

Guide to Graduate Certificates

**Union Institute & University
Ph.D. Program in Interdisciplinary Studies**

Introduction

All students in the Ph.D. Program in Interdisciplinary Studies have the option to pursue (in addition to their concentration in Educational Studies, Ethical and Creative Leadership, Humanities and Culture, or Public Policy and Social Change) one of six graduate certificates embedded in the program. These certificates are:

- Creative Writing
- Design Thinking
- Educational Leadership
- Executive Leadership
- Museum Studies
- Women's and Gender Studies

This guide provides detailed descriptions and requirements for each certificate. While each certificate requires 12 credits, some of the certificates require participation in additional activities such as presentations or attendance at meetings or webinars. To earn a certificate (or in some cases two certificates when requirements overlap) students should engage in careful planning with their concentration advisor and the coordinator of the certificate(s) being sought.

Students who earn a certificate will have this reflected on their transcripts and diploma.

Graduate Certificate in Creative Writing



Coordinator: Dr. Carol Barrett (carol.barrett@myunion.edu)

Description

The Graduate Certificate in Creative Writing is available to students enrolled in the Ph.D. program and can be completed without taking any additional course work. Comprised of two workshop-style creative writing courses and two advanced content courses, the twelve credit Graduate Certificate in Creative Writing provides students with formal recognition of their work in Creative Writing as well as their dedication to creative writing as a craft, scholarship, and intellectual pursuit. Given the increased attentiveness to creative writing in fields such as education, leadership studies, sociology, psychology, and medicine, many students find this formal recognition of their scholarly creative work to be a valuable credential in both academic and non-academic job markets.

The Graduate Certificate in Creative Writing thus:

- Recognizes a student's creative and scholarly pursuits in the field of Creative Writing;

- Enables students to delve deeply and fully into their own creative writing and the creative writing of others;
- Supports students producing a Creative Dissertation.

Curriculum

The Graduate Certificate in Creative Writing requires 12 credit hours, six of which must be Creative Writing workshop courses taken as electives, and six of which may be chosen from among an approved list of advanced courses.

Required Workshop courses (6 credits, taken as electives). Select two of the following courses*:

HMS 808: Creative Writing I

Creative Writing I supports the needs of students interested in creative writing, in advancing their own writing, and working to more fully understand the writing of others. This course has two facets: producing and discussing student-generated work in a workshop environment with a dedication to craft, the drafting process, and revision, and reading, discussing, writing about and theorizing writing as an intellectual, creative, and scholarly pursuit.

HMS 823: Creative Writing II

Creative Writing II supports the needs of students interested in creative writing, in advancing their own writing, and working to more fully understand the writing of others. This course has two facets: producing and discussing student-generated work in a workshop environment with a dedication to craft, the drafting process, and revision, and reading, discussing, writing about and theorizing writing as an intellectual, creative, and scholarly pursuit.

HMS 816: Creative Writing III: Form and Genre

The course explores some of the issues surrounding contemporary creative writing to facilitate understanding the relationship between form and content and the inevitable political consequences of their artistic choices, in the larger world of contemporary literature, and to suggest ways in which they might articulate all of the above in a coherent and rigorous fashion. Students develop and further their own form and genre choices while working to more fully understand the form and genre choices of other writers. Students produce and share work in a workshop environment and receive feedback on their work from their peers and instructor.

HMS 820: Poetry and Healing

This course employs a workshop format to examine the conceptual bases for the healing potential in poetry, and to encourage the development and refinement of original poetry on illness and wellness themes. We will review poetry written by health practitioners, by patients, their friends and families. Students will become familiar with poetry on such themes as cancer, Alzheimer's disease, alcoholism, and bereavement. They will be free to select subjects of particular interest as they explore poetry as a vehicle for healing insight.

Any two of the following advanced courses (6 credits)*:

HMS 802: Memoir and Identity

Memoir and Identity examines the origins, evolution, and contemporary practice of life-writing (with references to autobiography, biography, and other related forms) with specific focus on personal, social, and cultural identifies. Introduces the core questions and issues raised in memoir writing particularly as related to identify, diversity issues, and social justice, and the relationship between public and private identities.

HMS/PPS 805: Poetry and Politics

Poetry and Politics explores, through the use of poetic language and poetic exploration, the possibility of examining our social and political accounts of reality, and the social/political life.

HMS/MLK 801: The Art of Protest

The Art of Protest explores the rich tradition of protest literature in the United States, India, South Africa, and other regions of the world. It focuses on the study of the production and consumption of dissent as a site of progressive social critique; examines the historical links between modes of protest and meanings of literature; and explores how various expressions of dissent function as aesthetic, performative, rhetorical, and ideological texts within specific cultural contexts.

HMS 811: Global Women's Writing: Art, Culture and Social Justice

Global Women's Writing: Art, Culture and Social Justice explores women writers of the non-Western world who address post-colonial/contemporary issues and ideas including immigration, migration, creative challenges, the interplay of art and social justice, the intersection of politics and art, etc.

ECL 814: Leadership and Creativity

Leadership and Creativity is an examination of the relationship of creativity to leadership beyond notions of innovation including creativity as a life force, as a visionary and boundary-pushing endeavor, and as aesthetics.

*Additional seminars to be determined by the Ph.D. in Interdisciplinary Studies program may be approved on a continuing basis.

Graduate Certificate in Design Thinking



Coordinator: Dr. Anu Mitra (anu.mitra@myunion.edu)

Description

The Graduate Certificate in Design Thinking is available to all students enrolled in the PH.D. Program. At its foundation, design thinking is more of a mindset in that it provides the confidence and creates an environment where everyone becomes part of creating a more desirable future by taking action when faced with a difficult challenge. Design thinking is ultimately a methodology for innovation that combines creative and analytical approaches and requires collaboration across disciplines. This process draws from a variety of fields and combines them with ideas from the arts, tools from the social sciences, and insights from the business world. Teams learn this process together and then personalize it, internalize it, and apply it to their own challenges.

The purpose of the certificate is to equip interdisciplinary scholar-practitioners with knowledge, skills, and dispositions that allow:

- Leverage design thinking as a model for implementing positive changes in their communities;
- Design and implement worthwhile actions that address real challenges for leaders;
- Dive deep into the practice of design thinking by participating in and leading experiential learning;

- Create expertise in leadership, entrepreneurship, social justice, creativity, ethnography, scenario planning, technology, sustainability, research design, and more.
- Pursue research on Design Thinking and related models of cooperative partnership as a forum for problem solving.

Curriculum:

The Graduate Certificate in Design Thinking requires 12 credit hours from various concentrations as detailed below.

Required Courses (6 credits)

ECL 812: Leadership for a Complex World

Exploration of complexity theory, systems theory, futures studies, integral theory and emergent leadership in the context of a complex and rapidly changing world.

ECL/EDST 818: Design Thinking in Education and Leadership

This course explores the meaning, intent, and application of design thinking principles and practices in education and leadership forums. We will explore the broad reaches of this methodology that combines creative and analytical approaches to problem solving and requires collaboration across disciplines for the purpose of creating multiple, innovative solutions to systemic issues.

Any two of the following courses (6 credits)

ECL 851: Art of Social Justice and Leadership

This course examines reflective practices of reasoning and skill-based critical thinking to explore alternative, refreshing, and new solutions to old problems. Visual cognitive skills, social justice theories through the lens of art, and leadership principles through visual culture will lead to new implications for problem solving in education.

HMS 807: Visual Culture

Visual culture is the nexus between visual objects and their cultural contexts. A visual culture approach to imagery in our everyday landscapes and in societal sites of privileged visuals (e.g., in museums, churches, and branding), is not merely a study of images, but a culture's visual meaning system conveyed in images. This course will address the histories, methods, and central debates within the field.

PPS 811: Program Evaluation

Examination of multiple frameworks and methods used in designing program evaluations on a variety of policy issues including education, health, and the environment. Focus on methods of evaluating program effectiveness, the fundamentals

of types of program evaluation, designing program evaluation and ethical, political and cultural challenges when conducting program evaluation.

EDST 875: Internship (when using design principles in consultation with coordinator)

The Educational Studies internship provides students the opportunity to integrate theory and practice while under the supervision of a qualified individual who possesses documented expertise in education. The internship is not meant to be “business as usual.” Rather, the experience is intended to challenge students in new ways, requiring them to step outside of their comfort zones. Given the Educational Studies focus, a central purpose of the internship is for students to explore the complexities involved in furthering ideals of social justice within an educational or related setting.

**Ph.D. students pursuing majors other than Educational Studies, are permitted to enroll in this class and use design thinking principles in an internship experience that will be coordinated with the Design Thinking Certificate Facilitator.

MLK 800: Internship (when using design principles in consultation with coordinator)

The internship experience provides an opportunity for students to deepen, broaden, and strengthen their knowledge and professional experiences or acquire skills and knowledge relevant to their area of concentration. Students in the MLK Studies specialization are expected to integrate theory and practice in a setting that provides opportunities to reflect and implement the strategic work of Dr. King.

**Ph.D. students pursuing specializations other than in MLK Studies, are permitted to enroll in this class and use design thinking principles in an internship experience that will be coordinated with the Design Thinking Certificate Facilitator.

Curriculum

The Graduate Certificate in Educational Leadership requires 12 credit hours. In addition, candidates for the certificate will be required to attend a minimum of four meetings convened during Ph.D. Academic Residencies with a focus on assigned readings to include topics such as: leading for social inclusion; building professional learning communities, evidence-based leadership within learning communities, cognitive science and teaching and learning; human development and learning; issues in higher education, and student affairs. Candidates will also be required to make at least one presentation at these meetings and participate in ongoing Campus Web Group discussions.

The Certificate will include four components embedded in existing Ph.D. Education Studies and Ethical and Creative Leadership courses, thereby allowing students to investigate crucial dimensions of educational leadership specific to their leadership interests. Courses comprising the Graduate Certificate in Educational Leadership include:

Required Courses (6 credits)

ECL 710: Foundations of Ethical and Creative Leadership

Introduction to classic and contemporary theories and models of leadership. Focuses on (1) the intersection of leadership, ethics, and creativity; (2) the historical, philosophical, and moral contexts of leadership; and (3) leader/follower relationships in the attainment of organizational and societal goals.

EDST 710: Education, Society, and Culture

This course examines historical and philosophical foundations of education in the U.S. and explores the interplay between educational institutions (Pre-K -12 and higher education) and other political, social, and cultural institutions. Particular attention is given to issues of diversity in contemporary U.S. education.

Any two of the following advanced courses (6 credits)

ECL/EDST 818: Design Thinking in Education and Leadership

This course explores the meaning, intent, and application of design thinking principles and practices in education and leadership forums. We will explore the broad reaches of this methodology that combines creative and analytical approaches to problem solving and requires collaboration across disciplines for the purpose of creating multiple, innovative solutions to systemic issues.

EDST 875: Internship

The Educational Studies internship provides students the opportunity to integrate theory and practice while under the supervision of a qualified individual who possesses documented expertise in education. The internship is not meant to be “business as usual.” Rather, the experience is intended to challenge students in new ways, requiring them to step outside of their comfort zones. Given the Educational Studies focus, a central purpose of the internship is for students to explore the complexities involved in furthering ideals of social justice within an educational or related setting.

EDST 826: Race, Racism, and Critical Race Theory in Education

This course will explore the role that race features in the classroom and beyond, broadening students' understanding of institutional racism in its visible and invisible forms. Historical perspectives will be studied to inform students' ability to grapple with and call into question the assumptive foundations of racism and its effects on marginalized peoples as well as on dominant groups. Strategies for creating classrooms, schools, and communities of equity without erasing difference will be theorized.

ECL 822: Leadership and Change

This course focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in organizations. The course will include an exploration of the relationship between the organization's leader and the effectiveness of that setting.

ECL 807: Women, Leadership, and Policy

Exploration and analysis of the intersection and interaction between and among women, leadership and public policy. Aspects of policy development and leadership theory are discussed. A case method of analysis is employed providing opportunity for investigation in a range of policy areas, e.g., social welfare, health, environment, arts, economics, international affairs and government. Students select a single subject or area for the development of their own case.

Graduate Certificate in Ethics and Philosophy



Coordinator: Dr. Chris Voparil (chris.voparil@myunion.edu)

Description

The Graduate Certificate in Ethics and Philosophy is designed for students who wish to deepen their understanding of ethics and philosophy to complement their scholarly and professional development. The program of study offers a critical engagement with classic and contemporary texts and emphasizes using ethics and philosophy to promote social change through application to current social issues and moral problems.

Designed to provide students with the knowledge and skills necessary for integrating ethical reflection into their chosen area of study, the certificate develops critical thinking and the ability to write clearly and develop sound and rigorous arguments.

Curriculum

The Graduate Certificate in Ethics and Philosophy requires 12 credit hours, with one required course and three additional courses chosen from two areas, with at least one from each, as detailed below.

Required Course (three credits)

FNDS 701 – Ethics and Social Justice

Examination of alternative conceptions of ethics and exploration of the implications for social justice. Focuses on developing a theoretical foundation and critical engagement of classic texts and contemporary theories.

**Any three of the following courses, with at least one from each area (nine credits)
(each course is three credit hours)**

A. Ethics

HMS 812 - Philosophy and Social Ethics of Religion

Focus on the psychology, social ethics, and world-transforming dimensions of religion. Exploration of religion's moral and social dimensions, stressing how religion's social ethics can be connected with questioning power relations and pursuing political justice. Survey of religious pluralism and the various ways that humanity's liberation has been pursued in many world religions.

HMS 821 - Ethics after Postmodernism

Exploration of the underlying "ethical-political" commitments of the various postmodern thinkers, commitments often obscured by the focus on negative critique that dominated previous debates. Focuses on the assessment of the postmodern legacy, with particular attention to the possibilities of postmodernism in an affirmative mode.

HMS 815 - Special Topics: Ethics and Philosophy Subtitle

Examination of various topics of interest in Humanities and Culture.

B. Philosophy

HMS 809 - Critical Theory

Exploration of the most basic questions about literature and reading. Focuses on the relationship between literary representation and reality. Examines the kinds of relationships possible between a literary text and a reader and the political and cultural work of literature.

HMS 818 - Pragmatism and Justice

This seminar aims both to engage the work of the classical and contemporary pragmatists, with a focus on justice, and to bring a critical lens to it. After reading primary texts of the classical pragmatists and examining debates around their writings and recent scholarship by those working in and around pragmatism for addressing injustice in the areas of race, gender, ethnicity, nation, and empire, as well as those generated by globalization, multinational capitalism, and transnational migration to which familiar liberal theories of justice have proved inadequate.

HMS/PPS 824 – Democracy and Difference

Examination of classical conceptions of democracy and contemporary democratic theories (liberal, deliberative, communitarian, and agonistic). Focuses on the ways each theory neglects or addresses the continuing persistence of inequalities within democracy including inequalities of class/economy, sexuality/gender, and race/ethnicity.

HMS 825 - Critical Social Epistemology

This seminar traces the origins, rise, and use of critical social epistemology across the fields of border and indigenous epistemologies, feminist epistemology, critical philosophy of race and whiteness studies, and queer theory, with particular attention to how these traditions diagnose epistemic injustice and foster forms of epistemic resistance.

HMS 815 - Special Topics: Ethics and Philosophy Subtitle

Examination of various topics of interest in Humanities and Culture.

Graduate Certificate in Executive Leadership



Coordinator: Dr. Betty Overton-Adkins (betty.overton-adkins@myunion.edu)

Description

The Executive Leadership Certificate is available to students enrolled in the Ph.D. program. The 12-credit program provides students with formal recognition of their coursework in leadership and signals interest and preparation for upper managerial leadership roles and responsibilities. The certificate acknowledges preparation that emphasizes focus on a deep organizations, and especially those organizations where a focus on diversity, equity, and inclusion are important to organizational success.

Curriculum

The certificate in Executive Leadership embedded in the Ph.D. program requires 12-credit hours, including one prescribed course, two courses selected from existing advanced courses, and one Leadership Project course.

Required course (3 credits)

ECL 815: The Call to Lead: Critical Thinking and ethical Leadership Development

Study of the ethical development of leadership including the role of human development, as well as the relationship of the individual to the collective in the context of leadership development, integral theory and spirituality.

Leadership courses (6 credits)

Any two of the following advanced courses will fulfill this requirement: (3 credits each)

ECL 720: Ethical and Creative Leadership in Group Dynamics, Organizations, and Society

Introduction to the theories and models of leadership within groups, including small informal groups, groups within communities and organizations, and groups within society. Focuses on analysis of group dynamics and possesses within the contexts of power, conflict, cooperation, creativity, diversity, ethics, values, and change.

ECL/MLK/PPS 807: Women, Leadership, and Policy Leadership in a Complex World

Exploration and analysis of the intersection and interaction between and among women. Aspects of policy development and leadership theory are discussed. A case method of analysis is employed providing opportunity for investigation in a range of policy areas, e.g., social welfare, health, environment, arts, economics, international affairs, and government. Students select a single subject or area for the development of their own case.

ECL 821: Community Based Leadership

Examination of the theory and practice of community-based leadership in a global world, including emergent leadership and concepts such as stewardship, empowerment, resilience, and transformation, particularly in response to challenge and crisis.

ECL 822: Leadership and Change

This course focuses on professional experiences and reflective practice as they come together in examination of leadership theories and strategies for transformative change in organizations. The course will include an exploration of the relationship between the organization's leader and the effectiveness of that setting.

ECL 851: Art of Social Justice and Leadership

This course examines reflective practices of reasoning and skill based critical thinking to explore alternative, refreshing, and new solutions to old problems. Visual cognitive skills, social justice theories through the lens of art, and leadership principles through visual culture will lead to new implications for problem solving in education.

PPS 811: Program Evaluation

Examination of the frameworks and methods used in designing program evaluations on a variety of policy issues including education, health, and the environment. Focus on the methods of evaluating program effectiveness, the fundamentals of types of program evaluation, designing program evaluation and ethical, political and cultural challenges when conducting program evaluation.

Required Leadership Project Course (3 Credits)

ECL 855: Leadership Project: Living Case Study

This course is designed to provide students leadership practice or brief externship with coaching sessions in the student's area of focus. The student identifies a leadership problem or project to work on related to his/her field of interest and then works on the project as a way of practicing and demonstrating knowledge and leadership skills. This course is designed to assist students in creating a portfolio of leadership artifacts that can be used in seeking new leadership skills.

Graduate Certificate in Museum Studies



Coordinator: Dr. Anu Mitra (anu.mitra@myunion.edu)

Description

The Graduate Certificate in Museum Studies is available to all students enrolled in the PhD in Interdisciplinary Studies program to gain a deeper understanding of what it takes to be an agile museum practitioner for the 21st-century museum—one who is always making connections and finding new possibilities in order to keep operations smooth, collections relevant, and visitors inspired. This 12-credit certificate provides students with a formal recognition of their graduate-level coursework in, scholarly commitment to, and familiarity with the field of Museum Studies and for those seeking employment in cultural institutions, academic departments and/or community organizations, non-profit, government, corporate or other professional tracks. This graduate certificate explores fundamental aspects of museum work. It provides students the skills and knowledge that are the basis for many aspects of museum work, including: museum management, collection care and maintenance, and exhibition and educational program development. It is an integrated program of study combining classroom instruction with an internship opportunity for direct on-the-job experiences.

Curriculum

The Graduate Certificate in Museum Studies requires 12 credit hours and the courses need not be taken in a particular sequence.

Required Courses (6 credits)

HMS 852 Professional Museum Internship (taken as elective)

This course entails the students' 80-120-hour placement at a museum in which they gain practical experience in museum or gallery operations, geared toward career goals of individual students. Placement is arranged through certificate program director, with supervision and evaluation by student, museum supervisor, and certificate coordinator.

HMS 856 Museum Studies: The Nature of Museums (may be taken as an advanced HMS course)

Overview of basic elements of museums, their missions, and their characteristics, organized around the key professional activities of museums – leadership and management, and collections. Concentrates on the multi-disciplinarity inherent in museum work required for succeeding in the museum profession.

Two of the following courses (Each course is three credit hours.)

EDST/ECL 818: Design Thinking, Education, and Leadership

This course explores the meaning, intent, and application of design thinking principles and practices in education and leadership forums. We will explore the broad reaches of this methodology that combines creative and analytical approaches to problem solving and requires collaboration across the disciplines for the purpose of creating multiple, innovative solutions, and systematic issues.

HMS 807: Visual Culture

Introduction to the history, methods, and central debates within the field of visual studies. Explores how scholars from various disciplines have focused attention on both cultural specificity of vision and the on the ever-widening array of images and objects available for viewing.

ECL 851: The Art of Social Justice and Leadership

This course examines reflective practices of reasoning and skill-based critical thinking to explore alternative, refreshing, and new solutions to old problems. Visual cognitive skills, social justice theories through the lens of art, and leadership principles through visual culture will lead new implications for problem solving in education.

ECL 812: Leadership for a Complex World

Exploration of complexity theory, systems theory, futures studies, integral theory and emergent leadership in the context of a complex and rapidly changing world.

HMS 805 Special Topics courses are designed in consultation with the instructor and certificate program coordinator, and will include the following subtitles:

- Collection Management--Registration and Conservation.
- Colonialism, Post-colonialism, Globalism, and Exhibition
- Curating Architecture
- Exhibition Planning and Design
- Museum Education
- Curating Contemporary Art.
- Elective Studies in Art History
- Art of Collecting

Graduate Certificate in Women's & Gender Studies



Co-Coordinator: Diane Richard-Allerdyce, Ph.D. (diane.allerdyce@myunion.edu);
Jennifer Raymond, Ph.D. (jennifer.raymond@myunion.edu)

Description

The Graduate Certificate in Women's and Gender Studies (WGS) is available to students enrolled in the Ph.D. Program and can be completed without taking additional work. This 12-credit Certificate provides students with a formal recognition of their graduate-level work in, scholarly commitment to, and familiarity with the field of Women's and Gender Studies for those seeking employment in academic Women's and/or Gender Studies departments and/or community, non-profit, government, corporate or other professional tracks. Women's and Gender Studies serves as a theoretic and underpinning/foundation for their dissertations and further research.

Curriculum

The Graduate Certificate in WGS requires 12 credit hours. In addition, candidates for the Women's & Gender Studies Certificate will be required to attend a minimum of four Women & Power Luncheons at the Ph.D. residency, and to present a project/reflective paper as the culminating contribution to the area at either the Women & Power Luncheon or a Conference Day panel with a WGS focus.

Courses (12 credits)

ECL/PPS/MLK 807: Women, Leadership and Policy

Exploration and analysis of the intersection and interaction between and among women, leadership and public policy. Aspects of policy development and leadership theory are discussed. A case method of analysis is employed providing opportunity for investigation in a range of policy areas, e.g., social welfare, health, environment, arts,

economics, international affairs and government. Students select a single subject or area for the development of their own case.

EDST 823 Gender and Education

This course will focus on historical perspectives and current debates in the area of gender as a marker of difference affecting the education of all students. The intersections of gender, race, class, ethnicity, and sexuality will be emphasized throughout while particular issues of gender are explored from a number of theoretical lenses from behaviorist to post-modernist thought and practice.

HMS 803: Gender, Identity, and Social Efficacy of the Constructed Self

Development of a conceptual foundation for an interdisciplinary inquiry into the gendered self as read through the lenses of French feminism, Lacanian and other neo-Freudian psychoanalytic thought, deconstructionist theory, and contemporary media studies. Focuses on how human subjectivity is grounded in situated narratives of the self and explores current applications of gender theory within and outside of academia in terms of race relations, social justice, political dis, and pedagogy.

HMS 811: Global Women Writing: Art, Culture and Social Justice

This course explores works by women writers of the non-Western world in short story, poetry, and personal narratives, with emphasis on those which address post-colonial/contemporary issues and ideas. Global regional writing is then placed in conversation with works by American women authors whose backgrounds express themes of immigration/migration and cultural aspects of their or their ancestors' countries of origin, demonstrating creative, intellectual, and political connections. Throughout the course, students will have the opportunity to address both primary and secondary/critical sources reflecting the interplay of art, culture, and social justice in this literature as well as to complete pieces of creative writing with themes such as women's lives, issues, and creative challenges.

HMS 850: Individualized Study (when used to conduct research in WGS)

Individualized and advanced study of specific questions and issues related to the student's dissertation research. Focuses on development of a preliminary literature review/intellectual contextualization for the dissertation proposal.

PPS 812: Gender, Sexuality and Public Policy

Examines both the theoretical and historical understandings of gender and sexuality focusing on how specific public policies (or lack thereof) have historically and presently regulate sexuality by validating and legitimizing some behaviors, relationships and

identities, while delegitimizing or even criminalizing others. The course will focus on both theory and public policy and how they mutually engage, reinforce, and contradict on another.

Note: With their advisor's and the professor's approval, students may elect to substitute up to two alternate courses in which they pursue and document that at least 25% of the work for that course is devoted to the WGS focus.

Tracking Form: Graduate Certificate in Creative Writing

Coordinator: Dr. Carol Barrett

Instructions: Students should initiate this form with the concentration chair once they decide to pursue a certificate. Both the student and chair should revisit the form each term to ensure that the student is on track with the requirements. The student's concentration chair will share the form each term with the Certificate Coordinator to ensure accuracy. The form should be finalized at the end of the term in which all requirements have been fulfilled. The concentration chair will forward the form to the Dean; that email will attest that all requirements have been met. The form will be maintained in the student's file in the PhD Program office until it is submitted to the Registrar along with other graduation materials.

Student Name: _____

Student ID number: _____

Required Courses. Select two of the following:

- | | |
|-----------------------------------------------|-----------------------|
| HMS 808: Creative Writing I | Term Completed: _____ |
| HMS 823: Creative Writing II | Term Completed: _____ |
| HMS 816: Creative Writing III: Form and Genre | Term Completed: _____ |
| HMS 820: Poetry and Healing | Term Completed: _____ |

Two Additional Courses selected from HMS 802: Memoir and Identity, HMS/PPS 805: Poetry and Politics, HMS/MLK 801: Art of Protest, HMS 811: Global Women's Writing: Art, Culture, and Social Justice, and ECL 814: Leadership and Creativity.

_____ Term Completed: _____

_____ Term Completed: _____

Substitutions: Please explain any substitutions for the required or additional courses that were approved by the certificate coordinator and dean.

Tracking Form: Graduate Certificate in Design Thinking

Coordinator: Dr. Anu Mitra

Instructions: Students should initiate this form with the concentration chair once they decide to pursue a certificate. Both the student and chair should revisit the form each term to ensure that the student is on track with the requirements. The student's concentration chair will share the form each term with the Certificate Coordinator to ensure accuracy. The form should be finalized at the end of the term in which all requirements have been fulfilled. The concentration chair will forward the form to the Dean; that email will attest that all requirements have been met. The form will be maintained in the student's file in the PhD Program office until it is submitted to the Registrar along with other graduation materials.

Student Name: _____

Student ID number: _____

Required Courses

ECL/EDST 818: Design Thinking in Education and Leadership Term Completed: _____

ECL 812: Leadership for a Complex World Term Completed: _____

Two Additional Courses selected from HMS 807: Visual Culture, PPS 811: Program Evaluation, MLK 800 or EDST 875: Internship (when design is part of internship experience); ECL 851: Art of Social Justice and Leadership

_____ Term Completed: _____

_____ Term Completed: _____

Substitutions: Please explain any substitutions for the required or additional courses that were approved by the certificate coordinator and dean.

Tracking Form: Graduate Certificate in Educational Leadership

Coordinator: Dr. Beryl Watnick

Instructions: Students should initiate this form with the concentration chair once they decide to pursue a certificate. Both the student and chair should revisit the form each term to ensure that the student is on track with the requirements. The student’s concentration chair will share the form each term with the Certificate Coordinator to ensure accuracy. The form should be finalized at the end of the term in which all requirements have been fulfilled. The concentration chair will forward the form to the Dean; that email will attest that all requirements have been met. The form will be maintained in the student’s file in the PhD Program office until it is submitted to the Registrar along with other graduation materials.

Student Name: _____

Student ID number: _____

Required Courses:

ECL 710: Foundations of Ethical and Creative Leadership Term Completed: _____

EDST 710: Education, Society, and Culture Term Completed: _____

Two Additional Courses selected from ECL/ EDST 818: Design Thinking in Education and Leadership, EDST 875: Internship, EDST 826: Race, Racism, and Critical Race Theory in Education, ECL 822: Leadership and Change, and ECL 807: Women, Leadership, and Policy.

_____ Term Completed: _____

_____ Term Completed: _____

Substitutions: Please explain any substitutions for the required or additional courses that were approved by the certificate coordinator & dean

EDL Residency Meetings (3 required): Date: _____ Date: _____

Date: _____

Presentation Title & Date (1 required): _____

Campus Web Forum Discussions (4 required): Date: _____

Date: _____

Date: _____ Date: _____

Tracking Form: Graduate Certificate in Ethics and Philosophy

Coordinator: Dr. Chris Voparil

Instructions: Students should initiate this form with the concentration chair once they decide to pursue a certificate. Both the student and chair should revisit the form each term to ensure that the student is on track with the requirements. The student’s concentration chair will share the form each term with the Certificate Coordinator to ensure accuracy. The form should be finalized at the end of the term in which all requirements have been fulfilled. The concentration chair will forward the form to the Dean; that email will attest that all requirements have been met. The form will be maintained in the student’s file in the PhD Program office until it is submitted to the Registrar along with other graduation materials.

Student Name: _____

Student ID number: _____

Required Courses. Select two of the following:

FNDS 701: Ethics and Social Justice

Term Completed: _____

Any three of the following courses, with at least one from each area (nine credits) (each course is three credit hours)

A. Ethics

HMS 812: Philosophy and Social Ethics of Religion, HMS 821: Ethics after Postmodernism, HMS 815: Special Topics: Ethics and Philosophy Subtitle

B. Philosophy

HMS 809: Critical Theory, HMS 818: Pragmatism and Justice, HMS/PPS 824: Democracy and Difference, HMS 825: Critical Social Epistemology, HMS 815: Special Topics: Ethics and Philosophy Subtitle

_____ Term Completed: _____

_____ Term Completed: _____

_____ Term Completed: _____

Substitutions: Please explain any substitutions for the required or additional courses that were approved by the certificate coordinator and dean.

Tracking Form: Graduate Certificate in Executive Leadership

Coordinator: Dr. Betty Overton-Adkins

Instructions: Students should initiate this form with the concentration chair once they decide to pursue a certificate. Both the student and chair should revisit the form each term to ensure that the student is on track with the requirements. The student's concentration chair will share the form each term with the Certificate Coordinator to ensure accuracy. The form should be finalized at the end of the term in which all requirements have been fulfilled. The concentration chair will forward the form to the Dean; that email will attest that all requirements have been met. The form will be maintained in the student's file in the PhD Program office until it is submitted to the Registrar along with other graduation materials.

Student Name: _____

Student ID number: _____

Required Course:

ECL 815: The Call to Lead: Critical Thinking and Ethical Leadership Development

Term Completed: _____

Two Additional Courses selected from ECL 720: Ethical and Creative Leadership in Group Dynamics, Organizations, and Society, ECL/MLK/PPS 807: Women, Leadership, and Policy Leadership in a Complex World, ECL 821: Community Based Leadership, ECL 822: Leadership and Change, ECL 851: Art of Social Justice and Leadership, and PPS 811: Program Evaluation:

_____ Term Completed: _____

_____ Term Completed: _____

Required Leadership Project Course (3 Credits)

ECL 855: Leadership Project: Living Case Study

Term Completed: _____

Substitutions: Please explain any substitutions for the required or additional courses that were approved by the certificate coordinator and dean.

Tracking Form: Graduate Certificate in Museum Studies

Coordinator: Dr. Anu Mitra

Instructions: Students should initiate this form with the concentration chair once they decide to pursue a certificate. Both the student and chair should revisit the form each term to ensure that the student is on track with the requirements. The student's concentration chair will share the form each term with the Certificate Coordinator to ensure accuracy. The form should be finalized at the end of the term in which all requirements have been fulfilled. The concentration chair will forward the form to the Dean; that email will attest that all requirements have been met. The form will be maintained in the student's file in the PhD Program office until it is submitted to the Registrar along with other graduation materials.

Student Name: _____

Student ID number: _____

Required Courses:

HMS 852 Professional Museum Internship

Term Completed: _____

HMS 856 Museum Studies: The Nature of Museums

Term Completed: _____

Two Additional Courses selected from the following: EDST/ECL 818: Design Thinking, Education, and Leadership, HMS 807: Visual Culture, ECL 851: The Art of Social Justice and Leadership, ECL 812: Leadership for a Complex World, and HMS 805 Special Topics.

_____ Term Completed: _____

_____ Term Completed: _____

Substitutions: Please explain any substitutions for the required or additional courses that were approved by the certificate coordinator and dean.

Tracking Form: Graduate Certificate in Women's and Gender Studies

**Co-Coordinators: Diane Richard-Allerdyce, Ph.D.
Jennifer Raymond, Ph.D.**

Instructions: Students should initiate this form with the concentration chair once they decide to pursue a certificate. Both the student and chair should revisit the form each term to ensure that the student is on track with the requirements. The student's concentration chair will share the form each term with the Certificate Coordinator to ensure accuracy. The form should be finalized at the end of the term in which all requirements have been fulfilled. The concentration chair will forward the form to the Dean; that email will attest that all requirements have been met. The form will be maintained in the student's file in the PhD Program office until it is submitted to the Registrar along with other graduation materials.

Student Name: _____

Student ID number: _____

12 Credits required:

Courses (Choose four):

ECL/PPS/MLK 807 Women, Leadership, and Policy	Term Completed: _____
EDST 823 Gender and Education	Term Completed: _____
HMS 803 Gender, Identity, and Social Efficacy	Term Completed: _____
HMS 811 Global Women's Writing	Term Completed: _____
HMS/PPS 850/860 Individualized Study (when used to conduct research in WGS)	Term Completed: _____
PPS 812/HMS 814 Gender, Sexuality, and Public Policy	Term Completed: _____

Substitutions: With the advisor's and professor's approvals, a student may elect to substitute up to two alternate courses in which she/he pursues and documents that at least 25 percent (25%) of the work for that course is devoted to the WGS focus.

Presentations *attended* at Women & Power Hour or Conference Day (three required)

Title and Date: _____

Title and Date: _____

Title and Date: _____

Presentation *given* at Women & Power Hour or Conference Day (one required)

Title and Date: _____