Integrating Equity and Inclusion in an Online EdD Program
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Presenters
Today’s Objectives:

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

● Program moved from a generalist curriculum to a diversity and equity curriculum degree with these modifications.

● Program moved from an original degree program commenced in 2002 and were fully modified by 2004.

● Modifications to original degree program commenced in 2002 and were fully approved by 2004.
● 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 in 2004 increased the research course requirements to a total of 12 credits of prescribed qualitative and quantitative courses.

● Research modifications in 2014 included a total of 12 research credits with 6 credits of action research and 6 credits of prescribed qualitative and quantitative courses.

● 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.

● Research modifications to the Full Online CPED Influenced DiP in 2014 included a total of 12 research credits with 6 credits of action research at an accelerated pace and 6 credits of prescribed qualitative and quantitative courses.

● Research modifications to the Diversity Focused Dissertation 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.

Dissertation to DiP Modification
Brief Description of the Program...
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.
Doctor of Education in Curriculum & Instruction - Curriculum Studies Concentration

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

Institution: University of South Carolina
The diversity focus as integrated through 12-credit hours of core coursework...
<table>
<thead>
<tr>
<th>Required Coursework</th>
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<tbody>
<tr>
<td>EDSD 726 - Curriculum Leadership</td>
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<td>EDSD 724 - Gender, Diversity in Schools &amp; Communities</td>
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<td>EDSD 722 - Racial &amp; Ethnic Diversity in the Curriculum</td>
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<td>Curriculum Courses (9 hours)</td>
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<tr>
<td>EDST 722 - Instructional Design and Assessment</td>
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<td>EDST 709 - Application of Learning Principles</td>
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<td>EDSCS 824 - Curriculum Seminar</td>
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<td>EDSCS 820 - Advanced Study of Diversity and the Curriculum</td>
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<td>EDSCS 725 - Principles of Curriculum Construction</td>
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<td>EDSCS 720 - Introduction to Diversity and the Curriculum</td>
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<td>Core Courses (18 hours)</td>
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**TOTAL of 60 HOURS REQUIRED**

<table>
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<tr>
<th>Dissertation Preparation (12 hours)</th>
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<tr>
<td>EDSCS 899 4P - Dissertation Preparation - Data Collection</td>
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<tr>
<td>EDSCS 899 3P - Dissertation Preparation - Comprehensive Exam</td>
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<tr>
<td>EDSCS 899 1G - Dissertation Preparation - Qualifying Exam</td>
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<th>Research Courses (12 hours)</th>
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<tr>
<td>EDMT 100 - Introduction to Research</td>
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<tr>
<td>EDSCS 823 - Curriculum Inquiry</td>
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<td>EDSCS 813 - Advanced Principles of Action Research</td>
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<td>EDSCS 812 - Principles of Action Research</td>
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<th>Graduate Electives (9 hours)</th>
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<tr>
<td>EDSD 721 - Diversity Training for Staff Development</td>
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<tr>
<td>EDSD 801 - Principles and Applications of Educational Research</td>
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<td>EDSD 729 - Organizational Change in Education</td>
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Introduction to Diversity and the Curriculum

Racial and Ethnic Diversity

Understanding Gender Diversity in Schools and Other Social Institutions

Advanced Diversity and the Curriculum

Curriculum and the Diversity Focus

Emphasis in Curri. Studies.

South Carolina
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, how did you observe gender differences?
- Explain the general makeup of the class. What were the dynamics that you noticed during your observation?
- How many gifted students were there in the observed class? How many students in the observed class had an IEP? How did the teacher accommodate the learning abilities of all students?
- 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?
- Explain some of the things that the teacher did well. Share some of the areas for potential improvement.

Introduction to Diversity in the Curriculum - Classroom Observation Assignment
Introduction to Diversity in the Curriculum - TedTalk Critique and Analysis
on your classmates' comments. Please check rubrics and my videos for details.

Given to your comment by your classmates, you will also receive additional individual points to comments you post in your group space under your wiki and discussion board. (2) Your final edited post, and (3) responses to feedback

Remember, your final grade on both commentaries will be based on (1) your group participation demonstrated inside the group commentary forum. The group will respond and continue the conversation.

Please use this discussion forum to post your final version of the commentary. Make sure it is well edited as you will receive feedback from classmates.

Group 1: TED Talks Commentary

Watch Video

YouTube URL: https://www.youtube.com/watch?v=3w5eY33N924Q
User: TED Talks - Added: 4/11/12
 Duration: 1:3:49

TEDxEWMU - Justin Ford - Pedagogy of Privilege

TEDxEWMU - Justin Ford - Pedagogy of Privilege
Final Project Paper - Advanced Study of Diversity in the Curriculum - Includes Position Statement

1) Introduction: POSITION statement with thesis. Select one or a combination of positions as discussed in 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 the theory, practice or policy you choose to discuss is the primary position from which to promote, enhance and maintain positive and productive work in the field of curriculum and diversity. Use the readings from class and readings 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.

References Required: Curriculum document should be included as an appendix to the essay. Suggested length: 13-15 pages.
Section I: CRITIQUE/ASSESSMENT - Select one document representative of “curriculum” (examples: assignment/reading, syllabus, manual, website, other document that transmits information about beliefs, assignments/reading, syllabus, manual, website, other document representative of “curriculum” (examples:)

need in order to promote, enhance and maintain curriculum diversity work. Doing this critique and how will it apply to your practice? What support do you and others in your profession promote of this work and who benefits from the status quo – if this work fails? What impact did you gain from undertaking these tasks: Who potentially benefits from this work and why? What barriers exist to the curriculum/assessment? What needs to be done and why? Who should be responsible for doing this work.

Conclusion: REFLECTION with Implications of curriculum diversity work on professionals who undertake these tasks. Discuss the implications of curriculum diversity work on professionals who

Section II: IMPROVEMENT - Prepare a plan for how the curriculum under critique can be improved based on academic literature to support your decisions. 3) Conclusion: REFLECTION with Implications of the curriculum/assessment. What needs to be done and why? Who should be responsible for doing this work.

Final Project Paper *includes Position Statement

Advanced Study of Diversity in the Curriculum -
The Integration of the Dissertation in Practice
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 research knowledge, that links theory with systemic and systematic inquiry.
A Problem of Practice is 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

• An Action Research Study of Female Calculus Students’ Perceptions of the Flipped Classroom Model (gender bias)

• The Impact of Peer-Mediated Instructiional Strategies in an Inclusive Project-Based Learning Environment (abilityism)

• The Inclusion Classroom: Implementing the OLWEUS BULLYING PREVENTION PROGRAM to Improve the Classroom Environment (abilityism)

• The Impact of Teaching Growth Mindset on Archery Skill Achievement: An Action Research Study (gender bias/abilityism)

• 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 among faculty as it relates to course alignment.
- More collaboration amongst faculty as it relates to course alignment.

**Successes & Challenges**
Workshop Ideas

In groups of 2-3

Discuss innovative ideas for course design or workshop ideas and equity?

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 and social justice to practice with contextualized and embedded in practice with social justice.

Workshop Ideas