



PROVIDENCE

Centre for
On-Demand
Education

PROGRAM OUTCOMES FOR MASTER OF ARTS IN TRANSFORMING LEADERSHIP

SUMMARY

Through context-based, mentored learning, this program allows the learner to develop and display the practical, intellectual, social, and technical skills necessary to lead in any situation.

DESCRIPTION

This course is transformational for the whole person emotionally, socially, and spiritually and equips them with the skills, knowledge, and character to lead with integrity. The learner is placed in a specific working environment and surrounded by mentors who guide them through a tailored set of outcomes designed to demonstrate proficiency in all aspects of leadership.

PROGRAM INDICATORS

- Build a spiritual and personal foundation from which to lead.
- Develop the necessary skills to lead in intercultural and complex environments.
- Hone impactful communication techniques to lead in both written and verbal contexts.
- Develop effective management strategies to lead teams with care and integrity.
- Learn practical financial and leadership abilities to lead effectively in any situation.

PROGRAM INDICATORS (GOALS)	MEASUREMENT MEANS	CYCLE	NEXT COLLECTION DATE	PERSONS RESPONSIBLE
<p>The student will build a spiritual and personal foundation from which to lead.</p> <p>Supporting Academic Goal 1. Integrated Christian Worldview</p>	<p>BENCHMARK: Through mentored evaluation of the outcome indicators at the conclusion of: Cornerstone, Theological Foundations Spiritual Formation and Personal Discipline all students will demonstrate a B+ or higher level of proficiency.</p> <p>DIRECT: The student will have gained a spiritual foundation from which they lead.</p> <p>They will have developed a strong understanding of themselves and have demonstrated their strength of character to their mentor team.</p> <p>INDIRECT: The student course evaluation survey is required for each of the stated outcomes. The questions will need to be answered as strongly agreed or agreed that are relevant to this program goal, for example, "This outcome has encouraged my leadership style to be actively informed by my theological convictions"</p>	<p>BENCHMARK: At the conclusion of each outcome.</p> <p>DIRECT: At the conclusion of each the stated outcomes the learners will have shown to their mentors their depth of spiritual and personal foundation through their written work and through practical ways in their workplace.</p> <p>INDIRECT: The student evaluation will be completed by each student in the program at the conclusion of each outcome.**</p>	Aug. 30, 2025*	<p>BENCHMARK: Mentors and Department</p> <p>DIRECT: From the gathered assessment data the Seminary core faculty will review the program's effectiveness to develop students who can lead with strong spiritual and personal foundations, and who have an integrated Christian worldview.**</p> <p>INDIRECT: Compiled by the Proctor and the CODE Director and evaluated by the Seminary core faculty.</p>
<p>The student will develop the necessary skills to lead in intercultural and complex environments.</p> <p>Supporting Academic Goals 2. Critical and Creative Thinking 3. Global Awareness</p>	<p>BENCHMARK: Through the mentored evaluation of the outcome indicators of Intercultural Awareness and Critical Thinking all students will demonstrate a B+ or higher level of proficiency.</p> <p>DIRECT: The student will have demonstrated their capacity to lead with a well-developed understanding of intercultural awareness.</p> <p>They will have shown their ability to navigate in complex environment and are able to think critically.</p> <p>INDIRECT: Student course evaluation survey for each of the stated outcomes for this program goal need to be answered as strongly agreed or agreed. Questions will be asked specifically like, "This outcome has helped me see problems from multiple perspectives, free from bias."</p>	<p>BENCHMARK: At the conclusion of each outcome.</p> <p>DIRECT: At the completion of each of these outcomes the students will have lived out the competencies of intercultural awareness and are able to lead in complex environments to the required level of proficiency to their mentor team.</p> <p>INDIRECT: The student evaluation will be completed by each student in the program at the conclusion of each outcome.**</p>	Aug. 30, 2025*	<p>BENCHMARK: Mentors and Department</p> <p>DIRECT: The Seminary core faculty will evaluate the gathered assessment pieces to ensure that students in this program have met our academic goals and can think critically and creatively as they lead with an intercultural awareness through complex environments.**</p> <p>INDIRECT: Compiled by the Proctor and the CODE Director and evaluated by the Seminary core faculty.</p>
<p>The student will hone impactful communication techniques to lead in both written and verbal contexts.</p> <p>Supporting Academic Goals 3. Global Awareness 4. Communication 6. Literacy</p>	<p>BENCHMARK: Through the mentored evaluation of the outcome indicators of Effective Communication, and Interpersonal Skills all students will demonstrate a B+ or higher level of proficiency.</p> <p>DIRECT: The student will have developed impactful interpersonal skills.</p> <p>They will have garnered effective written and oral communications skills.</p> <p>INDIRECT: Student course evaluation survey for each of the stated outcomes for this program goal need to be answered as strongly agreed or agreed.</p>	<p>BENCHMARK: At the conclusion of each outcome.</p> <p>DIRECT: At the completion of the outcomes the student will have demonstrated through their written assignments and practical applications in their workplace to their mentor team that they are able to work well with people and are capable communicators.</p> <p>INDIRECT: The student evaluation will be completed by each student in the program at the conclusion of each outcome.**</p>	Aug. 30 2025*	<p>Mentors and Department</p> <p>DIRECT: Through the assement of the gathered evaluation pieces the Seminary core faculty will assess the programs effectiveness in developing students who are globally aware and are strong literate communicators.**</p> <p>INDIRECT: Compiled by the Proctor and the CODE Director and evaluated by the Seminary core faculty.</p>

PROGRAM INDICATORS (GOALS)	MEASUREMENT MEANS	CYCLE	NEXT COLLECTION DATE	PERSONS RESPONSIBLE
<p>The student will develop effective management strategies to lead teams with care and integrity.</p> <p>Supporting Academic Goals 1. Integrated Christian World View 5. Ethical Leadership</p>	<p>BENCHMARK: Through the mentored evaluation of the outcome indicators of Management and Finance and Leadership and Change all students will demonstrate a B+ or higher level of proficiency.</p> <p>DIRECT: The student will have demonstrated their ability to creatively find management strategies that improve their workplace.</p> <p>They will have shown themselves to be a person of integrity and have demonstrated ethical leadership abilities.</p> <p>INDIRECT: Student course evaluation survey for each of the stated outcomes for this program goal need to be answered as strongly agreed or agreed.</p>	<p>BENCHMARK: At the conclusion of each outcome.</p> <p>DIRECT: The student will have through their written assignments and through their workplace interactions have proven to their mentor team that they can think critically and creatively and have the knowledge and management skills needed to lead with care and integrity.</p> <p>INDIRECT: The student evaluation will be completed by each student in the program at the conclusion of each outcome.**</p>	Aug. 30, 2025*	<p>BENCHMARK: Mentors and Department</p> <p>DIRECT: For the program review the Seminary core faculty will assess the gathered evaluation documents to insure that the program is developing ethical leaders who integrate their Christian world view into how they lead and have the needed managerial skills to guide an organization.**</p> <p>INDIRECT: Compiled by the Proctor and the CODE Director and evaluated by the Seminary core faculty.</p>
<p>The student will learn practical financial and leadership abilities to lead effectively in any situation.</p> <p>Supporting Academic Goal 2 Critical and Creative Thinking</p>	<p>BENCHMARK: Through the mentored evaluation of the outcome indicators of Management and Finance and Leadership and Change all students will demonstrate a B+ or higher level of proficiency.</p> <p>DIRECT: Through these particularly practical outcomes the student will have acquired and demonstrated that they have the necessary skills of financial management.</p> <p>They have demonstrated that they are leaders that care for those they are leading by thinking creatively and critically in complex situations.</p> <p>INDIRECT: Student course evaluation survey for each of the stated outcomes for this program goal need to be answered as strongly agreed or agreed.</p>	<p>BENCHMARK: At the conclusion of each outcome.</p> <p>DIRECT: The student will have demonstrated by the conclusion of the outcomes that they are able to work with financial statements and run an organized workplace as they lead effectively.</p> <p>INDIRECT: The student evaluation will be completed by each student in the program at the conclusion of each outcome.**</p>	Aug. 30, 2025*	<p>BENCHMARK: The seminary core faculty will assess the gathered evaluation documents to ensure that this program is training students who have the financial skills needed to manage well and that the students are critical thinkers who are capable creative leaders.**</p> <p>INDIRECT: Compiled by the Proctor and the CODE Director and evaluated by the Seminary core faculty.</p>

* This is a new competency-based theological education (CBTE) program. The CBTE model affords the students the ability to work at their own pace, so this is an estimated next collection date at the conclusion of the program based on each outcome being designed to be equivalent to the time and work of a 3-credit (110-hour) course. Therefore, the program review will be done in two-year cycles.

**The student feedback from the student course survey asks students to assess their learning and experience during the outcome, commenting on the value they feel they have received and the knowledge and skills they have acquired. They will be asked to reflect on their experience and demonstrate ways that they have achieved proficiency in the outcome indicators.

*** The department chair will gather outcome assessments from the mentors, data from the student surveys, and specific artifacts, including, but not limited to, the final capstone project, for the core seminary faculty to conduct the program review. The

Capstone outcome serves as the concluding piece for students in the Transforming Leadership program. It involves a reflective interaction in which the student considers their learning, along with the acquired knowledge and skills from each outcome, and writes an essay describing their learning journey and the growth they observe in themselves and their leadership. They will reflect on the changes in their character, capabilities, and create a mission statement outlining how they will lead going forward.

Transforming Leadership Program Rubrics			
PROGRAM GOALS	Excellent (3.0)	Acceptable (2.0)	Needs Improvement (1.0)
Build a spiritual and personal foundation from which to lead. Supporting Academic Goals 1 + 5	This student is grounded. They have a firm understanding of who and what they are about and that knowledge informs how they lead. They are a consistent and ethical leader. (Evaluations from Spiritual Formation, Theological Foundations, Personal Discipline, Leadership and Change)	The student has a fair grasp of who they are and tries to apply this to how they lead. They occasionally struggle with ethical questions.	The student is only somewhat aware of who they are and what they believe. They find it difficult to know how to lead because of this lack of personal awareness.
Develop the necessary skills to lead in intercultural and complex environments. Supporting Academic Goals 2 + 3	The student is a peacemaker who is respected for their ability to bring diverse groups together. They are recognized for their ability to communicate and lead in complex environments. (Evaluations from Critical Thinking, Intercultural Capacity, Conflict and Crisis, Interpersonal Skills)	The student has an acceptable ability to lead in complex situations. They are occasionally perplexed with finding a solution to a complex work dynamic, but will work with others to find a way forward.	The student is unsure of what to do or how to understand complex and intercultural issues. They struggle with or avoid resolving conflict.
Hone impactful communication techniques to lead in both written and verbal contexts. Supporting Academic Goals 4 + 6	The student has demonstrated that they have strong practical competencies to communicate well through writing and verbal communications. (Evaluations from Effective Communication, Interpersonal Skills, Conflict and Crisis)	The student has a moderate capacity to communicate. Their writing, and verbal skills are passable, but could use some improvement.	The student is only generally able to express themselves. They consistently have errors in their work and only communicate when forced to.
Develop effective management strategies to lead teams with care and integrity. Supporting Academic Goals 3 + 5	The student is confident in their understanding of how to manage those who they are leading. They do this with compassion and integrity. (Evaluations from Management and Finance, Leadership and Change)	The student has a fairly good workable manner in which they lead others. Their level of confidence in this area could improve.	The student hasn't developed an ability to lead. People around them are not confident in their leadership and do not follow them.
Learn practical financial and leadership abilities to lead effectively in any situation. Supporting Academic Goals 1 + 2	The student has developed the necessary practical financial and leadership skills. They are confident in these abilities and are able to teach others. (Evaluations from Management and Finance, and Leadership and Change)	The student has a moderate grasp of the knowledge and skills needed to lead and do the practical work of financial management. They can function in this, but could use more practice and experience.	The student struggles with their leadership ability and with the skills needed to do financial management.

These program rubrics inform the mentor teams on how to assess the student as the student works toward proficiency in the outcome indicators.