
THE
LEADERSHIP
CERTIFICATE
PROGRAM

*Capturing University of Wisconsin's commitment to leadership,
Celebrating student impact on the campus and community,
Continuing purposeful learning both inside and outside the classroom*

Student Organization Office
University of Wisconsin-Madison
239 Red Gym
716 Langdon Street
Madison, WI 53706
608-262-2421
leadership@odos.wisc.edu



Leadership Certificate Program

Student Organization Office
University of Wisconsin-Madison

Introduction to the Leadership Certificate

The University of Wisconsin-Madison recognizes the need for increasing the capacity of individuals capable of taking leadership roles in all professions and sectors of society while on campus and beyond. The Student Organization Office believes leadership can be learned in formal classes, community-based leadership opportunities, mentoring and internship settings, as well as through a range of collaborative leadership activities.

The definition of leadership guiding the Leadership Certificate Program is leadership is the ability to mobilize self and others toward a common goal. This definition infers leadership is action, not position. The Leadership Certificate Program strives to recognize leadership mobilization that creates an impact on individuals, student organizations, and the community in a positive, permanent way.

The leadership certificate is based on four assumptions:

- The University of Wisconsin-Madison is committed to developing the leadership capabilities within its community;
- Effective leadership skills can be taught and learned at the university and in the community;
- The university environment is a strategic and appropriate setting for mastering both leadership theory and leadership skills; and
- The success of leadership is measured by direct impact on individuals, organizations, and society.

With these assumptions in mind, the Leadership Certificate intends to note exceptional energy and focus on leadership development demonstrated by a commitment to learning, application in the community, and impact of contribution.

Background

The University of Wisconsin-Madison campus is steeped in excellence and tradition. This excellence is demonstrated through the competitive admissions process that brings exceptionally bright and talented students to the campus, as well as through the notable contributions faculty, staff, and alumni have made through research, teaching and outreach to local, national, and international communities. The passing of the campus culture from one generation to the next are taught from the moment a student steps on campus and begins to absorb the rich history the campus has to offer to the first time they sing “Varsity” as a graduate. Woven throughout the student experience are monuments to the tradition of student activism and leadership on campus. Anyone who has spent a Friday afternoon on the Memorial Union Terrace, or walked down the lakeshore path to Picnic Point has profited from the strong student leadership on the UW-Madison campus. These two campus icons represent student initiatives and action that left a permanent imprint on the campus environment. Less obvious are the individual notations of student achievement. The Leadership Certificate has been created to capture the personal commitment for leadership development demonstrated by many of the student leaders on campus.

This certificate is the product of the Student Leadership & Governance Work Group established by the Office of the Vice Chancellor for Student Affairs at UW-Madison during 2002-2003. The broad-based Work Group was comprised of representatives from student governance, campus student leadership, colleges, the Dean of Students Office, the Wisconsin Union, the Morgridge Center, IFC, University Housing, and the Vice Chancellor for Student Affairs Office. The Leadership Certificate is administered through the Student Organization Office at UW-Madison.

Qualifications

To be considered for the Leadership Certificate, a student must:

- ★ Be a currently-enrolled UW-Madison student in good standing
- ★ Be actively involved in leadership roles in organizations, work experiences, and in service to the community while on campus
- ★ Have a cumulative grade point average of 2.5 at time of application
- ★ Be able to document 100 hours of education and experience focused on leadership development
- ★ Complete three online modules focused on leadership development from the established list
- ★ Complete and submit an educational artifact (paper, web site, presentation, etc.) indicating the learning and growth gained through the educational and experiential activities documented in the Record of Activities
- ★ Submit within established deadlines:
 - Leadership Certificate Application form,
 - Leadership Certificate Record of Activities form(s),
 - Leadership reflection based on the specific activity areas,
 - Leadership Certificate Online Learning Record,
 - Educational Artifact, and
 - The signed ethics statement, stating that all information submitted is complete and accurate.
- ★ If needed, attend an orientation or informational session offered by the Student Organization Office to prepare for the submission of the Leadership Certificate Application process.

Certificate Requirements

To be eligible for the Leadership Certificate, a student must provide documentation of a minimum of **100 hours** of experience in “**Activity Areas**” including leadership roles, civic engagement, and work experiences and also engage in educational activities within and outside the classroom focused on leadership. These hours of education and experience must then apply to three “**Content Areas.**” The content areas are individual growth, group development and community development. Meaning that, the student must be able to articulate and must “practice” their leadership skills in a way that develops and has an impact on the three content areas. Any single student activity could contribute hours toward both an Activity Area and a Content Area but it is important to note that there are maximum numbers of hours in every category. The hour maximum is intended to encourage each student to have a breadth of leadership activities across experiential contexts (60 hours maximum in leadership roles, civic engagement, and work experiences) and educational contexts (60 hours maximum in academic courses or out-of-class learning). The fact that a student could not have more than 60 hours in either one of the activity areas (experiential or educational) forces each student to have at least 40 hours in the other activity area. An example is that a student could have served in a leadership role (for which s/he can use 20 hours), worked in a tutoring role at a community agency (20 more hours), and been a House Fellow

in the Residence Halls (20 more hours) for a total of 60 hours that would then have to be supplemented by 40 hours of educational activities either through classes or through out-of-class learning. These experiences would also then have to fit into the content areas by indicating how these experiences assisted in personal growth and/or group or community development.

In addition, each student must complete **three online courses**, a capstone **educational artifact** describing personal growth and development and her/his impact on others, and sign an **ethics statement**. Each of these areas is described further.

Activity Areas

The five Activity Areas are: leadership roles; academic courses; civic engagement; out-of-class learning including workshops, seminars, and conferences; and work experiences. For each Activity Area there are a maximum number of hours to be used toward satisfying the certificate requirements. This was developed to encourage student leaders to develop in a number of areas rather than focusing personal leadership development in a single area. To that end, each experience you choose to include, may only apply to *one* activity area. For example, if I am a University Housing House Fellow, I cannot include that as both a Leadership Role and Work Experience. I must choose which activity area I want to apply that experience. The student must complete a Record of Activity (Appendix A) as a part of her/his application for the Leadership Certificate. This Record of Activity also requires verification of the activity. Specifics of each Activity Area follow.

Activity Area Examples from Past Recipients

Leadership Roles: Student Leadership Program Committee Chair, Army ROTC, Teach For America, Sorority Rush Recruitment Counselor, ASM Representative, Engineering Expo, Dance Elite Coach, Polygon Officer, WUD Chair

Academic Courses: Sociology 496 Leadership Seminar, Communication Arts 260 Communication & Human Behavior, MHR 420 Organization Management, EPD 265 Teams & Engineering Professions

Civic Engagement: Alternative Breaks, Service-learning courses, service-related student organizations, Youth Camp Counselor, Kerry/Edwards Campaign, Blood Drives, YWCA Volunteer, United Way, Toys For Tots, High School Classroom Volunteer

Workshops/Seminars: Student Leadership Program All-Campus Leadership Conference, LGBT Leadership Institute, LeaderSHAPE, Emerging Leaders Program, WUD Retreat, UW Housing Leadership Conference, Women's Leadership Conference

Work Experience: Student Leadership Program Coordinator, House Fellow, ASM, Intramural Student Supervisor, SOAR Guide, Morgridge Center Staff Position

Activity Area	Hours	Description	Verification
Leadership Roles (LR)	20 hours max.	You must accept a leadership role where major responsibilities are expected. This may be a formal position or a different role where you are expected to set and accomplish goals, and empower/lead others, and have a significant impact and foster positive social change on your group members, the organization, the campus, and community.	<input type="checkbox"/> Position Description / Expectations <input type="checkbox"/> Letter of verification from advisor <input type="checkbox"/> Personal goal statement of what you hoped to achieve in position <input type="checkbox"/> One page summary of what was learned and how it relates to a specific content area.
Academic Courses (AC)	30 hours max.	For credit courses that have principal material relating to leadership and at least one of the three content areas. This may be in the form of an entire class or specific modules. Must be a course at UW-Madison. Student must obtain grade of 3.0 or better for the class to qualify. One academic credit equals 15 contact hours.	<input type="checkbox"/> Transcript <input type="checkbox"/> Syllabus <input type="checkbox"/> 3.0 or better <input type="checkbox"/> One-page summary of what was learned and how it relates to a specific content area.
Civic Engagement (CE)	20 hours max.	Service and volunteer experiences that showcase your civic engagement, social responsibility, and leadership skills. At least 50% of the total hours submitted must be completed off campus. At least 10 hours must be accumulated as sustained service with 1 organization. Examples of service may include a wide array of community service activities such as volunteering, service-related stu org, service-learning courses, alternative breaks, advocacy, WIF, and campaigns.	<input type="checkbox"/> Volunteer Position Description <input type="checkbox"/> Non-profit Agency Mission/Description where you did service <input type="checkbox"/> Written verification of participation from community service agency <input type="checkbox"/> One-page summary on what was learned as it relates to a specific content area.
Out-of-Class Learning (WSC) including workshops, seminars, & conferences	30 hours max.	Non-credit leadership learning opportunities. Contact hours may only be provided for actual workshop time.	<input type="checkbox"/> Certificate, letter, or card of participation verifying you attended event <input type="checkbox"/> Summary on what was learned and how it relates to a specific content area (length varies depending on the amount of hours completed - average of 2-3 pages)
Work Experiences (WE)	20 hours max.	Paid personal growth and skill base opportunities that include a developmental focus. Examples may include House fellows, ASM, and SLP coordinators.	<input type="checkbox"/> Job Description/Expectations <input type="checkbox"/> Letter from supervisor <input type="checkbox"/> One-page summary on what was learned and how it relates to a specific content area.

Content Areas

In addition to the five activity areas, there are three content areas: individual, group, and community. These content areas are not in addition to the 100 hours, but each activity submitted must also satisfy the Content Area requirements. This was established to encourage broad, personal leadership development across a number of contexts. As with the Activity Areas, there are hour maximums for each of the three Content Areas.

Content Area	Hours	Description
Individual (I)	30 hours min.	Includes a consciousness of self, congruence within self, and a sense of commitment. Knowing yourself is a fundamental value of leadership development. The certificate seeks to recognize individuals who are aware of their beliefs, values, attitudes and emotions that motivate one to take action; one who can become a committed participant in the shaping of the group's common purpose; and one who thinks, feels, and behaves with consistency, genuineness, and authenticity.
Group (G)	45 hours min.	Includes collaboration, dealing with controversy in a civil and respectful manner, seeking a common purpose. In this area, the certificate seeks to recognize individuals who are able to work with others in a common effort. Collaboration constitutes a cornerstone value of the group leadership effort because it empowers self and others through trust; and recognizes that differences in viewpoint are inevitable, and that such differences must be communicated but with civility – respecting others and with a willingness to hear each other's views and exercise restraint in criticizing others.
Community (C)	25 hours min.	Focused on citizenship and civic engagement. In this content area, the certificate seeks to recognize individuals who understand the connection between leadership and community. One who works in partnership with community members inspires and involves others in volunteering, responds to practical problems or community issues, and one who works to assure the impact of their efforts in the community is sustainable.

The activity and content areas are connected into an activity matrix for reporting. A sample can be found in Appendix A.

Online Courses

Several online learning activities have been identified as choices for completion of the Online Courses portion of the certificate requirements. You are only required to complete three learning activities and may choose which sites are most applicable to you and your group. The intention is that as the availability of online learning activities increases that this list will be expanded. Currently, the list includes the following sites.

1) Emotional Intelligence Services (EIS)

<http://ei.haygroup.com/resources/>

Student Learning Activity – Complete the “Emotional Intelligence Quiz” and the survey under “Does your enterprise have a real and effective team at the top?” Also complete one-page response paper that highlights how the information learned could be applied for individual or group development.

Description – Daniel Goleman and the Hay Group have identified a set of competencies that differentiate individuals with Emotional Intelligence. The competencies fall into four clusters:

Self-Awareness – Capacity for understanding one's emotions, one's strengths, and one's weaknesses;

Self-Management – Capacity for effectively managing one's motives and regulating one's behavior;

Social Awareness – Capacity for understanding what others are saying and feeling and why they feel and act as they do; and

Relationship Management – Capacity for acting in such a way that one is able to get desired results from others and reach personal goals.

The site includes information, examples, and a self-assessment. Dr. Daniel Goleman founded EIS after writing his new book, *Working with Emotional Intelligence*, in 1998. In his research for this book, Dr. Goleman drew on Hay Group's 35 years of competency research (research initially begun & carried out by McBer & Co.)

2) The Art & Science of Leadership

<http://www.nwlink.com/~donclark/leader/leader.html>

Student Learning Activity – Complete any five of the twenty-one chapters on this Web site. Also complete one-page response paper.

Description – This award winning web site is loaded with information about leadership, human resource development, training, and development. This page is an online study guide that reviews major leadership theories and behaviors in twenty-one lessons. Examples include; Leadership Styles, Leadership & Character, Leadership & Diversity, and Performance.

3) Leader Values

<http://www.leader-values.com/4es/default.asp>

Student Learning Activity – Read the “4 E’s In Full” and complete a one-page response paper outlining how you could apply what you learned.

Description – A number of sources were used in the development of this site which discusses a training model called the “4E’s” as a practical approach to leadership. The model was developed through available literature, studying historic leaders, and from personal experiences from the author. The 4E’s are Envision, Enable, Empower, and Energize, and the site discusses what is termed “The Essential Truths About Leadership;” Leaders create and need followers, Leaders create and need change, Leaders and followers have congruent value systems, and Leadership is a process not an event.

4) Program Planning Resource Guide

http://soo.studentorg.wisc.edu/Renee_Web/index.html

Student Learning Activity-Read five chapters of the Resource Guide and complete a one-page response paper outlining how you could apply what you learned.

Description-Developed by the Student Organization Office to assist student groups with their program planning, this resource guide walks through and gives examples of the most important steps involved in planning effective programs on campus. Topics include; assessment, program plan topics, marketing and publicity, final details, and a link to special event University policies if applicable for groups.

5) **Race the Power of an Illusion**

http://www.pbs.org/race/000_General/000_00-Home.htm

Student Learning Activity- Choose four of the six activities from this site in order to explore the power of race. [From the home page click on Learn More to view all six chapters/activities] Complete a one-page response paper outlining what you learned and how you can apply it to your life.

Description-Race is one topic where we all think we're experts. Yet ask 10 people to define race or name "the races," and you're likely to get 10 different answers. Few issues are characterized by more contradictory assumptions and myths, each voiced with absolute certainty. What is this thing called "race?" - a question so basic it is rarely raised. What we discovered is that most of our common assumptions about race - for instance, that the world's people can be divided biologically along racial lines - are wrong. Yet the consequences of racism are very real. How do we make sense of these two seeming contradictions? Our hope is that this series can help us all navigate through our myths and misconceptions, and scrutinize some of the assumptions we take for granted.

Produced by California Newsreel, in association with the Independent Television Service (ITVS). Distributed through Public Broadcasting Service.

6) **Conflict Resolution**

<http://www.ohrd.wisc.edu/onlinetraining/resolution/index.asp>

Student Learning-Read the first three chapters (What is Conflict, Common Problems, and 8 Steps to Resolving Conflict) of this site and complete a one-page response paper outlining how you can apply what you learned.

Description-Conflict is a complex issue, one that naturally permeates all organizational and community life. In order to address conflict effectively, we need: An attitude of respect towards those with whom we disagree; A willingness to entertain new definitions of the issues at hand; Sensitivity to cultural, gender, and personality differences that may influence perceptions of the needs of the parties; and Attention to the development of communication and problem-solving skills.

Developed by the Office of Human Resource Development, Training Officer, Harry Webne-Behrman, this site recognizes that conflicts cannot be addressed by simple advice, but the hope is

that this site can serve as a resource that enhances your understanding of the challenges you face and connects you to other learning opportunities.

7) **How To Run Effective Meetings**

<http://www.ohrd.wisc.edu/academicleadershipsupport/howto1.htm>

Student Learning-Read the first three chapters (Responsibilities of the Chair, Common Meeting Problems, and Best Practices and complete a one-page response paper outlining how you can apply what you learned.

Description-Developed by the Office of Human Resource Development, this resource can assist anyone who is put in a position of having to run a meeting. The resource can also assist those who are experiencing particular challenges within their meetings such as timing, dominant and/or silent participants, and lack of follow through. It is an excellent resource for all student leaders.

Educational Artifact

The Educational Artifact can be a short paper, short presentation (scheduled through the Student Organization Office), web site or other medium approved in advance by the Student Organization Office and is intended to demonstrate the growth and learning in the different content areas, as well as the impact of your contribution on individuals, groups, and the community. It is also intended to serve as a capstone synthesis for the Leadership Certificate. The Artifact is a concise description of the characteristics that comprise who you are and what you have learned about yourself through the activities listed in the Record of Activity, and your impact on others. Within the artifact, identify strengths and areas for improvement, as well as needs that you anticipate as you progress through your career at and beyond UW-Madison.

The artifact is evaluated by a panel of students and staff using the following criteria:

- (A) Effective presentation of significant personal and professional events (which may or may not be included in the activities listed for the Certificate)
- (B) Demonstrated identification and analysis of learning derived from these events including the impact on others.
- (C) Developed personal action plan identifying critical next steps for furthering your personal development.
- (D) Organization including logical development of material; clarity of communication; quality of grammar, spelling, and punctuation.

The artifact is evaluated as either “acceptable” or “not acceptable.” Those artifacts that are evaluated by the panel as “not acceptable” will be provided specific feedback to improve the artifact to a level sufficient to “acceptable.” The decision of the panel is final. Any student who does not receive the Certificate may re-apply as soon as the next semester.

In terms of format, written work should be five pages in length; presentations should be not longer than 15 minutes in length. Artifacts delivered via the Web are not constrained by limits but should reflect the significance and quality of the learning as well as the impact on others achieved through participation in the activities submitted.

The artifact is not simply a reiteration of what you have already developed for your packet. Rather, the artifact is to pull everything you have learned together – where you have been, what you have learned, and what do you need to work on from here.

Here are some reflection questions to help guide you as you work on your Educational Artifact:

- What lesson(s) did you learn from your experience that may have surprised you? Or challenged your then-current perceptions?
- How has the Leadership Certificate activities helped you grow as a leader and member of your organization and/or community?
- Think about the activities/roles you have participated in. How has each one been similar? How have they differed?
- If you could take away but 1 lesson from this experience and share it with others, what would that be?
- How has this experience changed/developed you? How will this affect your future leadership work?
- What is the biggest challenge for you when engaging in leadership activities? How will you continue to address it?
- Talk with several people who have known you from different areas of your life (e.g., a family member, a friend, a co-worker, etc.) and are aware of your leadership work. How do they perceive you to have grown as a leader as you progressed through leadership activities and assumed more roles with more responsibilities?

Ethics Statement

Each student must sign the following ethics statement.

I certify that the information in this application is true and complete to the best of my knowledge and I understand that inaccurate information may affect my status relative to the Leadership Certificate. I also understand that if, after receiving the Leadership Certificate, it comes to the attention of the granting parties that information I am presenting here is untrue or inaccurate, the Leadership Certificate will be withdrawn and all benefits forfeited. I also acknowledge that this application and supporting documents become the property of the University of Wisconsin system.

Applying for the Certificate

Any student meeting the qualifications is encouraged to apply for the Leadership Certificate. To apply for the Certificate, a student would acquire a “Leadership Certificate Application” form either online or from the Student Organization Office and then assemble the application materials. It is important to note that each student is responsible for tracking her/his own involvement and retaining all records necessary for the form. The only time that student records should be submitted is when accompanied by the complete “Leadership Certificate Application” packet.

Forms are available at the Student Organization Office in the Red Gym as well as online to assist with tracking and verifying their involvement. For more assistance, the Student Organization Office peer advisors are available by appointment and optional monthly leadership reflection sessions where students can receive assistance will also be available.

Application Process

- A. Student decides to apply for the Leadership Certificate and registers on line at <http://soo.studentorg.wisc.edu>.
- B. Attends the Leadership Certificate Orientation Session provided by the Student Organization Office, offered one time each semester
- C. By the established deadline date, the student submits a hard copy and electronic copy of the necessary forms and supplemental records as outlined on page 4 under the verification column. As well as the following:
 - o Leadership Certificate Application form (Appendix A)
 - o Leadership Certificate Record of Activities form(s) (Appendix B)
 - o Leadership Certificate Online Learning Record (Appendix C)
 - o Educational Artifact and
 - o The signed ethics statement, stating that all information submitted is complete and accurate
- D. Leadership Application Materials are reviewed by the Student Organization Office for completeness
- E. Each section is evaluated by the appropriate Leadership Certificate Selection Committee Member
- F. Educational Artifact is evaluated by the Leadership Certificate Educational Artifact Panel; any student who wishes to utilize the presentation format for the educational artifact must also schedule an appointment with the panel through the Student Organization Office
- G. Student is notified of decision by the Student Organization Office

Any student who does not receive the Certificate in the semester s/he applied may pick up her/his materials and use them to re-apply after making the appropriate modifications.

Calendar of Events:

Fall 2006 Calendar

Leadership Certificate Orientation Session	September 19 th 1-2pm and 4-5pm
Optional Monthly Leadership Information Sessions	November 9 th 4-5 pm
Leadership Certificate Applications due	November 22nd
Students notified	Before December 8 th

Spring 2007 Calendar

Optional Leadership Information Sessions	February 20 th 4:00pm, On Wi Room February 22 nd 2:30pm, TIGH (Grainger)
Question / Answer Sessions	March 20 th 4-5pm, Morgridge Center April 10 th 2:30pm, On Wi Room
Leadership Certificate Applications due	April 13, 2007 by 5pm in the SOO
Students notified	By April 27, 2007
All-Campus Leadership Awards Banquet	April 30, 2007, 5:30-7:30, TITU

Applications will not be accepted during the summer months but assistance is available from the Student Organization Office.

Frequently Asked Questions

1. What are you looking for in verifications?

(LR) What you learned from the role and not what you did.

(OutofClass) What you learned and how they relate to your own leadership experiences

*The Out-of-Class Learning requires you to write one page for every five hours of activity. This does not mean that every five hours must correlate with exactly one page of writing; it is more of a general guideline. For example, we expect about 4 pages of writing if you do 20 hours of activities, 5 pages for 25 hours, ect. Students who have participated in many activities might find it helpful to “lump” together the activities that were similar or that taught you similar lessons, and then write about the activities as a whole. Your style of writing is completely up to you. Just remember we are primarily looking for what you learned, not what you did.

(Academic) How you used the information you learned outside the classroom

(Online) See question prompts in the packet

2. What is an Educational Artifact?

The Education Artifact is your personal action plan for how you plan to continue your leadership development in the future. This is not a reiteration of what you have shared in your reflections, but a capstone of how you grown as a person from your leadership experiences.

- Past examples, 5 page paper, 15 minute

- presentation, interactive website

3. How should the certificate information be organized?

You do not have to turn in a portfolio or binder, but some past recipients have which kept the material well organized and reader-friendly (for the “grading” committee). Please fill out and sign the leadership application, and also complete the Activity Log Sheet (please total the hours on the application). The application should help you arrange your material in an order that coordinates with your log entries.

If possible, email all responses electronically to leadership@odos.wisc.edu

4. What do you mean by a one-page reflection paper?

One page means one page single spaced or double spaced. Honestly, the length is not what we judge, but rather the quality of what you write. We recommend at least one page to encourage students to really analyze and reflect about their experiences on campus.

5. What do I need to verify my Academic Course?

The course that you choose for this activity area must already be completed. We cannot accept courses that you are currently taking because there will be no final grade available by the time we award recipients. Please be sure to include the course syllabus, official/unofficial transcript (to show a 3.0 grade), and a one page summary of what you learned and how it relates to the activity area.

6. What if I can't fulfill the maximum hours in each activity area?

The Leadership Certificate requirements are set up so that you have a chance to complete a maximum of 120 hours of service and activities, but you are only required to complete 100. This should help give some of you a little leeway in the activity areas where you might be lacking hours. You are not required to record a leadership experience in EVERY activity area.

7. Can one position or activity be used for more than one activity area?

No. Although one activity may fulfill multiple Activity Areas, the purpose of this Certificate is also to be sure you are educated in different multiple aspects of leadership.

8. Can a service-learning course count for both the Academic Courses and Civic Engagement activity area?

No. Although a service-learning course could fulfill both academic courses and civic engagement, you must choose one activity area in which to use it.

9. Can one position or activity be used for more than one content area?

Yes.

10. Could philanthropy be considered civic engagement?

No, although philanthropy is a very worthy cause, the purpose of civic engagement is to emphasize engagement with community members that showcases your leadership skills.

Final Comments

The Leadership Certificate provides a student leader who has excelled in her/his role and in the development of new skills and knowledge with a formal acknowledgement of these contributions and achievements. It is not expected that every student engaged in leadership at UW-Madison will qualify for the Certificate. The Leadership Certificate Program will continue to evaluate all aspects of the certificate to continue to ensure high quality participation from those leaders who do and will make a difference in the life of individuals, groups, and the community.

Questions? Contact:

Katie Rowley
Leadership Intern
Student Organization Office
leadership@odos.wisc.edu

Available by appointment (please email first)

Office Hours

Monday & Wednesday 11:00 – 2:15

Tuesday & Thursday 2:30 – 4:30

Leadership Certificate Application

Name: _____ ID# _____ E-mail: _____
 (Please Print)

Address: _____ City: _____ State: _____ Zip Code: _____

Please consider this application for the:

- _____ Fall semester deadline (materials due to the Student Organization Office by 4 pm on November 22nd); or
- _____ Spring semester deadline (materials due to the Student Organization Office by 4 pm on April 13th).

Leadership Certificate Application Checklist

- _____ Currently enrolled UW-Madison student with cumulative grade point of 2.5 or above and in good standing
- _____ Completed “Leadership Certificate Activity Summary” and “Leadership Certificate Activity Record”
- _____ Completed three online modules focused on leadership development from established list and provided evidence of completion
- _____ Completed an educational artifact (paper, Web site, presentation) indicating the learning and growth gained through the educational and experiential activities and the impact on others as documented in the Record of Activities
- _____ Signed ethics statement at the end of this sheet
- _____ Materials delivered by semester deadline to the Student Organization Office, Room 239 Red Gym, 716 Langdon Street, Madison, WI 53706

Questions can be directed to the Student Organization Office at 608-263-0365 or leadership@das.wisc.edu

Leadership Certificate Activity Summary

Activity Area	Hours	Corresponding Activity Numbers*
Leadership Roles (LR)	/ 20 hours	
Academic Courses (AC)	/ 30 hours	
Civic Engagement (CE)	/ 20 hours	
Out-of-Class Learning (WSC) including workshops, seminars, & conferences	/ 30 hours	
Work Experiences (WE)	/ 20 hours	
TOTAL HOURS	/ 100 hours	

*Taken from the following “Leadership Certificate Record of Activities”

Content Area	Hours	Corresponding Activity Numbers*
Individual (I)	/ 30 hours	
Group (G)	/ 45 hours	
Community (C)	/ 25 hours	
TOTAL HOURS	/ 100 hours	

*Taken from the following “Leadership Certificate Record of Activities”

Ethics Statement

I certify that the information in this application is true and complete to the best of my knowledge and I understand that inaccurate information may affect my status relative to the Leadership Certificate. I also understand that if, after receiving the Leadership Certificate, it comes to the attention of the granting parties that information I am presenting here is untrue or inaccurate, the Leadership Certificate will be withdrawn and all benefits forfeited. I also acknowledge that this application and supporting documents become the property of the University of Wisconsin system.

Signature: _____ Date: _____

Leadership Certificate Record of Activities

Name: _____ ID# _____

Activity Number	Dates	Activity Description	Activity Area* (Please circle Area)	Content Area(s)** (Please circle Area)	Hours	Verification Submitted***
1			LR AC CE WSC WE	I G C		
2			LR AC CE WSC WE	I G C		
3			LR AC CE WSC WE	I G C		
4			LR AC CE WSC WE	I G C		
5			LR AC CE WSC WE	I G C		
6			LR AC CE WSC WE	I G C		
7			LR AC CE WSC WE	I G C		
8			LR AC CE WSC WE	I G C		
9			LR AC CE WSC WE	I G C		
10			LR AC CE WSC WE	I G C		
11			LR AC CE WSC WE	I G C		
12			LR AC CE WSC WE	I G C		

*Activity Areas: LR – Leadership Roles, AC – Academic Courses, CE – Civic Engagement, WSC – Out-of-Class Learning including workshops, seminars & conferences, WE – Work Experiences. **Content Areas: I – Individual, G – Group, C – Community. ***Verification information should be attached following the last page of the “Leadership Certificate Record of Activities” form and should identify the “Activity Number” clearly at the top of each submission.

Please Initial Each Page Here: _____

Leadership Certificate Online Learning Record

For each of the online learning opportunities, complete the activity as described and write a one-page paper responding to the following questions:

1. As you consider your leadership involvement, how does the information in the Web site resonate with your experience?
2. How could you apply the information from the online information?
3. How could others in your organization benefit from this information?

Upon completion of the activity and the one-page response paper, staple the papers together and use this sheet as the cover sheet. Submit the entire "Online Learning Record" with your "Application" and "Record of Activities."

Date Completed	Description of Activity	Web Site	Verification Submitted
	Emotional Intelligence Services (EIS)	http://ei.haygroup.com/resources/	One-page response paper
	The Art & Science of Leadership	http://www.nwlink.com/~donclark/leader/leader.html	One-page response paper
	Leader Values	http://www.leader-values.com/support/assessment.asp	One-page response paper
	Program Planning Resource Guide	http://soo.studentorg.wisc.edu/Renee_Web/index.html	One-page response paper
	Race the Power of an Illusion	http://www.pbs.org/race/000_General/000_00-Home.htm	One-page response paper
	Conflict Resolution	http://www.ohrd.wisc.edu/onlinetraining/resolution/index.asp	One-page response paper
	How To Run Effective Meetings	http://www.ohrd.wisc.edu/academicleadershipsupport/howto1.htm	One-page response paper

Any questions, please contact the Student Organization Office, Room 239 Red Gym, 716 Langdon Street, Madison, WI 53706 or by phone at 608-263-0365 or e-mail at SOO@das.wisc.edu .

Please Initial Each Page Here: _____

