

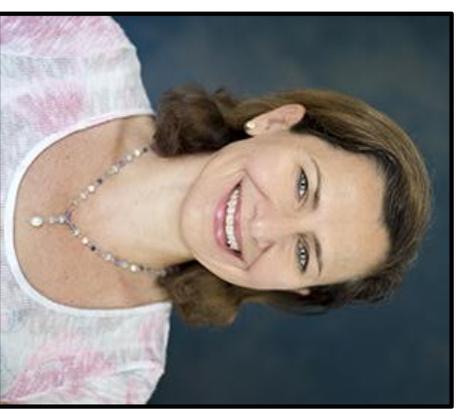
Integrating Equity and Inclusion in an Online EDD Program



Presenters



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Professor & Coordinator
Online Ed.D.
Curriculum & Instruction



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Clinical Assistant
Professor
Curriculum & Instruction

Today's Objectives:

- Provide a brief history and identify the rationale behind selecting a focus of diversity (equity and inclusion) for the Ed.D. Curriculum & Instruction degree with an emphasis in Curriculum Studies.
- To provide a brief description of the program.
- To discuss how the diversity focus is integrated through the 12-credit core coursework, other courses.
- To discuss how the diversity focus is integrated through the Dissertation in Practice.
- To exchange ideas related to strengthening the focus on equity and inclusion.



Provide a Brief History and Identify the Rationale for Program Changes...



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Doctoral program changes and modifications

- **Modifications** to original degree program commenced in 2002 and were fully approved by 2004.
- Program moved from a **generalist curriculum** degree to a **diversity and curriculum** degree with these modifications.
- Program adjustments were motivated by trends in instructional reform and enabled by **faculty expertise** in diversity, equity and inclusivity
- Distance delivery was offered in hybrid format to address **student access** issues as early as 1999 and continually expanded in this direction until full online format in 2014.



Dissertation to DIP Modification

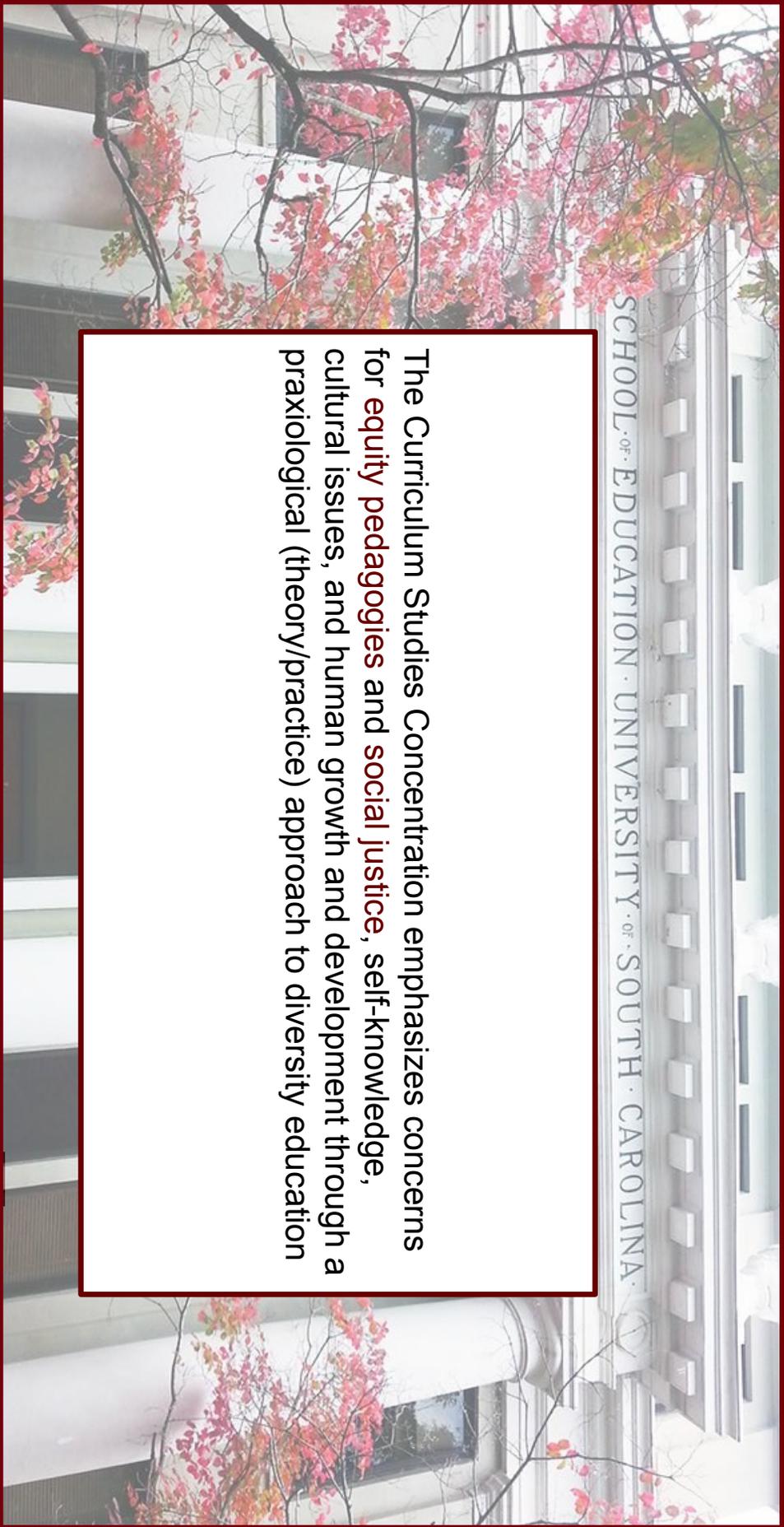
- **Generalist Dissertation** preparation coursework required a total of 6 credits of research course work; electives of the students choosing.
- Research modifications to the **Diversity Focused Dissertation** modifications in 2004 increased the research course requirements to a total of 12 credits of prescribed qualitative and quantitative courses.
- Research modifications to the **Full Online CPED Influenced DIP** in 2014 included a total of 12 research credits with 6 credits of action research as the signature pedagogy to ensure that teaching as inquiry is deliberate, pervasive and persistent.
- Modifications in 2017 added 3 additional research credits (total 15) to support research conducted at an **accelerated pace** and we are currently **exploring improvement science** as a signature pedagogy.



Brief Description of the Program...



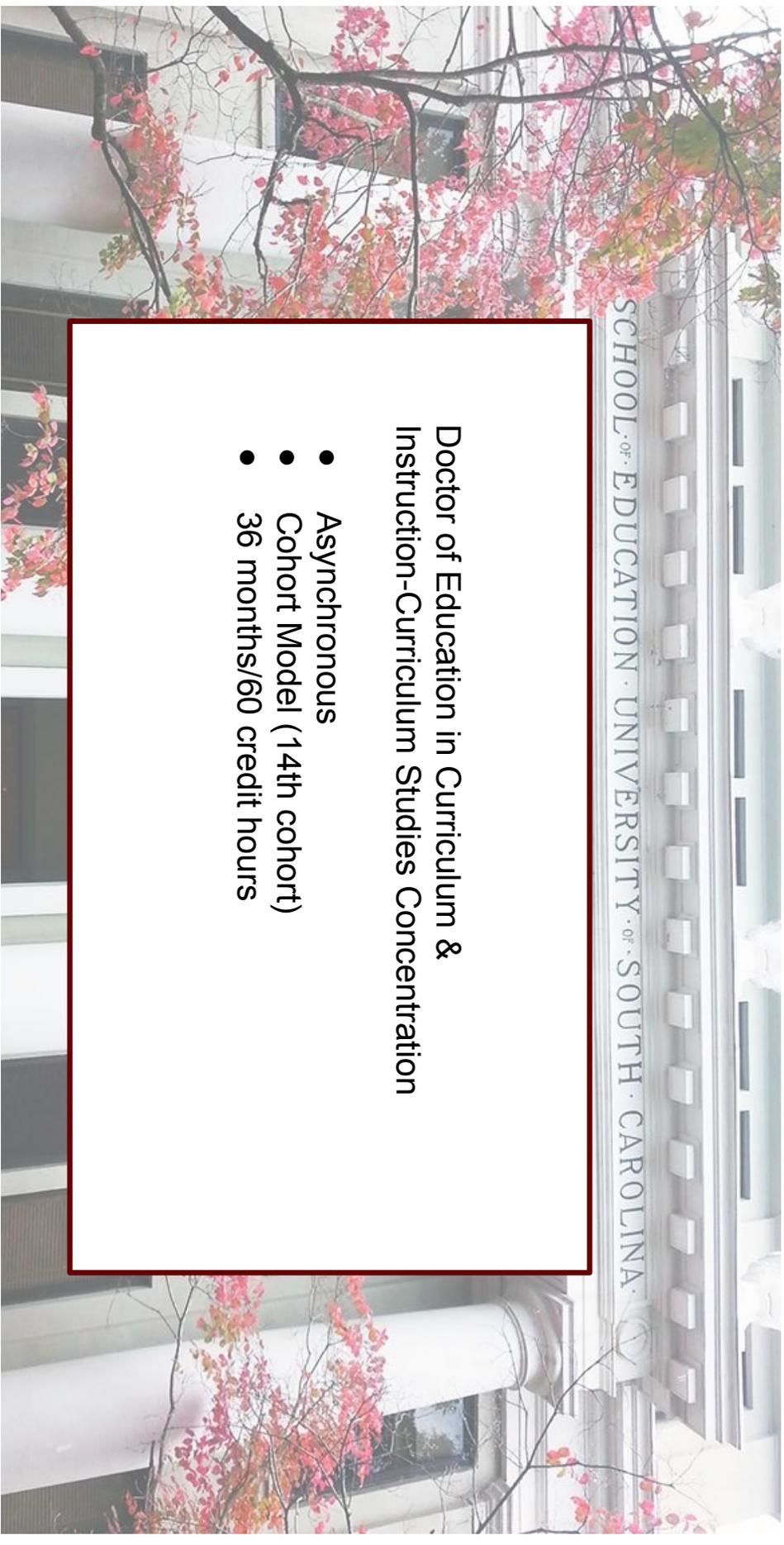
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The Curriculum Studies Concentration emphasizes concerns for **equity pedagogies** and **social justice**, self-knowledge, cultural issues, and human growth and development through a praxiological (theory/practice) approach to diversity education

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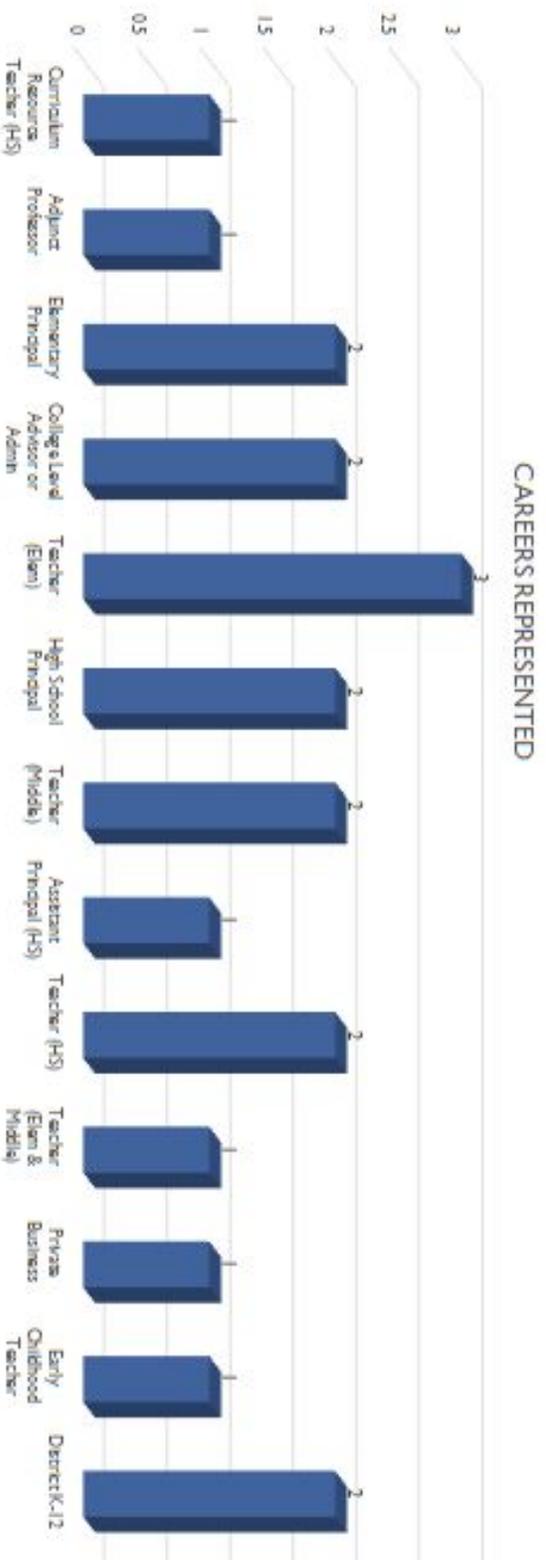
**Doctor of Education in Curriculum &
Instruction-Curriculum Studies Concentration**

- Asynchronous
- Cohort Model (14th cohort)
- 36 months/60 credit hours

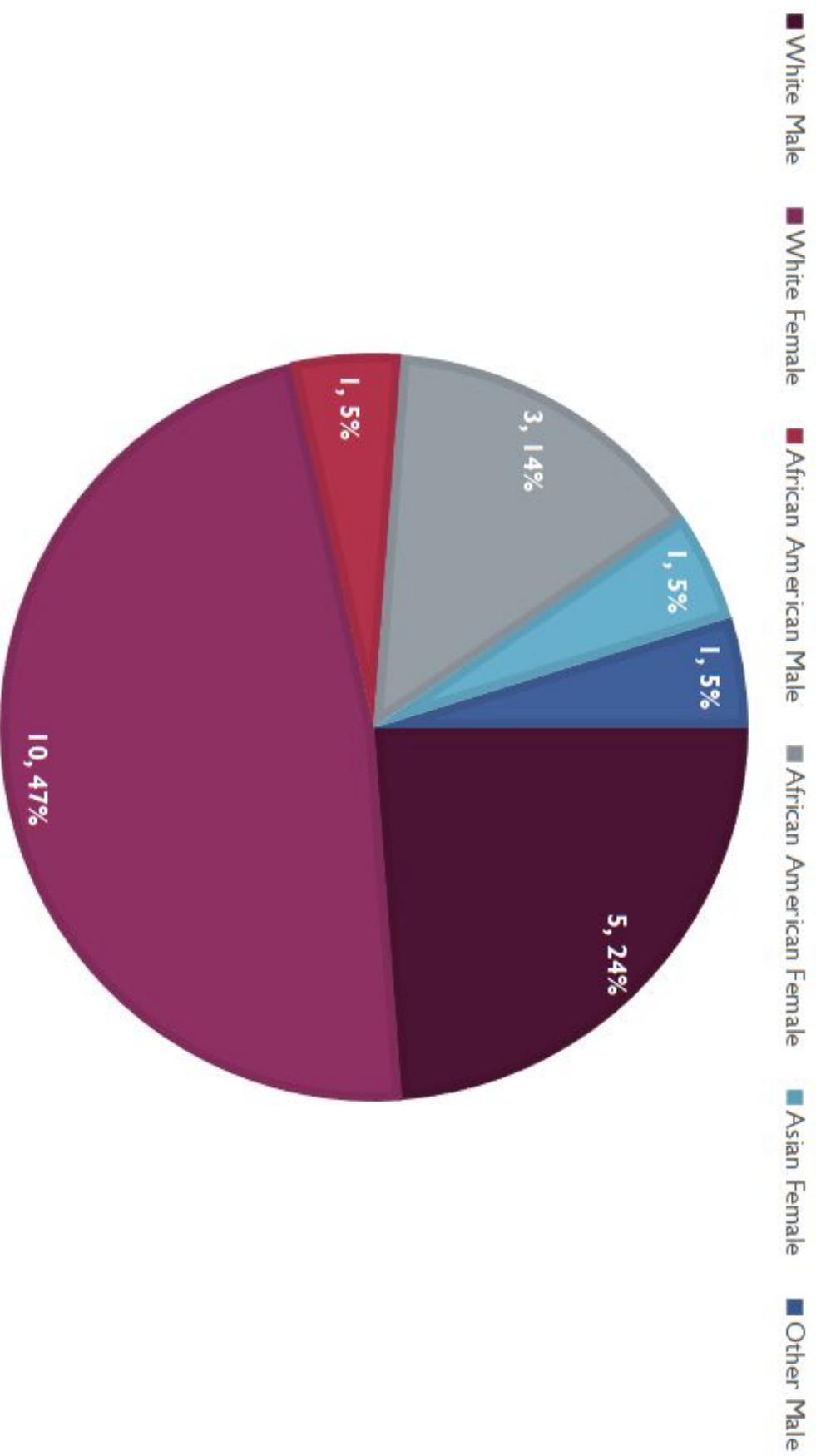


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FALL 2018 COHORT - SURVEY OF CAREERS



GENDER & RACIAL MAKE-UP



*The diversity focus is integrated through
12-credit hours of core coursework...*

REQUIRED COURSEWORK

ED.D. CURRICULUM & INSTRUCTION (CURR. STUDIES)

■ TOTAL of 60 HOURS required

■ Core Courses (18 hours)

- EDCS 720 – Introduction to Diversity and the Curriculum
- EDCSC 725 – Principles of Curriculum Construction
- EDCS 820 – Advanced Study of Diversity and the Curriculum
- EDCS 824 – Curriculum Seminar
- EDET 709 – Application of Learning Principles
- EDET 722 – Instructional Design and Assessment

■ Curriculum Courses (9 hours)

- EDCS 722 – Racial & Ethnic Diversity in the Curriculum
- EDCS 724 – Gender Diversity in Schools & Communities
- EDCS 726 – Curriculum Leadership

■ Cognate Electives (9 hours)

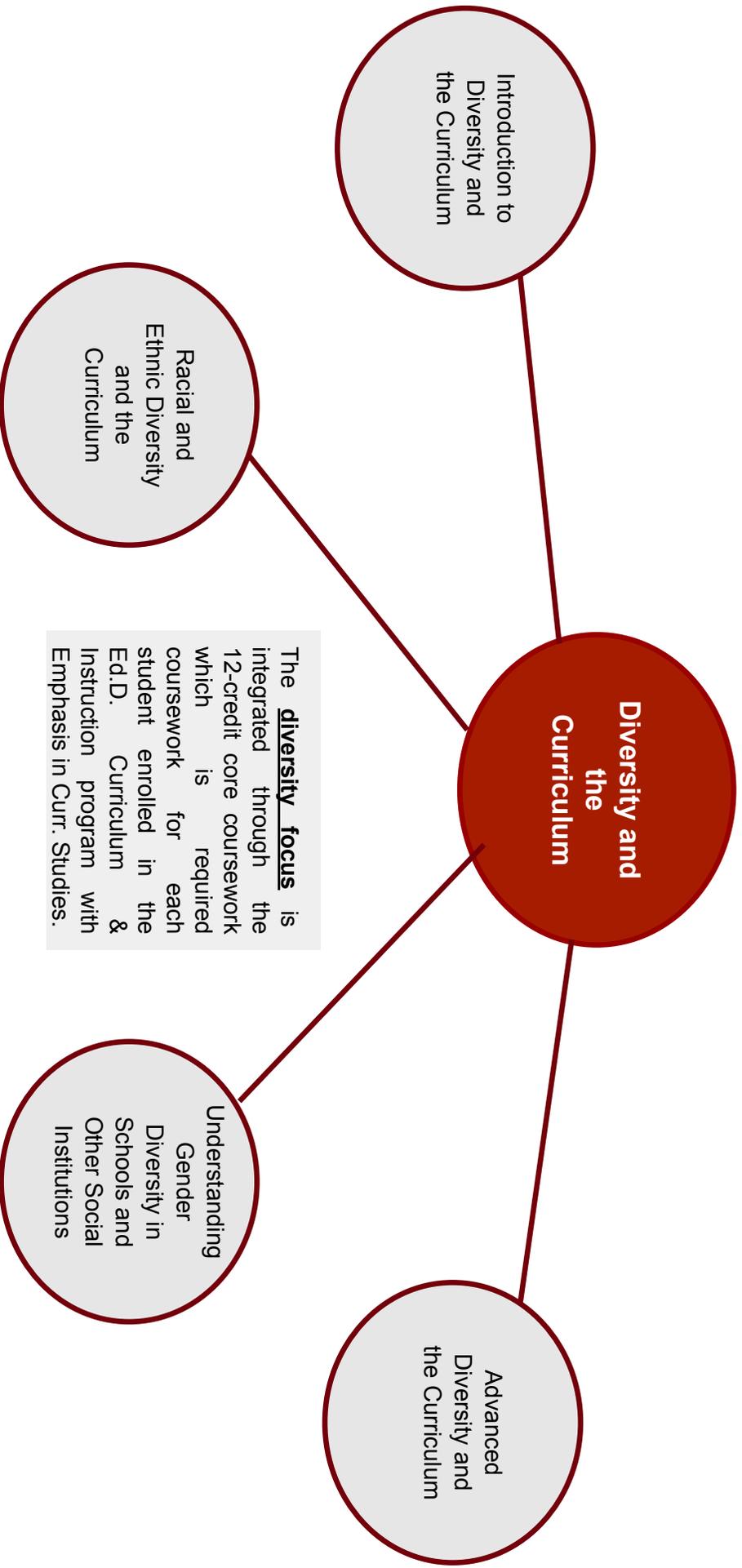
- EDCS 729 – Organizational Change in Education
- EDRM 801 – Principles and Applications of Educational Research
- EDCS 721 – Diversity Training for Staff Development

■ Research Courses (12 hours)

- EDCS 812 – Principles of Action Research
- EDCS 813 – Advanced Principles of Action Research
- EDCS 823 – Curriculum Inquiry
- EDRM 700 – Introduction to Research

■ Dissertation Preparation (12 hours)

- EDCS 899 1Q – Dissertation Preparation -Qualifying Exam
- EDCS 899 2C – Dissertation Preparation - Comprehensive Exam
- EDCS 899 3D – Dissertation Preparation – Data Collection
- EDCS 899 4F – Dissertation Preparation – Dissertation Defense



EDCS 720
Introduction to Diversity
in the Curriculum

EDCS 722
Racial & Ethnic
Diversity in the
Curriculum

EDCS 724
Gender Diversity
in the Curriculum
& Communities

EDCS 820
Advanced
Diversity in the
Curriculum

- Banks, C. M., & Banks, J. A. (2016). *Multicultural education: Issues and perspectives* (9th ed). New Jersey: Wiley.
- Visual Texts:
 - *The Prime of Miss Jean Brodie*
 - *A Lesson Before Dying*
 - *Imitation of Life*
 - *Secrets & Lies.*
 - *Victor Victoria.*
 - *The Laramie Project.*
 - *Six Degrees of Separation.*
 - *Good Fences*
 - *When They See Us*
- Articles and readings as selected by the instructor.

REQUIRED TEXTS & VISUAL TEXTS

- Adams, M., Blumenfeld, W.J., Castañeda, R., Hackman, H. W., Peters, M.L., & Zúñiga, X. (Eds.) (2018). *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism* (4th ed.). New York: Routledge.
 - B. Joseph, P. (Ed.). (2011). *Cultures of Curriculum.* (2nd ed.). New York, NY: Routledge.
 - Articles and readings as selected by the instructor.
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Introduction to Diversity in the Curriculum - Classroom Observation Assignment

Classroom Observation: Select a class at your school or a school within the district to observe for at least 45 minutes. During the class period, in a written essay address the following dynamics:

- Examine the teacher-student interactions that take place during the class period. How did the teacher interact with the different subgroups within the classroom? Did the students interact with students from different ethnic groups differently?
- Were boys and girls in the classroom treated the same? If this was a single-gender classroom, what were the dynamics that you noticed during your observation?
- Explain the general makeup of the class. This will require some conversation with the teacher before or after your observation. How many students in the observed class had an IEP? How many gifted students were there in the class observed? How did the teacher accommodate the learning abilities of all students?
- Explain some of the things that the teacher did well. Share some of the areas for potential improvement.

Watch Video

Introduction to Diversity in the Curriculum - TedTalk Critique and Analysis

Multiculturalism in the Modern World: Jen Holladay at TEDxDenverTeachers



Multiculturalism in the Modern World: Jen Holladay at TEDxDenverTeachers
Duration: (14:50)
User: TEDx Talks - Added: 3/22/13
YouTube URL: <http://www.youtube.com/watch?v=L5Kk9DQ33IU>

Watch Video

Why am I so gay? | Thomas Lloyd | TEDxGeorgetown



Why am I so gay? | Thomas Lloyd | TEDxGeorgetown
Duration: (22:33)
User: TEDx Talks - Added: 11/19/14
YouTube URL: <http://www.youtube.com/watch?v=U1TolW8h54>

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Inclusion, Exclusion, Illusion and Collusion : Helen Turnbull at TEDxDelrayBeach



Inclusion, Exclusion, Illusion and Collusion : Helen Turnbull at TEDxDelrayBeach
Duration: (13:16)
User: TEDx Talks - Added: 9/18/13
YouTube URL: <http://www.youtube.com/watch?v=zqV8QpXhD2g>

Watch Video

The missing piece in the gender equality puzzle | Joselyn DiPetra | TEDxNaperville

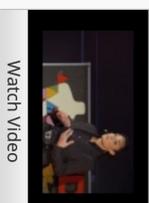


The missing piece in the gender equality puzzle | Joselyn DiPetra | TEDxNaperville
Duration: (17:33)
User: TEDx Talks - Added: 12/18/14
YouTube URL: <http://www.youtube.com/watch?v=kXPeoE6K6Po>

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Watch Video

The power of privilege: Tiffany Jana at TEDxRVAWomen



The power of privilege: Tiffany Jana at TEDxRVAWomen
Duration: (14:58)
User: TEDx Talks - Added: 2/5/14
YouTube URL: <http://www.youtube.com/watch?v=N0ackkHIZ>

Watch Video

Allegories on race and racism | Camara Jones | TEDxEmory



Allegories on race and racism | Camara Jones | TEDxEmory
Duration: (20:32)
User: TEDx Talks - Added: 7/10/14
YouTube URL: <http://www.youtube.com/watch?v=GNhC6GfY8M>

Watch Video

Why is Gender Identity so Important? | Rikki Arundel | TEDxWarwickSalon



Why is Gender Identity so Important? | Rikki Arundel | TEDxWarwickSalon
Duration: (18:05)
User: TEDx Talks - Added: 2/25/15
YouTube URL: <http://www.youtube.com/watch?v=FRUv7JfaLc>

Watch Video



TEDxEMU - Justin Ford - Pedagogy of Privilege



Watch Video

TEDxEMU - Justin Ford - Pedagogy of Privilege

Duration: (13:49)

User: TEDx Talks - Added: 4/11/12

YouTube URL: <http://www.youtube.com/watch?v=|W9ey3N924Q>



Group 1: TED Talks Commentary 1

Please use this discussion forum to post your final version of the commentary. Make sure it is well edited as you will only be able to submit it once in this forum as an assignment. In here, you will receive feedback from classmates to which you will respond and continue the conversation.

Remember, your final grade on both commentaries will be based on (1) your group participation demonstrated inside your group space under your Wiki and discussion board, (2) your final edited post, and (3) responses to feedback given to your commentary by your classmates. You will also receive additional individual points to comments you post on your classmates commentaries. Please check rubrics and my videos for details.

Advanced Study of Diversity in the Curriculum - Final Project Paper *includes Position Statement

Final Project Paper: The project paper should be an essay covering the sections outlined below. Your critiqued curriculum document should be included as an appendix to the essay. Suggested length: 13-15 pages. References required.

1) Introduction: POSITION statement with thesis. Select one or a combination of positions as discussed from the chapters from the group of readings on multicultural curriculum -- theory, practice or policy -- (from first three weeks of class) to serve as the basis for your focus. You will justify why you believe theory, practice and/or policy is the primary position from which to promote, enhance and maintain positive and productive work in the field of curriculum and diversity. Based on your position, define a standard for optimal use of theory, practice and policy regarding curriculum and diversity. Use the readings from class and readings from beyond the course to build and support your standard/argument.

2) Body: discussion with extensive support from academic literature (both assigned readings and at least 4 from your own research) to justify your argument on the critique/assessment and improvement sections as described below.

Advanced Study of Diversity in the Curriculum - Final Project Paper *includes Position Statement

Section I: CRITIQUE/ASSESSMENT- Select one document representative of “curriculum” (examples: assignment/reading, syllabus, manual, website, other document that transmits information about beliefs, behaviors and expectations) from your current practice or elsewhere to critique in terms of how it meets or fails to meet your defined standard.

Section II: IMPROVEMENT- Prepare a plan for how the curriculum under critique can be improved based on the critique/assessment. What needs to be done and why? Who should be responsible for doing this work and why? Cite academic literature to support your decisions. 3) Conclusion: REFLECTION with implications and recommendations. Discuss the implications of curriculum diversity work on professionals who undertake these tasks. Who potentially benefits from this work and why? What barriers exist to the promotion of this work and who benefits from the status quo – if this work fails? What did you gain from doing this critique and how will it apply to your practice? What support do you and others in your profession need in order to promote, enhance and maintain curriculum diversity work?



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The Integration of the Dissertation in Practice..

CPED Guiding Principles for Program Design

With this understanding, we have identified the following statements that will focus a research and development agenda to test, refine, and validate principles for the professional doctorate in education. The Professional doctorate in education:

1. Is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
2. Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
3. Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
4. Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.
5. Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
6. Emphasizes the generation, transformation, and use of professional knowledge and practice.

CPED Problem of Practice Definition

A Problem of Practice is as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.

Examples of Students' DIPS

- A Counseling Program Intervention For Improving African American Students' Science, Technology, Engineering, and Mathematics Dual Enrollment Participation (racial bias)
- The Inclusion Classroom: Implementing the *OLWEUS BULLYING PREVENTION PROGRAM*® to Improve the Classroom Environment (ableism)
- The Impact of Peer Mediated Instructional Strategies in an Inclusive Project-based Learning Environment (ableism)
- The Impact of Teaching Growth Mindset on Archery Skill Achievement: An Action Research Study (gender bias/ableism)
- An Action Research Study of Female Calculus Students' Perceptions of the Flipped Classroom Model (gender bias)

Successes & Challenges

Successes

- We were able to restructure the program to allow students to 1) meet their advisor earlier in the program and also 2) begin drafting their dissertation earlier.
- We have recently hired 2 additional professors to serve in the program.
- We have a scholarship, in collaboration with our Professional Development Schools, that supports at least 3 students within the program.

Challenges

- Helping students to look at their Problem of Practice through a Social Justice context.
- Course sequence (3 year program).
- More collaboration amongst faculty as it relates to course alignment.



Workshop Ideas

In groups of 2-3

- How can we align CPED guiding principle of equity, ethics, and social justice to bring about solutions to complex problems of practice. How can we marry a PoP contextualized and embedded in practice with social justice and equity?
- Discuss innovative ideas for course design or workshop ideas