

The Commission on Graduate Studies and Policies Resolution 2017-18A, Resolution to Incorporate an Inclusion and Diversity Education Component into Graduate Education, requires that all graduate students participate in inclusion and diversity educational programs as part of their graduate studies. This document addresses the School of Education's plans for compliance with this policy.

School of Education Plans to Address Inclusion and Diversity in Graduate Programs

The School of Education offers a variety of Specialist, Master's, and Doctoral programs including Counselor Education, Educational Leadership and Policy Studies, Curriculum and Instruction, Career and Technical Education, and Higher Education.

Required Topics:

1. The Virginia Tech Principles of Community as they apply to the valuing of human diversity and inclusion.

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- **We affirm** the inherent dignity and value of every person and strive to maintain a climate for work and learning based on mutual respect and understanding.
- **We affirm** the right of each person to express thoughts and opinions freely. We encourage open expression within a climate of civility, sensitivity, and mutual respect.
- **We affirm** the value of human diversity because it enriches our lives and the University. We acknowledge and respect our differences while affirming our common humanity.
- **We reject** all forms of prejudice and discrimination, including those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. We take individual and collective responsibility for helping to eliminate bias and discrimination and for increasing our own understanding of these issues through education, training, and interaction with others.
- **We pledge** our collective commitment to these principles in the spirit of the Virginia Tech motto of *Ut Prosim* (That I May Serve).

The School of Education champions diversity, equity, inclusion, and social justice in our commitment to research and practices that challenges the status quo, includes the voices and experiences of underrepresented populations, and expands opportunity and access to ongoing learning and the improved health and well-being of all. Plans to meet requirement one include:

1. The Virginia Tech Principles of Community are included in every syllabus in all graduate programs across the School of Education. During review of the syllabus the principles are discussed along with the Graduate Student Conduct. The Principles of Community align with the mission of the School of Education which seeks to prepare individuals to advance the goals of equity and social justice through education, applied research, advocacy, and research. Our mission aligns with Virginia Tech's motto, "Ut Prosim" (That I May Serve).
2. All graduate students in the School of Education are required complete training on ethical issues and academic integrity as they relate to graduate education. The School of Education has developed a training module to meet this requirement.
3. All faculty and graduate students complete the Diversity: Inclusion in the Modern Workplace module as required by Virginia Tech.

2. The impact that personal actions and words have on self, others, and the communities—university, national, and global—in which we live; issues of privilege, bias, power, prejudice, and discrimination; concepts of multiple personal, social, and cultural identities.

Students at both the master's and doctoral level across programs (Counselor Education, Educational Leadership and Policy Studies, Curriculum and Instruction, Career and Technical Education, Instructional Design and Technology, and Higher Education) are required to take coursework that includes exploration of concepts around the impact of actions on self, others, and in the communities within which we live and work. Included within course objectives are issues of privilege, bias, power, prejudice, and discrimination as they relate to access to education and their impact on the educational system. Teacher, administrator, and counselor education students explore their own biases and privilege as they explore their identities and the identities of the populations they chose to serve. Each program has required courses along with electives that allow for deep analysis and exploration of these concepts.

Counselor Education

EDCO 5244 Counseling Diverse Populations (Master's)

EDCO 6404 Advanced Counseling Theories and Multicultural Implications (Doctoral)

Educational Leadership and Policy Studies

EDEL 5114 Leader and Change in P-12 Education (Master's)

EDEL 6004 Theories of Educational Administration (Doctoral)

Curriculum and Instruction

EDCI 5104 Schooling in American Society (Master's)
EDCI 5554 Educating Exceptional Learners (Master's)
EDCI 6944 Professional Seminar (Doctoral)

Instructional Design and Technology (IDT/ITMA)

EDIT 5154 - Theoretical Foundations of Technology-Enhanced Learning
EDIT 5564 - Topics in Instructional Technology Tools & Methods

Additional EDCI Coursework by Content

EDCI 5914 Diversity and Multicultural Education (Math)
EDCI 5784 Culturally Responsive Teaching and Classroom Mgmt. (Elementary)
EDCI 5724 Teaching in Middle and Secondary Schools (English, History and Soc. Science, Science, Math)
EDCI 5324 Language Literacy and Culture (Reading Specialist)
EDCI 5804 STEM Education Foundations (Integrative STEM)
EDEP 5184 Sociocultural Influences on Learning and Instruction (Master's and Doctoral)
EDEP 6944 Professional Seminar (Doctoral)

Career and Technical Education

EDCI 5104 Schooling in American Society (Master's)
EDCI 5554 Educating Exceptional Learners (Master's)
EDCT 5714 Education and Work in a Changing Society (Master's)
EDCI 6944 Professional Seminar (Doctoral)

Higher Education

EDHE 5334 The American College Student and the College Environment (Master's)
EDHE 6064 Higher Education in the United States (Doctoral)

3. Available avenues of redress and our shared responsibility as active by-standards.

During the orientation and course introduction process, faculty share information regarding access to avenues for redress and the shared responsibility of active by-standards. Students at the master's level have this information shared during course orientation and doctoral students participate in an orientation where this information is shared. Information is listed in syllabi for student reference.

- Office of the Ombudsperson and resources available to students for engaging in and manage conflict. <https://www.graduate.ombudsman.vt.edu/>
- Sharing of the Graduate School [*Disrupting Academic Bullying Initiative*](#) and resources to help members of the VT community identify academic bullying and to report it through the [*Disrupting Academic Bullying Reporting Form*](#).
- Office for Equity and Accessibility – Title IX and Violence Against Women Act

- Dean of Students – Student Code of Conduct
- Graduate School – Graduate Honor System
<https://graduateschool.vt.edu/academics/expectations/graduate-honor-system.html>

4. The process of individual introspection required both to understand one’s own forms of implicit or unconscious bias and to create inclusive environments.

School of Education students engage in analysis of case studies, reflective activities, and internships that provide opportunities for them to reflect on forms of implicit and unconscious bias as they plan to create inclusive classroom and school environments. Coursework across programs (Counselor Education, Educational Leadership and Policy Studies, Curriculum and Instruction, Career and Technical Education, and Higher Education) require introspective analysis of bias and its impact on the way we teach, counsel, or lead in inclusive education environments.

One goal the School of Education is to examine the core of courses students are required to take as a part of a degree in Curriculum and Instruction to highlight the expertise of our faculty and address the needs of our students to better prepare our candidates to create and thrive in inclusive environments once they graduate from our programs.

Additional Topics/Focus Areas (as appropriate to the particular academic unit):

1. Inclusion and Diversity in a global context; institutional and governmental policies affecting immigration, accessibility, affordability, and related matters.

Courses across the School of Education programs include a focus on inclusion and diversity including instruction in teaching, counseling, and leading diverse populations. Students at the master’s level in curriculum and instruction, who are seeking initial licensure, take EDCI 5104 Schooling in American Society and EDCI 5554 Educating Exceptional Learners which include exploration of institutional and governmental policies surrounding access and accessibility to education for underrepresented populations. At the doctoral level, issues of inclusion and diversity are explored in the required professional seminar course, EDCI/EDEP 6944.

Students in counselor education at the master’s and doctoral levels explore issues related to inclusion and diversity in their required course EDCO 5224 Counseling Diverse Populations and more deeply at the doctoral level in EDCO 6524 Advanced Counseling Theories and Multicultural Implications.

2. Historical perspectives on diversity and the impact of traditions of privilege on the development of the discipline represented by the particular academic unit; inclusive pedagogy.

Master's and doctoral students in the School of Education study the historical perspectives on diversity within required coursework. Students at the master's level in curriculum and instruction, who are seeking initial licensure, take EDCI 5104 Schooling in American Society and EDCI 5554 Educating Exceptional Learners which focus on the historical perspectives of the educational system and the need for inclusive instructional practices. Doctoral students explore historical perspectives related inclusive pedagogy in courses EDCI/EDEP 6944 Professional Seminar

3. Effective strategies for inter- or intrapersonal conflict resolution; pathways to individual reconciliation of unconscious or implicit bias

Strategies for inter- and intrapersonal conflict resolution are shared as a part of the required ethics module and emphasized during master's course introductions and doctorate student orientation. Resources shared by faculty include the services provide by the Office of the Ombudsperson available to students for engaging in and manage conflict. <https://www.graduate.ombudsman.vt.edu/>