Proposal for a

Certificate in Culture & Change in Institutions

at

The Judith Herb College of Education

About the Program

Certificate Requirements: 12 credit hours

Level Offered: Graduate (Ph.D. or Masters)

Admission Requirements: Student meet admission requirements as stated for the TSOC Masters or Ph.D. program

Target Audience:

(1) UT staff members who want to enhance their effectiveness in current job positions;
(2) New graduate students who want a shorter term goal than a degree program
(3) Graduate students in degree programs that the certificate will enhance

Purpose

The purpose of this certificate program is for participants to recognize and use culture more effectively in their professional practices as agents in institutional settings, both educational and other. Culture consists of the values, beliefs, and behaviors that we learn, use, and transform
daily in all aspects of living, including educational settings. Culture is basic to individuals’ identities, and culture provides the tools and materials that individuals use to interact in social settings. The macrocultural institutions which provide the foundation for social life tend toward being based on and fostering the dominant culture, that set of values, beliefs, and behaviors that reflects and supports the status quo and the power and privilege of some individuals and groups over others. This is significant in the U.S., as the U.S. is ideally a cultural democracy, where all individuals’ cultures are equally valued. Courses in the proposed certificate program foster awareness and understanding of culture and power, and also deliver practical strategies and techniques for individuals working in institutional settings to contribute to dynamic institutional culture that extends access and privilege to individuals from all cultural backgrounds and supports enactment of our national democratic values.

Alignment with Standards

The Certificate in Culture and Change in Institutions aligns with Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies (2012; http://www.educationalstudies.org/PDF/SFE_Standards_Call_for_%20Comment_1.pdf). These standards have been developed to guide programs that “prepare individuals for college and university faculties and for academic and administrative positions within community colleges, public and private schools, research bureaus, religious institutions, and public and private service agencies.”

The UT Certificate in Culture and Change in Institutions Program is based firmly in the Social Foundations of Education Statement of Beliefs:

[W]e believe that education is a public good and essential to the cultivation of a democratic civil society…. We believe we must work against narrow conceptions of education and schooling which marginalize or otherwise minimalize the knowledge, culture, and experiences of some populations within our society while privileging others…. We have a responsibility to provide our students with the conceptual and practical tools to advocate for their own students and communities, and assist them in understanding how their work is influenced by social and structural forces, school and community contexts, and their own life histories and belief systems.

Coursework comprising the certificate program features measurable learning objectives that assure that individuals have opportunity to acquire the specific knowledge, skills, and dispositions necessary to enact these beliefs. Specific objectives provide the language necessary to explain the direct application of the knowledge, skills, and dispositions to performing professional work that supports access, privilege and success for all students and clients served.

Rationale and Program Summary

Who we are

The University of Toledo Judith Herb College of Education Department of Educational Foundations and Leadership has provided high quality coursework in multicultural, nonexist
education, intergroup/intercultural, culturally relevant teaching and administration for decades, serving the educational needs of in-service and preservice P-12 teachers and administrators, postsecondary teachers and administrators, and community educators and administrators. Until now, the only formal program options available have been Masters and Ph.D. degrees. With an increased demand for flexibility in meeting continuing education requirements, accompanied by increased demand for continuing education in areas related to student success and teacher retention at both the K-12 and postsecondary levels, a third option, that of certificate, has come into demand.

**About the certificate program**

Housed in the Judith Herb College of Education, the Certificate in Culture and Change in Institutions primarily meets needs in educational institutions in the greater Toledo metropolitan area and beyond for teachers and administrators, both P-12 and postsecondary, while building on the existing, high-quality academic programs already in place at UT. However, the certificate’s relevance is not limited to professionals in educational settings: those who work in healthcare, criminal justice, governmental and non-governmental agencies, and any institution serving the diverse U.S. population will find the certificate useful.

**What we offer**

Coursework is offered on the UT main campus scheduled in late afternoon to accommodate work schedules, with two of the courses also being available online. Whether online or face-to-face, coursework engages students in action research and community engagement so that students are doing real work, toward understanding issues that they have identified as concerning them, while earning course credit.

Participants in the Certificate program select four courses from the following five, allowing them flexibility to focus on different aspects of the individual and identity, cultural processes, or institutional policies and practices. All certificate courses count toward a Masters or Ph.D. degree in Theory and Social Foundations (TSOC) should a participant decide to continue beyond earning the certificate. The following courses can be taken in any sequence:

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<th>Course (choose 4 of 5)</th>
<th>Description</th>
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<td>TSOC 5230/7230 Intergroup and Intercultural Education (FTF)</td>
<td>Explores how ethnic and racial groups in the U.S. have interacted historically and how that history affects current relations and issues</td>
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<td>TSOC 5100/7100 Group Processes (FTF or DL)</td>
<td>Facilitates development of social networks and processes essential for individuals to work effectively in social settings</td>
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<tr>
<td>TSOC 5210/7210 Multicultural, Nonsexist Education (FTF)</td>
<td>Analyzes cultural bias, individual prejudice, and institutional discrimination as an interactive system and provides action strategies for antibias, antidiscrimination practices</td>
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Participants in the certificate program receive ongoing guidance and advice from tenured faculty members teaching in the program, to suit the student’s interests, professional goals, and schedule. Upon applying for the certificate, the faculty advisor and student will meet to devise a cohesive plan of study. Other courses may be substituted with approval from certificate academic advisor.

**Faculty**

Vicki Dagostino, Ph.D.  
Mary Ellen Edwards, Ph.D.  
Lynne Hamer, Ph.D.  
Revathy Kumar, Ph.D.  
Renee Martin, Ph.D.  
Dale Snauwaert, Ph.D.

**Marketing**

Imagine the possibilities.... Then work together to make them realities, in small ways and large.

If you would like to think about the world, how it is, how it could be, and how schools and universities can be places where that change happens, this certificate program might be for you.

Join us to discuss the possibilities and see some action.

Graduate certificate available at the Masters or Ph.D. level, with option to continue in the degree program

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.” -- Margaret Mead