

# Student Learning Outcomes

- [Bloom's Taxonomy](#) *MIL SLOs as of June 2021:*
  1. *MIL participants will **analyze** a social issue facing our region and actively work toward resolving that issue through their leadership curriculum in the Tukwut Leadership Circle MIL program. (Enrollment Meeting, Action Workshop, Capstone Presentation)*
  2. *MIL participants will **describe** how their personal identities inform their leadership style and approach. (Inclusive Leadership, Capstone Presentation and Panel Exit Interview)*
  3. *MIL participants will **demonstrate** how they have incorporated at least two inclusive leadership concepts into various aspects of their lives. (Capstone Presentation)*

Enroll into the Multicultural Intelligence & Leadership Certificate Program	<ul style="list-style-type: none"> <li>• Student submits enrollment form on time and meets with their assigned Peer Leader</li> <li>• What is a social issue or problem facing our region or community? This will be the focus of their semester long curriculum/activities.</li> <li>• Social issue must be focused on traditionally underrepresented communities such as homeless, elderly, Veteran's, children, minorities, differently abled/disabled, and low-income.</li> <li>• Peer Leaders will review MIL students' current resume and cover MIL program criteria Q &amp; A</li> </ul>	30 minutes
Microsoft Teams & Presence Overview	<ul style="list-style-type: none"> <li>• Mandatory review of Teams and Presence so students are familiar with how we operate the program/where to find information.</li> <li>• Two in person offerings and recorded virtual offering.</li> </ul>	30 minutes
Peer Leader Check-Ins	1) Enrollment 2) Mid-semester and 3) End of semester (20-30 minutes each and can be a group meeting or individually)	1 hour
Leadership Theory & Action	Focused on the “change and social values” of the <a href="#">Social Change Model of Leadership</a> , this dynamic and interactive workshop will encourage students to think of themselves as agents of social change and help them identify actions they can take during their MIL curriculum to resolve the social issue they declared with their Peer Leader.	50 minutes
Inclusive Leadership – Social Change Model Foundations Workshop	Similar to workshops in prior terms, overview of inclusive excellence, ways to lead inclusively, how are they incorporating knowledge from their volunteer work, social identity center experiences, and civility events into their idea of inclusive leadership.	50 minutes
1 Civility Café & 1 Civility Dialogue	Civility Dialogues are held monthly as a space to practice civil discourse while discussing current events and topics. Hosted by the Cross-Cultural Center, Dialogues are a compliment to the Civility Cafés where skills are developed and learned.	3 hours
4 <a href="#">Student Life Centers</a> OR <a href="#">Office of Inclusive Excellence</a> OR Beloved Community Events	The goal of attending these events is that students get deeper awareness and engagement with the social issue/problem of their choosing.	4-7 hours
10 hours of volunteer work	MIL students must volunteer with Mountain Shadows through our <a href="#">M:POWR Project</a> , or an off-campus agency that supports or serves underrepresented communities such as homeless, elderly, Veteran's, children, minorities, differently abled/disabled, and low-income.	10 hours
Refined Resume	By the final meeting with their Peer Leader Student updates their resume and LinkedIn and reviews it with their Peer Leader at their final check-in	2 hours
Capstone Project: Infographic or Short PowerPoint & Presentation	Students will focus their learning and experience with the social problem, why it is a problem and what is your solution (prompt forthcoming). If we host an in-person ceremony, perhaps offer an optional poster session w/ showcase at TLC lunch of top 5-6 showcased posters as a final project. Students will do a 15 minute presentation on their suggestions on how to heal or repair their social issue/problem that the started off the program with. They can use an infographic, PowerPoint or digital story board. Students will be asked a series of questions about their learning, growth, and how they will lead with inclusivity.	3 hours = creation 15 min = presentation at the beginning of their panel exit interview
Apply for graduation and meet all program deadlines	Varies each semester. Generally – students must enroll with their assigned Peer Leader by the second month of the semester.	30 minutes
TOTAL TIME		Approximately 30 hours

# Capstone project prompt final:

- This project is intended to reflect how you've experienced the MIL program based on the social issue you chose at the beginning of the semester. Be creative, have fun, and illustrate as best as you can how you are healing, or helping to resolve a social issue facing our community's traditionally underrepresented communities.
- Requirements:
  - Create an infographic, PowerPoint or digital storyboard that reflects the social issue you focused on this semester and share what you learned through the MIL activities as a means to resolve this issue.
  - Include a justification or explanation as to why this issue is meaningful to you and why you selected it.
  - How did you take action this semester to heal, repair, and/or resolve the social issue you selected?
  - Include pictures, your creative flare and at least 2 scholarly references.
  - You will present this content for 10-15 minutes during your Panel Exit Interview before jumping into the interview questions.