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

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

**THE LEADERSHIP, COMPASSION, AND CREATIVITY
CERTIFICATE PROGRAM**

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.

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

WHAT ARE THE BENEFITS?

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

- 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.
- Recognition at graduation by means of a medal.
- Enhance personal and professional goals and objectives.
- Opportunity to select programs that are fitted to students personal and professional objectives.
- 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.

- 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.
- 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.
- 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.

THE NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS

Each discipline and the events/programs associated with the LCCC Program is tagged with at least one of the NACE Competencies. These competencies are listed below.

NACE Career Readiness Competencies

Critical Thinking / Problem Solving
Exercise sound reasoning to analyze issues, make decisions, and overcome problems. The individual is able to obtain, interpret, and use knowledge, facts, and data in this process, and may demonstrate originality and inventiveness.

Oral / Written Communication
Articulate thoughts and ideas clearly and effectively in written and oral forms to persons inside and outside of the organization. The individual has public speaking skills; is able to express ideas to others; and can write/edit

memos, letters, and complex technical reports clearly and effectively.

Teamwork / Collaboration
Build collaborative relationships with colleagues and customers representing diverse cultures, races, ages, genders, religions, lifestyles, and viewpoints. The individual is able to work within a team structure, and can negotiate and manage conflict.

Digital Technology
Leverage existing digital technologies ethically and efficiently to solve problems, complete tasks, and accomplish goals. The individual demonstrates effective adaptability to new and emerging technologies.

Leadership
Leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The individual is able to assess and manage his/her emotions and those of others; use empathetic skills to guide and motivate; and organize, prioritize, and delegate work.

Professionalism /Work Ethic
Demonstrate personal accountability and effective work habits, e.g., punctuality, working productively with others, and time workload management, and understand the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

Career Management
Identify and articulate one's skills, strengths, knowledge, and experiences relevant to the position desired and career goals, and identify areas necessary for professional growth. The individual is able to navigate and explore job options, understands and can take the steps necessary to pursue opportunities, and understands how to self-advocate for opportunities in the workplace.

Global / Intercultural Fluency
Value, respect, and learn from diverse cultures, races, ages, genders, sexual orientations, and religions. The individual demonstrates, openness, inclusiveness, sensitivity, and the ability to interact respectfully with all people and understand individuals' difference.

Becoming an Engaged Student Leader Through Activities, Events and Clubs/Organizations

Program Description:

The goal of this program is to encourage students to attend, and where possible, participate, in special university programs and events as well as attend club/organizations meetings. Students will be exposed to various campus events, and gain a better understanding of campus culture. By attending meetings of clubs/organizations on campus, students will be better equipped to make decisions about their personal interests in involvement in the campus community.

Program Requirements:
- Choose one organization from the following. Each organization has their own unique requirements.
- Must attend a minimum of 20 campus events sponsored by WCSU Clubs and Organizations and/or University Departments.

MEETINGS

Must choose one of the following programs and participate in their meetings requirements:

The required attendance to an organization of your choice, satisfies the following NACE Competencies:

> Critical Thinking/ Problem Solving
> Professionalism/ Work Ethic
> Career Management
> Oral/Written Communication
> Teamwork/Collaboration
> Leadership

ENGAGEMENT

Program Activities Council (PAC)

Department:

Center for Student Involvement

Description:
The mission of theActivities Councilto enhance student learning outside of the classroom through social, multicultural, educational and recreational activities. The Program Activities Council will encourage students to become active participants in the campus community, thereby increasing their satisfaction with college.

Requirements:
Program participants will be required to attend at least 80% of all PAC 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-two page reflection paper to the program coordinator describing how their semester changed by participating in PAC, and how it has helped them grow as students.

Fraternity and Sorority Life (FSL)

Department:
Center for Student Involvement

Description:
The Greek Council serves as a governing body for all social and service Greek letter fraternities and sororities at WCSU. The purpose of Fraternity and Sorority Life is to promote Greek life at WCSU, create and enforce the policies of FSL, serve as a forum for issues of mutual interest to its member organizations, present programs, and to serve as the voice of its member organizations to the University.At WCSU, we have 7 social and service Greek letter organizations including, national, and International organizations.

Requirements:
Program participants will be required to attend at least 80% of all Greek 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-two 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.

Hall Council

Department:
Housing & Residence Life

Description:
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.

Requirements:
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.

Clubs and Organizations

Department:
Center for Student Involvement

Description:
The Center for Student Involvement creates an environment in which all students and student organizations are encouraged and aided in the development of positive social, cultural, intellectual, recreational, and leadership programs and activities.

Requirements:
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.

Government Association (SGA)

Department:
Center for Student Involvement

Description:
SGA represents the student body by communicating with faculty, staff, and administration to perpetuate the best traditions of the Western campuses; to enact and enforce such rules as are deemed necessary for the protection of the welfare of the students; to direct and promote student involvement in campus activities; and to enhance student life through leadership.

Requirements:
Students are to attend (at least) 80% of 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.

Inter-Residence Hall Council (IRHA)

Department:
Housing & Residence Life

Description:
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

Requirements:
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.

ENGAGEMENT
EVENTS

Must attend 20 events sponsored by the following programs:

The required attendance to 20 campus events satisfies the following NACE Competencies:

- Oral/ Written Communication
- Global/Intercultural Fluency

Residence Hall Programs

Department:
Housing & Residence Life

Description:
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.

Western Cultural Connection Series

Department:
Intercultural Student Affairs

Description:
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.

ENGAGEMENT
University Forums

Department:
Intercultural Student Affairs

Description:
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.

PAC, SGA, FSL, and Other Approved Club Events

Department:
Center for Student Involvement

Description:
The Center for Student Involvement creates an environment in which all students and student organizations are encouraged and aided in the development of positive social, cultural, intellectual, recreational, and leadership programs and activities.CSI assists and advises PAC, SGA, and FSL in order to sponsor and execute events for the university. Program Director must approve events.

Intercultural Community Service

Department:
Intercultural Student Affairs

Description:
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.

COMMUNITY SERVICE PROGRAMS

Requirements:
Participation **in five Community Service hours per semester** with a **minimum of 25 community Service hours** prior to completion of the program

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
- Western Day of Service
- Other off-campus or on-campus community service approved by the Program Director

Students will also submit to the program coordinator a one page reflection paper on what they learned from the program/event.

Learning Outcomes:

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.

NACE Competencies:
- Leadership
- Professionalism/Work Ethic
- Global/Intercultural Fluency
- Teamwork/Collaboration

LEADERSHIP DEVELOPMENT PROGRAMS

Attendance at **a minimum of 15 various workshops** offered by Student Affairs and/or other University departments. Participation in Clubs and Organizations may act as a substitute for certain workshops, assessed on a case by cases basis.

Career Workshop

Department:
Career Services

Program Description:
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.

Program Requirements:
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.

NACE Competencies:
- Leadership
- Career Management
- Professionalism/Work Ethic
- Oral/Written Communication

Career Exploration and Special Career Events

Department:
Career Services
**Program
Description:**

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.
**Program
Requirements:**

Students are free to select two activities from the following:
Annual CDC Career Fair (typically 2nd week in April)
Annual Etiquette Dinner (typically 2nd week in October)
Other scheduled CDC events such as Employer Information Sessions
Online programs such as SIGI-3 career assessment
Other Western Connecticut State University career-related events (subject to CDC approval)
A student evaluation is to be completed immediately following the workshop and submitted to the program coordinator.

NACE Competencies:
- Leadership

- Career Management
- Critical Thinking/Problem Solving
- Digital Technology
- Professionalism/Work Ethic

Find your LeaderShape

Department:
Center for Student Involvement
**Program
Description:**
This workshop series is designed to teach students about different leadership styles, and how to lead effectively.
**Program
Requirements:**

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?
**NACE
Competencies:**
- Leadership
- Global/Intercultural Fluency
- Critical Thinking/Problem Solving
- Digital Technology
- Teamwork/Collaboration
- Oral/Written Communication

Academic Workshop

Department:
AccessAbility Services

Program Description:

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.

Program Requirements:

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 **two** workshops.

NACE Competencies:
- Critical Thinking/Problem Solving
- Professionalism/Work Ethic
- Global/Intercultural Fluency

Increasing Disability Awareness

Department:
AccessAbility Services
Program Description:

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.

Program Requirements:

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.
NACE
Competencies:

- Critical Thinking/Problem Solving
- Teamwork/Collaboration
- Global/Intercultural Fluency

Now You've Built It… Will they come?

Department:
Center for Student Involvement
**Program
Description:**

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.
**Program
Requirements:**

Participation in an organization on campus that advertises and hosts
programs; self-reflection of learning at the end of the semester submitted to
the program coordinator; providing a copy of the advertisement created.
**NACE
Competencies:**

- Digital Technology
- Oral/Written Communication

Walk In Their Shoes

Department:
AccessAbility Services
**Program
Description:**

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, develop a sense of understanding of individual difference, and

increase compassion to others.

Program
Requirements:

Students are free to select from a list of activities including the following:

- Dyslexia Simulation:
  http://www.mariannesunderland.com/2014/02/dyslexia-simulations/
- Movie Viewing: Murderball, Lives Worth Living:
  http://www.pbs.org/independentlens/lives-worth-living/, Charlie Don't
  Surf, Blindsight, 39 Pounds of Love, Up Syndrome, Loving
  Lampposts, The Horse Boy, High Ground
- Books: Emily Rapp's Poster Child, John Hockenberry's Moving
  Violations, Simi Linton's My Body Politic, Cynthia Lord's Rules

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.

NACE
Competencies:

- Global/Intercultural Fluency

Health & Wellness Presentation

Department:
C.H.O.I.C.E.S
Program
Description:

**Recommended for students who have no prior experience presenting
to others.** 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.). By participating in
this program, students will strengthen and utilize their organizational and
communication skills.

Program
Requirments:

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.

NACE Competecies:

- Critical Thinking
- Written/Oral Communication
- Professionalism/Work Ethic

Design Your Own Campus Program

Department:
Center for Student Involvement

Program Description:

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.

Program Requirements:

Participation in an organization on campus where you engage in program planning and implementation; including but not limited to, assessing for needs, budgeting, contracting, advertising and reservations.; self-reflection of learning at the end of the semester submitted to the program coordinator; providing information about event implementation at the commencement of the semester.

NACE Competencies:

- Critical Thinking/Problem Solving
- Oral/Written Communication
- Leadership

Design Your Own Campus Program

Department:
Center for Student Involvement
**Program
Description:**

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.
**Program
Requirements:**

Participation in an organization on campus where you engage in program planning and implementation; including but not limited to, assessing for needs, budgeting, contracting, advertising and reservations.; self-reflection of learning at the end of the semester submitted to the program coordinator; providing information about event implementation at the commencement of the semester.
**NACE
Competencies:**
- Critical Thinking/Problem Solving
- Oral/Written Communication
- Leadership

Counseling Workshop

Department:
Counseling Center
**Program
Description:**

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.
**NACE
Competencies:**
- Critical Thinking/Problem Solving

- Leadership
- Oral/ Written Communication

The Group Process – Skills for Successful Collaboration

Department:
Center for Student Involvement
**Program
Description:**

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.
**Program
Requirements:**

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.
**NACE
Competencies:**
- Teamwork/Collaboration
- Global/Intercultural Fluency
- Professionalism/Work ethic
- Oral/Written Communication
-
Design Your Own Housing and Residence Life Program

Department:
Housing & Residence Life
**Program
Description:**

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).

Program Requirements:

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.

NACE Competencies:
- Critical Thinking/Problem Solving
- Oral/Written Communication
- Leadership
-

Health Fairs & Mental Health Screenings

Department:
Counseling Center

Program Description:

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. 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.

NACE Competencies:
- Critical Thinking
- Written/Oral Communication

- Professionalism
- Global/Intercultural Fluency

EXPERIENTIAL LEARNING PROGRAMS
Participation in one of the following:

Certification as A Peer Educator

Department:
C.H.O.I.C.E.S
**Program
Description:**

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. 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:
- Emerge with new skills for caring, helping, active listening, and coping with many issues facing college students today
- Increase their knowledge, comfort, and skills in facilitating presentations and workshops to others
- Create awareness for health and safety risks for college-aged young adults

The program includes all of the content needed for a successful peer educator and team which includes: u**nderstanding 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
Program
Requirements:**

The training consists of 3 sessions. Students who complete this program

will:
- be able to explain the Peer Educator Code of Ethics and how it applies to them as individual peer educators
- be able to understand evidence-based approaches to reducing high-risk behaviors
- learn and practice techniques of listening effectively
- learn the steps to take in responding to others and encouraging them to take action steps for change
- increase their confidence to become an active, intervening bystander
- define healthy and balanced living as a college student and peer educator

NACE Competencies:
- Global/Intercultural Fluency
- Critical Thinking/ Problem Solving
- Oral/Written Communication

Resident Director to Be Experience

Department:
Housing & Residence Life
Program Description:

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.
Program Requirements:

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.

NACE Competencies:
- Oral/Written Communication
- Digital Technology
- Global/Intercultural Fluency
- Critical Thinking/Problem Solving

Youth Ministry Group Program 1

Department:
Newman Center

Program Description:

Students will work in collaboration with the Newman Center Staff and participate at St. Peters Church in Danbury.
Student will complete Virtus Training & shadow small group leaders during activities for youth group events.

Program Requirements:

If you believe you have met the criteria for this program, exceptions will be made at the discretion of the Newman Center staff.
Virtus Training: Safety Environment 3 hour class title "Protecting Gods Children." Class info; www.vitrusonline.org
Student will attend 1 (3hour) youth activity and observe small groups.

NACE Competencies:
- Global/Intercultural Fluency
- Oral/Written Communication
- Teamwork/Collaboration

Youth Ministry Group Program 2

Department:
Newman Center
Program
Description:

Students will work in collaboration with the Newman Center Staff and participate in the operations of running a youth group (grades 6-8) at St. Peters Church in Danbury.
Student will learn to plan activities for and lead small group activities.
Program
Requirements:

Students should complete Youth Ministry Group Program 1 before registering for this program. This program will serve as a pre-requisite for Youth Ministry Group Program 3. Exceptions will be made at the discretion of the Newman Center staff

- Students will meet with Youth minister 1 hour a month to help plan next event and will dedicate 3 hours a month for group activities thus committing a total of 4 hours a month for four months.
- Student must gain the skill of patience and confidence to be able to lead youth in a professional and mature manner.
- Assessment of the student will be done by the youth minister through observing the students interaction with the youth in their group and the ability to lead their group successfully to complete each activity. The student will be evaluated each 1 hour meeting and will communicate with the youth minister on their progress.

NACE
Competencies:

- Global/Intercultural Fluency
- Oral/Written Communication
- Teamwork/Collaboration

Youth Ministry Group Program 3

Department:
Newman Center
Program
Description:

Students will work in collaboration with the Newman Center Staff and

participate as group leaders at a youth group (grades 6-8) at St. Peters Church in Danbury.

Students will learn to lead the planning and guidance for small group leaders.

NACE Competencies:

- Global/Intercultural Fluency
- Oral/Written Communication
- Teamwork/Collaboration

Cooperative Education Internship

Department:
Career Services

Program Description:

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.

Program Requirments:

Upon approval of the program coordinator, 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.

NACE Competecies:

- Critical Thinking/Problem Solving
- Oral/Written Communication

- Teamwork/Collaboration
- Digital Technology
- Leadership
- Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

COMPLETION OF THE LCCC PROGRAM
REFLECTIONS

In order to complete the program, the LCCC student must write a reflection/summary essay of each section, detailing their experience. By the end of the program, the LCCC student will have one reflection/summary essay for each requirement: Campus Engagement, Community Service, Leadership Development, and Experiential Learning.

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 capstone presentation upon completion of the four disciplines.

CAPSTONE PRESENTATION

Once a student has completed all reflection/summaries for each of the four areas, the student must put together a capstone presentation. Creativity is welcomed for this final project and can be done in the following ways:
Video presentation
Storyboard
PowerPoint
Or any other way that will showcase the student's creativity.

The presentation 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 affected your time at WCSU?
How has this certificate enhanced your creativity?
How have you become a more compassionate leader/individual through

this certificate?

All students who meet the requirements will be granted a leadership certificate. Students that complete the LCCC program will be invited to the annual Student Leadership Recognition Banquet (SLRB) to be recognized for their achievement. The date for the SLRB 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 the SLRB.

At the SLRB, students will display their capstone presentation and explain how the program influenced them to those attending the SLRB.
WCSU Division of Student Affairs

Rev. 11/20/18