Equity Certificate Program

Preparing educators for diverse cultural contexts in the 21st Century

QEP THEME: COMMUNICATING TO SUCCEED

NCCU School of Education's Equity Certificate Program participants complete 4 three-credit courses for a total of 12 graduate credits. This Equity Certificate program is fully online. The vision of the Equity Certificate program is to prepare equity-focused 21st Century school leaders who can engage school communities in meaningful ways to positively affect the achievement of students from diverse cultural contexts and from marginalized populations.

COURSES:

FALL COURSES (6 CREDITS)

EDAM 5137 OLI-Equity and Diversity in Education (3 credits)
This online course focuses on factors of diversity that impact decisions educators and stakeholders must make regarding P-12 student learning and development. More specifically, this course addresses the impact of multicultural factors (i.e., race, ethnicity, gender, religion, sexual orientation, etc.) on student learning. Additionally, it addresses culturally sensitive course design and development, delivery methods and teaching methodologies that are culturally appropriate and provide equity and excellence for all student learners.

EDAM 5244 OLI - Leading High Achieving, Equitable Schools for African American and Latino Students (3 credits)
This online course will introduce students to the role that social capital, deficit thinking, white privilege, racism, racial identity development, forced race consciousness, and social capital play in the democratic life in schools. The course will also examine the practices of K-12 principals that lead a regionally or nationally recognized non-magnet school that has significantly increased the achievement of minority students. Students will explore the context of 21st-century leadership that includes digital learning, poverty amidst great wealth, increasing racial diversity, and the local context of North Carolina. Additionally, students will develop equity audits and produce an individual or collaborative plan that works to dismantle an area of racism or privilege.

SPRING COURSES (6 CREDITS)

EDAM 5353 OLI-Culturally Responsive Leadership for Marginalized Communities (3 credits)
EDAM 5353 OLI, Culturally Responsive Leadership for Marginalized Communities will provide students with an opportunity to explore the purposes and principles of social justice, advocacy, and culturally responsive leadership, particularly as related to public schools and the legal, ethical, socio-political, cultural, and economic contexts in which schools operate. This online course will also provide students with a theoretical framework for understanding the dynamics and forms of oppression and afford them an opportunity to engage in self-interrogation regarding “isms,” such as racism, sexism, ableism, and classism. Students will be asked to analyze their experiences and the experiences of others from the perspective of what is “just” or “unjust” and critique their dispositional reactions to injustices experienced themselves and by others. Students will also examine how social change has been forged in the past, identify current manifestations of “social injustice” and consider how they might serve as advocates for a more just educational system, society, and world. Students will also explore ways to develop and use shared vision, values, and goals to define the identity and culture of the school as well as acknowledges failures and celebrates accomplishments of the school in order to define the identity, culture, and performance of the school. Students will also examine strategies that develop a sense of efficacy and empowerment among staff which influences the school's identity, culture, and performance. The course will provide practical research opportunities to examine the cultures of schools and their communal origins, learn how to audit them, and mobilize them for academic and social success.

EDAM 5216 OLI- Instructional Leadership for Empowering Teachers (3 credits)
This online course will focus on the best instructional leadership and school practices for school improvement facilitated by collaborative structures and professional development within the school to establish and achieve high expectations for students and teachers. An emphasis will be placed on the professional, behavioral, and cultural tasks of supervision as it relates to facilitating change, engaging teachers in reflective professional conversations, addressing diversity, conducting teacher observations and evaluations, influencing teacher-working conditions, and empowering teachers as leaders. Another key component of this course will examine the instructional leader’s role in creating learning communities in order to effectively recruit, retain, and develop quality teachers who can shape the culture and climate of the school to promote shared ownership of the school’s vision.

ADMISSIONS REQUIREMENTS

- Students that hold a degree in any discipline are eligible to enroll in the Certificate program.
- Students seeking to complete graduate work in the School of Education must be formally admitted to the School.
- Applicants must hold a degree (or the equivalent to a U.S. Bachelor's degree) from an accredited institution.
- 2.7 GPA overall at the undergraduate level (3.0 GPA in the undergraduate major required)
- 3.0 GPA at the graduate level

For more enrollment information, please contact

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DEPARTMENT OF CURRICULUM & INSTRUCTION