

University of Wisconsin-Whitewater
Curriculum Proposal Form #1
New Degree, Major, or Submajor

Effective Term: 2141 (Spring 2014)

Degree: Certificate program

Program Title: Diversity Leadership Certificate

GPA Required in the Major/Submajor: 2.5

Sponsor(s): Lauren Smith, Ellie Schemenauer, Pilar Melero, Paul Adogamhe, Cindy Konrad

Department(s): Women's Studies

College(s): Letters and Sciences

Consultation took place: NA Yes (list departments and attach consultation sheet)

Departments: University Diversity Committee, all deans were asked if they wanted to be consulted. The deans either expressed support for the certificate or did not respond. Only Dean Heyning wanted an official consultation. That consultation process is underway.

Check if:

- New Degree: Intent to Plan *
- New Degree: Final Proposal
- New Major: Intent to Plan *
- New Major: Final Proposal
- New Submajor: Minor
- New Submajor: Emphasis/Track
- New Submajor: Certificate Program
- Module: Intent to Plan
- Module: Final Proposal
- Other (list):

College of Letters and Sciences

Diversity Leadership Certificate

Catalog description of the program

The Diversity Leadership Certificate is designed to allow students, across the disciplines, to engage in in-depth diversity learning around issues of gender, race, ethnicity, class, sexuality and ability. Geared toward building responsible citizens and reflective professionals, the Diversity Leadership Certificate uses curricular and cocurricular activities to enhance knowledge, develop facilitation skills, and engage in productive collaborations across differences. Assessed through artifacts submitted to an ePortfolio, students will gain skills at building inclusive environments and an ability to address complex social issues.

Student learning objectives of the program (what a student should know/be able to do upon completing the program)

Students will be able to:

Knowledge

1. Articulate insights about their own identities in multiple contexts.
2. Demonstrate an understanding of key concepts necessary for intercultural knowledge and competence*, such as privilege/power and social construction of identity.

Motivation

3. Demonstrate drive/motivation to learn and interact with people with different cultures and worldviews.

Skills and Abilities

4. Demonstrate the ability to see things from others' perspectives.
5. Able to use knowledge, diverse cultural frames of reference, alternative perspectives and key concepts to think critically and act creatively to address social problems.
6. Uses appropriate language and behaviors and suspend judgment to listen empathetically.

Action/Citizenship

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 affect social change.

**Underlined passages denote elements of LEAP's Essential Learning Outcomes.*

Diversity Leadership Certificate Requirements

Requirement 1: Coursework

Complete four three-credit diversity-related courses, at least two of them at the 300- or 400-level, with a minimum grade of B-.

These courses may be selected from among the university approved diversity-designated courses, Women's Studies courses, any disabilities themed courses, or any other courses approved by the Diversity Leadership Certificate Committee. A list of approved courses can be found [here](#).

Course selections must include a minimum of one course from the Women's Studies list and one from the university diversity-designated list. These courses can overlap with courses from the major/minor or from general education and can include the required DIV-designated course that all students must take.

1. [Enter department prefix, course number, course title and grade here](#)
2. [Enter department prefix, course number, course title and grade here](#)
3. [Enter department prefix, course number, course title and grade here](#)
4. [Enter department prefix, course number, course title and grade here](#)

Requirement 2: Diversity Projects

Upload three artifacts that, when considered together, demonstrate a minimum of three of the DLC learning objectives. These artifacts might include papers, essay exams, podcasts, performances or anything else that demonstrates learning. The artifacts may be class assignments or other projects that you have completed outside of your coursework.

In a short paragraph, introduce each artifact and indicate which of the DLC learning objectives are being demonstrated.

1A. [Upload introduction to artifact 1 here](#)

1B. [Upload artifact 1](#)

2A. [Upload introduction to artifact 2 here](#)

2B. [Upload artifact 2](#)

3A. [Upload introduction to artifact 3 here](#)

3B. [Upload artifact 3](#)

Requirement 3: On-Campus or Community Events

Students should attend 6 on-campus and/or community events that, considered together, reflect learning about the lived experiences of at least three different "diverse" groups defined by gender, race, ethnicity, class, sexuality, and/or ability. Students should submit a 500-word reflection about what they learned at each event, focusing on the DLC learning objectives.

Event 1

Title of Event:

Type of Event (e.g., film, speaker, festival, concert, etc.):

Date of Event (e.g., January 21, 2014):

Location of Event (e.g., Young Auditorium, UWW, Whitewater, WI):

Upload 500-word reflection paper here

Event 2

Title of Event:

Type of Event (e.g., film, speaker, festival, concert, etc.):

Date of Event (e.g., January 21, 2014):

Location of Event (e.g., Young Auditorium, UWW, Whitewater, WI):

Upload 500-word reflection paper here

Event 3

Title of Event:

Type of Event (e.g., film, speaker, festival, concert, etc.):

Date of Event (e.g., January 21, 2014):

Location of Event (e.g., Young Auditorium, UWW, Whitewater, WI):

Upload 500-word reflection paper here

Event 4

Title of Event:

Type of Event (e.g., film, speaker, festival, concert, etc.):

Date of Event (e.g., January 21, 2014):

Location of Event (e.g., Young Auditorium, UWW, Whitewater, WI):

Upload 500-word reflection paper here

Event 5

Title of Event:

Type of Event (e.g., film, speaker, festival, concert, etc.):

Date of Event (e.g., January 21, 2014):

Location of Event (e.g., Young Auditorium, UWW, Whitewater, WI):

Upload 500-word reflection paper here

Event 6

Title of Event:

Type of Event (e.g., film, speaker, festival, concert, etc.):

Date of Event (e.g., January 21, 2014):

Location of Event (e.g., Young Auditorium, UWW, Whitewater, WI):

Upload 500-word reflection paper here

Requirement 4: Conference Participation

Students should attend one diversity-related conference, either as a presenter or as part of a panel. What students present can come from class, undergraduate research or from some other activity they're engaged in independently, on campus, or in the community. Students should submit their presentations as artifacts (e.g., a copy of the paper, poster, or prepared remarks). For those students who are not presenting a formal project, but are participating

in a panel or roundtable discussion, please submit a 500-word reflection that explains what you learned through your participation in relation to the DLC learning objectives.

Note: Though funding for conference attendance is not guaranteed, an effort will be made to keep costs at a minimum. Students can attend regional conferences, and some funds are available both from Women's Studies and the Connection Center in Career and Leadership Development in the University Center. Some relevant conferences include but are not limited to the following: Midwest Bisexual, Lesbian, Gay, and Transgender College Conference, Rainbow Rave Conference (LGBT), Out for Work (LGBT employment conference), the Wisconsin Women's Studies Consortium Conference, American Multicultural Student Leadership Conference, the Midwest Asian American Student Union, National Black Student Union conference, Hmong National Development conference, and the United States Hispanic Leadership Institute conference. Information about these conferences can be found in the Women's Studies Department and in the Connection Center.

If this requirement causes undue hardship, students may petition to substitute it with a second activity from requirement 5.

Title of Conference:

Date of Conference:

Type of participation: (paper presentation, poster presentation, panel member, roundtable discussion, etc.)

[Upload artifact or reflection essay here](#)

Requirement 5: Leadership Activity

Students should take part in organizing and facilitating at least one diversity-oriented event, or engage in meaningful service learning activities, which might include but are not limited to, the following: participating in the presentation of Boxes and Walls, helping to organize Safe Zone training, engaging in Anti-sexual Assault Training, helping with the Campus Diversity Forum. Students can find ways to get involved with these and other diversity-related events by contacting the Connection Center in Career and Leadership Development in the University Center. The organization and facilitation of a diversity-related community event is also a way to fulfill this requirement.

Students should submit a 500-word reflection about what they learned organizing and facilitating their diversity-related event or what they learned participating in their service learning activity. Reflections should integrate discussion of at least three of the DLC learning objectives.

Title of Event or Service Learning Activity:

Date of Event or Service Learning Activity:

[Upload 500-word reflection here](#)

Requirement 6: Final Essay

Students should submit a final integrative essay addressing the following questions:

Based on what you have 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? Also, how might your diversity education equip you to contribute to the professional world?

These essays should be a minimum of 1250 words and should incorporate the DLC learning objectives.

[Upload final essay here](#)

Correlation with LEAP Outcomes and Principles of Excellence

The Diversity Leadership Certificate (DLC) has been designed to closely align with LEAP Essential Learning Outcomes and Principles of Excellence.

--DLC objectives 1, 2, 4 and 5 correspond to the LEAP Essential Learning Outcome of “Knowledge of Human Cultures”

--DLC objectives 5 and 6 correspond to the LEAP Essential Learning Outcome of “Intellectual and Practical Skills”

--DLC objectives 3, 6, 7 and 8 correspond with the LEAP Essential Learning Outcome of “Personal and Social Responsibility”

--DLC objectives 5 and 7 correspond to the LEAP Essential Learning Outcome of “Integrative and Applied Learning”

Specifically, the student learning objectives and requirements of the DLC parallel the competencies outlined in the AAC&U Intercultural Knowledge and Competence VALUE Rubric and the Civic Engagement VALUE Rubric. Completion of the DLC will require demonstration of many of the competencies outlined in the Foundations and Skills for Lifelong Learning VALUE Rubric and the Critical Thinking VALUE Rubric as well.

Of the LEAP Principles of Excellence, the DLC is designed to embrace:

Principle 1 – Aim high and make excellence inclusive

The DLC is an “honors” certificate. Students must not only complete the coursework requirements with a grade of a B- or better, but all artifacts submitted must demonstrate certificate learning outcomes at a high sophistication level as defined by assessment materials. The use of an eportfolio facilitates access for students and faculty, and the eportfolio template will be produced with consideration of universal design.

Principle 4 – Engage big questions about human dignity and freedom

The DLC, with its focus on learning around the intersections of gender, race, ethnicity, class, sexuality and ability, engages directly with questions of power and privilege in society.

Principle 5 – Connect knowledge with choices and action

The final integrative essay for the DLC requires students to link their knowledge about diversity to engaged and responsible citizenship and explain how it will allow students to make productive contributions to the professional world.

Principle 6 – Foster civic, intercultural and ethical learning

The DLC addresses principle 6 not only in course content, but in co-curricular requirements as well. Students are asked to attend appropriate campus events, participate

in a diversity-related conference, and either help facilitate a diversity related event or engage in meaningful service learning around a diversity issue.

List of courses to be included in the program, with a brief rationale for each course*

*Rationale: Each of the courses below addresses at least one of the diversity areas (gender, race, ethnicity, class, sexuality, and/or ability) on which the DLC focuses.

WOMEN'S STUDIES COURSES

WOMENST 100	Introduction to Women's Studies
WOMENST 240	Women and Work
WOMENST 245	Gender and Geography
WOMENST 250	Women in American Culture
WOMENST 280	Feminist Theories
WOMENST 303/503	Women's Voices/Women's Lives
WOMENST 310	Women & the Shaping of Latin American Culture
WOMENST 320	Lesbian Studies
WOMENST 334	Women & Men in Cross-Cultural Perspective
WOMENST 345	Women In Music (cross-listed with Music)
WOMENST 350	Stages and Transitions in Women's Lives
WOMENST 365/565	Women, Science, and Society
WOMENST 370	Women: Race and Ethnicity
WOMENST 380/580	Gender Law and Policy
WOMENST 455	Issues & Topics in Women's and Gender Studies
WOMENST 464/664	Women In International Relations
WOMENST 481	Gender, Ethnicity, and the Environment
WOMENST 489	Advanced Seminar in Women's Studies
WOMENST 490/690	Workshop in Women's Studies (1-6 cr.)
WOMENST 493/793	Internship in Women's Studies
WOMENST 496/696	Special Studies (1-4 cr.)
WOMENST 497	Exchange Study (1-12 cr.)
WOMENST 498/798	Independent Study

APPROVED WOMEN'S STUDIES COURSES IN OTHER DEPARTMENTS

ANTHROPL 367	Archeology of Women
ARTHIST 305/505	History of Women in Art
COM 326/526	Communication and Gender
ENGLISH 264	Women in Literature: A Feminist Re-evaluation
ENGLISH 368	American Minority Women Writers
ENGLISH 463/663	Nineteenth Century Women Writers
ENGLISH 464/664	Twentieth Century Women Writers
HISTORY 313	Women in American History I; 1600-1875
HISTORY 314	Women in American History II; 1875-Present
HISTORY 326/526	Global Women's History, since 1800

HISTORY 361	History of Sexuality
HISTORY 363	From Goddesses to Witches
HISTORY 364	Modern European Women's History
PHILSPHY 381	Philosophy of Gender and Race
PHILSPHY 390/590	Feminist Philosophy
POLISCI 315	Women and American Politics
PSYCH 202	Psychology of Women
RELGST 330	Women and Religion
SOCIOLOGY 345	Sociology of Gender
SOCIOLOGY 379	Women and Crime
SPAN 484	Women Writers of Spain and the Americas

DIVERSITY DESIGNATED COURSES

AFRICAN AMERICAN STUDIES

AFRIAMR 100	Introduction to Black Culture	
AFRIAMR 141	Modern Black American History	Unreq:H ISTRY 141
AFRIAMR 261	African-American Politics	
AFRIAMR 270	African American Community	Unreq:SOCIOLGY 270
AFRIAMR 321	A History of Black Migration in the United States	
AFRIAMR 345	African-American Literature, 1800 to the Present	
AFRIAMR 365	Black Political and Social Thought	
AFRIAMR 392	African American Families	
AFRIAMR 396	Current Issues in Black Studies: Social and Behavioral Sciences	
AFRIAMR 397	Current Issues in Black Studies: Humanities	

AMERICAN INDIAN STUDIES

AMERIND 102	Introduction to American Indian Studies
AMERIND 305	Native North America Today: People, Culture and Survival

ANTHROPOLOGY

ANTHROPL 305	Native North America Today: People, Culture and Survival
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CHICANO STUDIES

CHICANO 150	Introduction of Chicano Studies
CHICANO 200	Chicano Literature: Historical Context & Contemporary Text
CHICANO 201	Contemporary Chicano Literature
CHICANO 310	History in the US: 19th Roots & 20th Development
CHICANO 320	Politics of the Chicano
CHICANO 330	Chicano and Latino American Thought

COMMUNICATION

COMM 424	Cross Cultural Communication
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EDUCATIONAL FOUNDATIONS

EDFOUND 243 Education in a Pluralistic Society
EDFOUND 341 Urban Education: Issues and Policies

ENGLISH

ENGLISH 200 Chicano Literature
ENGLISH 201 Contemporary Chicano Literature
ENGLISH 202 Introduction to U.S. Latino/a Literature
ENGLISH 265 Multicultural Literature of the U.S.
ENGLISH 345 African-American Literature, 1800 to Present
ENGLISH 368 American Minority Women Writers
ENGLISH 369 Multicultural Drama of the United States

GEOGRAPHY

GEOGRPY 430 Geography of Race and Ethnicity in the United States

HISTORY

HISTORY 102 Introduction to American Indian Studies
HISTORY 124 American History to 1877
HISTORY 125 American History since 1877
HISTORY 141 Modern Black American History
HISTORY 150 Atlantic History
HISTORY 321 A History of Black Migration in the United States
HISTORY 324 American Indian History

MUSIC

MUSC 144 Cultural Music of the Americas
MUSC 240 Survey of African American Music
MUSC 241 Survey of Latin American Music
MUSC 244 Native American Music

POLITICAL SCIENCE

POLISCI 217 Ethnic Politics
POLISCI 261 African-American Politics
POLISCI 266 Asian Americans in US Politics
POLISCI 280 Politics of Urban Inequality in the U.S.
POLISCI 341 Urban Education Issues and Policies
POLISCI 365 Black Political and Social Thought

RACE AND ETHNIC CULTURES

RACEETH 150 Atlantic History
RACEETH 202 Introduction to U.S. Latino/a Literature

RACEETH 217	Ethnic Politics
RACEETH 280	Politics of Urban Inequality in the U.S.
RACEETH 285	Asian Americans
RACEETH 368	American Minority Women Writers
RACEETH 380	Race, Ethnicity, and Social Justice: Issues for Helping Professionals
RACEETH 393	Racial and Ethnic Inequality: Beyond the Classroom
RACEETH 491	Race and Ethnic Cultures: Travel Study

RELIGIOUS STUDIES

RELIGST 496	Native American Religions
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SOCIAL WORK

SOCWORK 380	Race, Ethnicity, and Social Justice: Issues for Helping Professionals
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SOCIOLOGY

SOCIOLGY 265	Race Relations
SOCIOLGY 270	African American Community
SOCIOLGY 285	Asians Americans
SOCIOLGY 391	Race and Ethnicity in Comparative Perspective
SOCIOLGY 392	African American Families
SOCIOLGY 426	Minorities & the Criminal Justice System

THEATRE

THEATRE 369	Multicultural Drama of the United States
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OTHER APPROVED COURSES

EDUINDP 212	Working with Children and Families in a Diverse Society
ENGLISH 305	Literature of Disability
SPECED 201	Disability in Society
SOCIOLGY 315	Sociology of Disability

A 4-year plan of course offerings

Fall 2013

AFRIAMR 100, AFRIAMR 141, AFRIAMR 261, AFRIAMR 270, AFRIAMR 321, CHICANO 150, CHICANO 201, CHICANO 320, COMM 326, COMM 424, EDFOUND 243, EDFOUND 341, ENGLISH 201, ENGLISH 265, ENGLISH 305, ENGLISH 368, HISTRY 102, HISTRY 124, HISTRY 125, HISTRY 141, HISTRY 313, HISTRY 321, HISTRY 324, PHILSPHY 381, POLISCI 217, POLISCI 261, POLISCI 280,

RACEETH 217, SOCIOLOGY 265, SOCIOLOGY 270, SOCIOLOGY 285, SOCIOLOGY 379, SPECED 201,
WOMENST 100, WOMENST 250, WOMENST 280, WOMENST 350, WOMENST 481, WOMENST 489

Spring 2013

AFRIAMR 100, AFRIAMR 141, AFRIAMR 270, AFRIAMR 321, AFRIAMR 365, CHICANO 150,
CHICANO 330, COMM 326, COMM 424, EDFOUND 243, ENGLISH 202, ENGLISH 265, ENGLISH 345,
ENGLISH369, GEOGRPY 430, HISTORY 102, HISTRY 124, HISTRY 125, HISTRY 141, HISTRY 314,
HISTRY 321, PHILSPHY 390, POLISCI 217, POLISCI 261, POLISCI 365, RACEETH 202, RACEETH 217,
RELIGST 330, SOCIOLOGY 345, SOCIOLOGY 265, SOCIOLOGY 270, SOCIOLOGY 345, SOCIOLOGY 426,
SPECED 201, WOMENST 100, WOMENST 240, WOMENST 303, WOMENST 380, WOMENST 345

Fall 2014

AFRIAMR 100, AFRIAMR 141, AFRIAMR 261, AFRIAMR 270, AFRIAMR 321, CHICANO 150,
CHICANO 201, CHICANO 320, COMM 326, COMM 424, EDFOUND 243, EDFOUND 341, ENGLISH 201,
ENGLISH 265, ENGLISH 305, ENGLISH 368, HISTRY 102, HISTRY 124, HISTRY 125, HISTRY 141,
HISTRY 313, HISTRY 321, HISTRY 324, PHILSPHY 381, POLISCI 217, POLISCI 261, POLISCI 280,
RACEETH 217, SOCIOLOGY 265, SOCIOLOGY 270, SOCIOLOGY 285, SOCIOLOGY 379, SPECED 201,
WOMENST 100, WOMENST 250, WOMENST 280, WOMENST 350, WOMENST 481, WOMENST 489

Spring 2014

AFRIAMR 100, AFRIAMR 141, AFRIAMR 270, AFRIAMR 321, AFRIAMR 365, CHICANO 150,
CHICANO 330, COMM 326, COMM 424, EDFOUND 243, ENGLISH 202, ENGLISH 265, ENGLISH 345,
ENGLISH369, GEOGRPY 430, HISTORY 102, HISTRY 124, HISTRY 125, HISTRY 141, HISTRY 314,
HISTRY 321, PHILSPHY 390, POLISCI 217, POLISCI 261, POLISCI 365, RACEETH 202, RACEETH 217,
RELIGST 330, SOCIOLOGY 345, SOCIOLOGY 265, SOCIOLOGY 270, SOCIOLOGY 345, SOCIOLOGY 426,
SPECED 201, WOMENST 100, WOMENST 240, WOMENST 303, WOMENST 380, WOMENST 345

Fall 2015

AFRIAMR 100, AFRIAMR 141, AFRIAMR 261, AFRIAMR 270, AFRIAMR 321, CHICANO 150, CHICANO 201, CHICANO 320, COMM 326, COMM 424, EDFOUND 243, EDFOUND 341, ENGLISH 201, ENGLISH 265, ENGLISH 305, ENGLISH 368, HISTRY 102, HISTRY 124, HISTRY 125, HISTRY 141, HISTRY 313, HISTRY 321, HISTRY 324, PHILSPHY 381, POLISCI 217, POLISCI 261, POLISCI 280, RACEETH 217, SOCIOLOGY 265, SOCIOLOGY 270, SOCIOLOGY 285, SOCIOLOGY 379, SPECED 201, WOMENST 100, WOMENST 250, WOMENST 280, WOMENST 350, WOMENST 481, WOMENST 489

Spring 2015

AFRIAMR 100, AFRIAMR 141, AFRIAMR 270, AFRIAMR 321, AFRIAMR 365, CHICANO 150, CHICANO 330, COMM 326, COMM 424, EDFOUND 243, ENGLISH 202, ENGLISH 265, ENGLISH 345, ENGLISH369, GEOGRPY 430, HISTORY 102, HISTRY 124, HISTRY 125, HISTRY 141, HISTRY 314, HISTRY 321, PHILSPHY 390, POLISCI 217, POLISCI 261, POLISCI 365, RACEETH 202, RACEETH 217, RELIGST 330, SOCIOLOGY 345, SOCIOLOGY 265, SOCIOLOGY 270, SOCIOLOGY 345, SOCIOLOGY 426, SPECED 201, WOMENST 100, WOMENST 240, WOMENST 303, WOMENST 380, WOMENST 345

Fall 2016

AFRIAMR 100, AFRIAMR 141, AFRIAMR 261, AFRIAMR 270, AFRIAMR 321, CHICANO 150, CHICANO 201, CHICANO 320, COMM 326, COMM 424, EDFOUND 243, EDFOUND 341, ENGLISH 201, ENGLISH 265, ENGLISH 305, ENGLISH 368, HISTRY 102, HISTRY 124, HISTRY 125, HISTRY 141, HISTRY 313, HISTRY 321, HISTRY 324, PHILSPHY 381, POLISCI 217, POLISCI 261, POLISCI 280, RACEETH 217, SOCIOLOGY 265, SOCIOLOGY 270, SOCIOLOGY 285, SOCIOLOGY 379, SPECED 201, WOMENST 100, WOMENST 250, WOMENST 280, WOMENST 350, WOMENST 481, WOMENST 489

Spring 2016

AFRIAMR 100, AFRIAMR 141, AFRIAMR 270, AFRIAMR 321, AFRIAMR 365, CHICANO 150, CHICANO 330, COMM 326, COMM 424, EDFOUND 243, ENGLISH 202, ENGLISH 265, ENGLISH 345, ENGLISH369, GEOGRPY 430, HISTORY 102, HISTRY 124, HISTRY 125, HISTRY 141, HISTRY 314, HISTRY 321, PHILSPHY 390, POLISCI 217, POLISCI 261, POLISCI 365, RACEETH 202, RACEETH 217,

RELIGST 330, SOCIOLOGY 345, SOCIOLOGY 265, SOCIOLOGY 270, SOCIOLOGY 345, SOCIOLOGY 426,
SPECED 201, WOMENST 100, WOMENST 240, WOMENST 303, WOMENST 380, WOMENST 345

Every 3 or 4 semesters

ENGLISH 200, AFRIAMR 345, AFRIAMR 397, AMERIND 102, AMERIND 305, ANTHROPL 305 ,
ANTHROPL 367, ENGLISH 463, HISTRY 361, HISTRY 363, HISTRY 364, POLISCI 266, POLISCI 315,
RACEETH 285, RACEETH 368, RACEETH 380, RELIGST 330, SOCWORK 380, SOCIOLOGY 315,
WOMENST 320, WOMENST 334, WOMENST 464

Whenever possible

AFRIAMR 261, AFRIAMR 392, AFRIAMR 396, ARTHIST 305, CHICANO 200, CHICANO 310, EDUINDP
201, ENGLISH 264, ENGLISH 464, HISTRY 124, HISTRY 125, HISTRY 141, HISTRY 150, HISTRY 326,
MUSC 144, MUSC 240, MUSC 241, MUSC 244, POLISCI 280, POLISCI 341, PSYCH 202, RACEETH 150,
RACEETH 280, RACEETH 393, RACEETH 491, RELIGST 496, SOCIOLOGY 391, SOCIOLOGY 392,
THEATRE 369, WOMENST 245, WOMENST 310, WOMENST 365, WOMENST 370, WOMENST 455

List of required courses

There is no one specific class that is required for the DLC. Instead, students must choose four courses from the approved list above, two of which must be at the 300/400 level and a minimum of one must come from Women's Studies and one from the Diversity-designated list of approved courses.

Assessment Plan

At the end of each semester, a committee composed of instructors from Women's Studies and other departments that contribute to diversity learning on campus, along with staff from Student Affairs, will assess the student learning represented in the ePortfolios of student candidates in order to determine their strengths and weaknesses and decide whether or not student candidates have earned the Diversity Leadership Certificate. Each summer, the evaluations of individual candidates will be compiled with a sample of the artifacts included in the portfolios, and the committee will consider these assessments as a whole in order to determine strengths and weaknesses of the certificate process. Students will also be asked to respond to a series of indirect assessment questions that will establish their experience of the process.

Resources Needed to support the program (staffing, equipment, library materials, etc.)

The certificate will require no additional staffing, equipment, or library materials. Faculty and staff will be taking the certificate on in addition to their normal loads, however; as the number of students who want a certificate grows, substantial time may be spent working both across departments and across divisions (Academic Affairs/Student Affairs) on the evaluation of portfolios and assessment of the process. Resources may be needed for summer workshops to facilitate these processes. Proposers discussed this potential need with Dean Pinkerton, who felt that any such future needs were small and could be absorbed into the budget.

Student need/demand for the program

The staff in the Connection Center (of the Career and Leadership Center in the UC) believe that many of the students who are involved in multicultural programming will be interested in this certificate. In addition, the certificate will potentially serve a number of education students who have expressed interest in Women's Studies and/or diversity work but who do not have room in their curricula for a minor. Similar existing programs at the Master's level serve primarily the areas of business and education. Since so many of our students are in these areas of study, we expect to draw students interested in the DLC steadily from them. Students have already expressed interest in this program, even though we have not formally announced it, promoted it or publicized it. We estimate that twenty students will begin the process of earning a certificate during the first year and that we will be able to serve twenty students while using very few resources.

Relation of the program to other programs on campus, in the UW System, and in the region

The DLC will be unique to UW-Whitewater, the UW System and the region. While many colleges, universities and for-profit training organizations offer certifications in something related to diversity leadership (examples: Cornell offers a Diversity Management Certificate, UW-Milwaukee offers a Cultures and Communities Certificate out of the Center for Diversity Learning in the School for Continuing Education, UW-Extension offers a certificate in Inclusive and Engaged Leadership), most are offered in continuing education programs targeting post graduate professionals working in education, business, community organizing or healthcare. The placement of such certificates in continuing education programs suggests that this kind of training is something that working professionals are leaving institutions of higher education without and therefore must go back to gain such competencies. We see the DLC as providing an opportunity for our students who see futures in these professions to gain these marketable competencies before graduation. Therefore, we see the DLC complementing the training students are receiving in education, business and those majors and minors that are pathways to work in community organizing and healthcare. Furthermore, because the DLC learning objectives reflect competencies for engaged and responsible citizenship, we argue that it also complements all majors and minors.