is an approximately four month 2-4 hour per week training series. The students will learn different skills each week in regards to understanding the curriculum and goals of Peace Jam, specifically exploring Peace Jam’s mission, learning the Peace Jam Curriculum, learning new mentor skills, learning how to run youth groups. The students will also be challenged to learn more about and to develop activist projects, centering around Peace Jam’s 10 Global Calls to Action. The students will be required to participate in the Peace Jam Slam Fall 2016, and the Peace Jam Conference February 2017.
<b>Learning Outcomes:</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>- Develop and demonstrate an understanding of both the domestic and global perspective on the 10 Global Calls to Action ,which includes topics such as education and community development, protecting the environment, alleviating extreme poverty, global health and wellness, non-proliferation and disarmament, human rights for all, ending racism and hate, advancing women and children, clean water for everyone, and conflict resolution.</li> <li>- Develop and demonstrate knowledge of leadership through their roles as mentors via training discussions, writing and during the slam and conference activities.</li> <li>- Read, analyze and write about literary and historic representations of the shifting grounds of one of the 10 Global calls and present their proposal at the slam and their final projects at the conference.</li> </ul>



## Creativity Programs

**Creativity:** The ability to transcend traditional ideas, rules, patterns, relationships, or the like, and to create meaningful new ideas, forms, methods, interpretations, etc.; originality, progressiveness, or imagination (Webster Dictionary).

	<b>Creativity</b>
<b>Level 100:</b> Please select two	<b>CR100:</b> Now You've Built it... Will they come? <b>CR101:</b> Clubs and Organizations
<b>Level 200:</b> Please select one	<b>CR200:</b> Fall Health Fair <b>CR201:</b> Design Your Own Housing and Residence Life Program <b>CR202:</b> Design Your Own Campus Program
<b>Level 300:</b> Please select one	<b>CR300:</b> Peer Education Programming and More <b>CR301:</b> Health and Wellness Presentation <b>CR302:</b> Recreation Programming 101 <b>CR303:</b> The Healthy Mind & Body



## Creativity Level 100 Programs

<b>CR100: Now You've Built It... Will they come?</b>	
<b>Department:</b>	Center for Student Involvement
<b>Program Description:</b>	This program is designed to educate students about how to properly market their events and activities. In a compelling, artistic, and comprehensive manner following university guidelines. <b>***It is suggested that this course be taken concurrently with CR 202.</b>
<b>Program Requirements:</b>	This is a 4 week, 45 minute per week, interactive lecture series. The students will learn different skills each week in regards to advertising a program or event. Requirements include: attendance at each lecture; self-reflection of learning at the end of each lecture submitted to the program coordinator; producing a "mock" advertisement at the commencement of the workshops.
<b>Learning Outcomes:</b>	Students will be able to demonstrate techniques and styles of publicizing their events through creating of advertisements for a "mock" program.

<b>CR101: Clubs and Organizations</b>	
<b>Department:</b>	Center for Student Involvement
<b>Program Description:</b>	Western has over 70 clubs and organizations available to the students. The goal of this program is to increase student's awareness of all the possibilities and to actively participate in one club or organization. The club or organization has to be outside of SGA (unless you are a senator). Organizations can be found by visiting the CSI Website <a href="http://www.wcsu.edu/studentlife">www.wcsu.edu/studentlife</a> and contact information can be found on the website or in the Center for Student Involvement.
<b>Program Requirements:</b>	Students will be required to attend 80% of a club or organization's meetings and help in the facilitation of at least one event. Students will have to complete a meeting attendance form provided by the program coordinator. At the conclusion of the program, students will submit a 1-2 page reflection of their experience to the program coordinator.
<b>Learning Outcomes:</b>	Students will actively participate in student clubs and organizations, as well, students demonstrate ability to plan events and work effectively as a group through a report of their experience.



## Creativity Level 200 Programs

<b>CR200: Fall Health Fair (Fall)</b>	
<b>Department:</b>	Health Services
<b>Program Description:</b>	Using leadership skills, students will actively engage with community and university vendors to attend the Health Fair. Students will strategize and organize the attendees and promulgate a floor plan along with a list of needs for each vendor. Organization skills will be developed. An increase in student flu shots will be a realistic goal. <b>Upon registering for the program, students will be directed to Health Services via the program coordinator to schedule an interview as only two students can participate in this program at a time.</b>
<b>Program Requirements:</b>	Before and during the health fair students will be encouraging other students to obtain flu shots, acting in an understanding and compassionate manner. Students do not like flu shots, yet the research proves that flu shots decrease morbidity and mortality. Utilizing compassion and understanding, students can help other students overcome their fear of needles or discuss their preconceived notions about flu shots. A resident hall presentation or PowerPoint with an RA signature is highly recommended.
<b>Learning Outcomes:</b>	Event Planning Health and Wellness needs in a college setting Showcasing important health issues Importance of Flu shots

<b>CR201: Design Your Own Housing and Residence Life Program</b>	
<b>Department:</b>	Housing & Residence Life
<b>Program Description:</b>	This program is designed for students interested in programming or becoming a Resident Assistant (RA) or Academic Resource Mentor (ARM). Students will learn about the specific programming requirements the RA's and ARM's have to adhere to and plan a program according to the category of choice (WCSU Success, Supportive Plus, Cultural Awareness, Current Events, iMatter, Social).
<b>Program Requirements:</b>	This program will be tracked by the individual hall's Resident Director (RD). Students will be expected to set up a meeting with the RD to understand the programming requirements and how to execute a program. Upon completion of the program, students will follow up with the RD for a program assessment and submit a reflection about their experience.
<b>Learning Outcomes:</b>	Students participating in CR 201 will be able to learn and execute the different programming requirements for the Housing and Residence Life department as exhibited by a verbal assessment from their supervising Resident Director and a reflection paper.



<b>CR202: Design Your Own Campus Program</b>	
<b>Department:</b>	Center for Student Involvement
<b>Program Description:</b>	This program is designed for students interested in program planning and implementation on campus (not including programs in Housing and Residence Life.) Students will learn about program planning as a whole, as well as the guidelines to abide by at WCSU. <b>***It is suggested that this course be taken concurrently with CR 100.</b>
<b>Program Requirements:</b>	This is a 5 week, 1 hour per week, interactive workshop series. The students will learn different skills each week in regards to program planning and implementation; including but not limited to, assessing for needs, budgeting, contracting, advertising and reservations. Requirements include: attendance at each lecture; self-reflection of learning at the end of each lecture submitted to the program coordinator; producing a “mock” event at the commencement of the workshops.
<b>Learning Outcomes:</b>	Students will be able to develop and implement a campus program which they will host with a small budget provided by the CSI at the commencement of the workshop series.



## Creativity Level 300 Programs

<b>CR300: Peer Education Programming and More</b>	
<b>Department:</b>	C.H.O.I.C.E.S
<b>Program Description:</b>	<p><b>*CP300 is recommended for students who have no prior experience presenting to others. Many students, however, have been peer educators, RA's or have previous experience and will not have to complete CP300 before completing this LD300 module.*</b></p> <p>This program involves students executing their newly developed skills to better the health and safety of others on campus. By participating in this program, students will expand their learning opportunities. Students will develop, practice, and utilize organizational, leadership, team building, and public speaking skills. Students who complete the training need not provide presentations as they may be skilled at marketing or simply want to help with events but not assume the role of facilitator. PE's respect and value the role of "quiet leaders" whose contributions are essential to any successful PE program.</p>
<b>Program Requirements:</b>	<p>Throughout the year, CHOICES participates in many campus events. Students will join the Peer Educators (PE) group. Using creativity and educational information students can either</p> <ul style="list-style-type: none"> <li>• Plan and facilitate residence hall programs focusing on a variety of health issues (e.g. Alcohol Education, substance abuse, healthy relationships, balancing responsibilities, etc.). The students will meet to create and plan informative, interactive and engaging (1) hour programs on campus.</li> <li>• Participate in large campus events such as: Walk in her Shoes, Take Back the Night, Step UP, Health Fair, Fresh Check Day and other events planned throughout the year.</li> </ul> <p>Students may be required to meet regularly to develop, review, and update content areas. Students can choose from established workshops or create new content areas and educational programming around a variety of topics of interest to college students (e.g. health and wellness). These programs can be delivered in 45 minute to 1 hour evening presentations in the residence halls, in classrooms, to clubs, athletes and other student groups.</p>
<b>Learning Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Students will develop, practice and utilize organizational, leadership, team building, and public speaking skills.</li> <li>2. Students will gain confidence in public speaking and presentation skills</li> <li>3. Students will gain competency in creating , presenting and evaluation a program from a public health perspective</li> </ol>



<b>CR301: Health &amp; Wellness Presentation</b>	
<b>Department:</b>	C.H.O.I.C.E.S
<b>Program Description:</b>	<p><b>*CP300 is recommended for students who have no prior experience presenting to others. Many students, however, have been peer educators, RA's or have previous experience and will not have to complete CP300 before completing this CR301 module.*</b></p> <p>Students will be trained to present 45 minutes health and wellness related workshops to their peers on such topics as: healthy relationship, bystander intervention, alcohol and sex, facts about marijuana and alcohol abuse, tobacco and nicotine delivery systems, binge drinking, gambling and more. They will execute a program to a targeted group on campus (e.g. Freshman, Greek, athletes, clubs etc.). It is designed to assist students in developing stronger communication and organizational skills while fulfilling a specific need to educate our students on important topics that affect college students today. By participating in this program, students will strengthen and utilize their organizational and communication skills.</p>
<b>Program Requirements:</b>	Using research, best practices, creativity, and educational information students will facilitate a 45 minute presentation to their peers. (We have 8 prepared workshops to choose from or students can create a new one.) This can include, but is not limited to, lecture, PowerPoint or interactive Jeopardy games. RA's request these programs throughout the year to be conducted in the residence halls. Student's write a reflection piece after their presentation.
<b>Learning Outcomes:</b>	Students will strengthen and utilize their organizational and communication skills by conducting research on health related topics of interest to college students and creatively preparing a presentation for their peers. Additionally, students will learn about group dynamics

<b>CR302: Recreation Programming 101</b>	
<b>Department:</b>	Recreation
<b>Program Description:</b>	This program is designed for students interested in recreation program development and implementation. The goals of this program are to have students identify a recreation need on campus, design a program to meet that need and implement the identified program.
<b>Program Requirements:</b>	This is a full semester commitment where the students will report directly to the Assistant Director of the Center for Student Involvement. A meeting schedule will be established. This program also requires student attendance at various educational workshops dealing with programming basics. Participating students will be required to produce and present a "How To" guide for their program.
<b>Learning Outcomes:</b>	Student(s) will be able to identify a recreational need, develop and implement a program to meet that need and create a physical document demonstrating the process.



<b>CR303: The Healthy Mind &amp; Body</b>	
<b>Department:</b>	Recreation
<b>Program Description:</b>	This 10 week workshop series is designed to educate students on mind-body health and physical fitness. By participating in these workshops, students will be exposed to a variety of information that will challenge their perceptions and attitude about exercise, fitness, and health.
<b>Program Requirements:</b>	Participating students who select this program will be required to participate in a reflection exercise after each workshop indicating what they gained from that particular experience. At the conclusion of the 10-week workshop series students will be required to produce and present a culminating project that reflects how their perceptions and attitude about exercise, fitness, and health have been affected as a result of this program and the positive impact this information has had on their daily life.
<b>Learning Outcomes:</b>	As a result of participating in The Healthy Mind & Body workshop Series students explain the relationship between health and wellness and the effects on his/her daily life.



## **Storyboard Presentation**

Before beginning the storyboard, students must have completed all three levels in each of the disciplines (Leadership, Compassion, & Creativity). Once a student has completed all three disciplines, the student must put together a storyboard. The storyboard must include the following:

- What is your personal leadership philosophy and/or definition?
  - How has this changed throughout the LCCC experience?
- What have you learned about yourself?
- How will you continue to learn, lead, and serve?
- How has this certificate impacted your time at Western?
- How has this certificate enhanced your creativity?
- How have you become a more compassionate individual through this certificate?

Similar to registering for a program, students must register for the Certificate Day by contacting the LCCC Director Dennis Leszko/Assistant Director Bianca Paoello at [leadership@wcsu.edu](mailto:leadership@wcsu.edu). The date for Certificate Day will be announced at the end of the fall semester so students have plenty of time to coordinate their schedules if needed. Under special circumstances accommodations will be made for students who cannot attend Certificate Day.

At Certificate Day, students will display their storyboard and explain how the program influenced them to the staff and faculty members judging the presentations. All students who meet the requirements will be granted a leadership certificate.

During Certificate Day, there will be judges from various Western Connecticut State University departments. They will be evaluating the storyboard presentations on organization, content, presentation, and knowledge/understanding of the overall process. The top ten participants will be invited to and recognized at the annual leadership banquet.

