

## Diversity Leadership Certificate Check Sheet

Students must complete the following SIX requirements and submit them to a personalized ePortfolio in Canvas:

### REQUIREMENT 1: [Coursework](#)

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Complete FOUR three-credit diversity-related courses, at least two of them at the 300 or 400 level, with a minimum grade of B-. Courses may be selected from diversity-designated courses, Women's and Gender Studies courses, any disabilities-themed course, or any courses approved by the Diversity Leadership Certificate Committee. Course selections must include a minimum of one course from the Women's and Gender Studies list and one from the university diversity-designated list.

List course #, title and grade earned below:

Course number	Title	Grade
Example:		
WOMENST 370	Women: Race and Ethnicity	B+
1.		
2.		
3.		
4.		

### REQUIREMENT 2: Diversity Projects

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Upload THREE artifacts that, considered together, demonstrate a minimum of three of the DLC learning objectives (see last page of check sheet). Examples include papers, essay exams, podcasts, and performances. They may be class assignments or other projects completed outside of coursework.

Artifact type	Artifact title	Introduction complete (yes/no)
Example:		
Essay exam	Mati Work: Exploring Race, Class and Sexuality in Suriname	Yes—connected artifact to DLC learning objectives 2 and 5
1.		
2.		
3.		

### REQUIREMENT 3: Campus and/or Community Events

Attend SIX on-campus and/or community events that, considered together, reflect learning about the lived experiences of at least three divergent diverse groups defined by gender, race, ethnicity, class, sexuality, and/or ability. A 500-word reflection must be submitted for each event, focusing on the DLC learning objectives.

Date	Description and title of campus or community event	500-word reflection completed (yes/no)
Example:  July 12, 2013	Watched documentary film, <i>Made in L.A.</i>  Film traces the lives of three women from Latin America who, because of their undocumented status in the U.S., find themselves working in sweatshop conditions in the garment industry in southern California. Guided by a strong sense of fairness and human dignity, these women organize and win a settlement from a major retailer.	Yes-connected film to DLC learning objectives 1, 2, 4 and 5
1.		
2.		
3.		
4.		
5.		
6.		

### REQUIREMENT 4: Learning and Leadership Activity

For requirement 4, complete one of the following learning and leadership activities and submit a 500-word reflection paper about what you learned. Reflections should integrate discussion of at least three of the DLC learning objectives.

- Organize and facilitate at least one diversity-oriented event
- Engage in significant service-learning activities
- Complete an internship
- Complete a significant research project
- Attend and present at a conference
- Provide sustained and substantive student organization leadership

Type of learning and leadership activity	Description	Completed 500-word reflection (yes/no)
Example:		

Led a diversity-related workshop	I collaborated with leaders from IMPACT, BSU and SAO to organize a student workshop on the challenges and realities of income inequality in southern Wisconsin	Yes, connected experience to DLC learning objectives 1, 4, 5, 6, and 7
1.		

## REQUIREMENT 5: Final Essay

Submit a final integrative essay addressing the following questions: Based on what you've learned, how would you define diversity? Why? Why does your definition of diversity matter? How has your learning about diversity helped you to be a more engaged and responsible citizen? How might your diversity education equip you to contribute to the professional world? Essay should be a minimum of 1250 words and incorporate the DLC learning objectives.

## Diversity Leadership Certificate Learning Objectives

Students will be able to:

1. Articulate insights about their own identities in multiple contexts with respect to factors such as gender, race, ethnicity, class, sexuality and ability.
2. Demonstrate an understanding of key concepts necessary for intercultural knowledge and competence, such as privilege/power and social construction of identity.
3. Demonstrate drive/motivation to learn and interact with people with different cultures and worldviews.
4. Demonstrate the ability to see things from others' perspectives.
5. Demonstrate the ability to use knowledge, diverse cultural frames of reference, alternative perspectives and key concepts to think critically and act creatively to address social problems.
6. Use appropriate language and behaviors and suspend judgment to listen empathetically.
7. Interact meaningfully and build relationships with diverse communities and individuals through engagement with real-world challenges.
8. Apply key concepts to act ethically and effect social change.