

Standard 4 – Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

Marietta College strives to prepare its candidates for working with the diverse populations they are likely to encounter in P-12 schools. The majority of undergraduate candidates in teacher education are representative of the predominantly white, middle-class culture of the Marietta College student body and the population of the community that surrounds the College. Candidates in the Master of Arts program also reflect this community population. The Education Department is engaged in continuing good faith efforts to address the challenge to expose candidates to all aspects of diversity. We celebrate many of our current initiatives to build candidates' knowledge, skills, and dispositions in working with students whose ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, or geographic background may be different from their own.

In the spring of 2001, Marietta College students, faculty, and staff came together for a "Conversation on Diversity". Following this forum, President Scott appointed a diversity task force to make recommendations for enhancing diversity on campus. Dr. Bill Bauer, assistant professor of education was chosen to lead this task force in the development of six major objectives which included 1) creation of a supportive campus environment that is welcoming for all individuals, 2) promotion of diversity on campus and in the Marietta community, 3) recruitment and retention of minorities into faculty, staff, and administrative positions, 4) recruitment, retention, and graduation of greater numbers of minority students, and 5) incentives for departments and programs to develop models of excellence for increasing diversity. As a result of the work of the task force, a diversity plan was developed by President Scott. Two education faculty members, Dr. Bauer and Dr. Peebles serve on the Diversity Across the Curriculum Committee that grew out of this plan. Dr. Bauer and Dr. Peebles have provided leadership to departments across campus who are seeking to integrate diversity into their courses.

Element 1: Design, Implementation, and Evaluation of Curriculum and Experiences

The Education Department has worked to integrate diversity across both the undergraduate licensure and graduate curriculum. This integration occurs with a combination of specific diversity courses, experiences, and diversity strands that run through several courses.

1.a Undergraduate Initial Licensure

Two required courses at the undergraduate level focus specifically on diversity. Education 253, *Diverse Learners*, familiarizes candidates with a wide range of exceptionalities including developmental delays, learning and physical disabilities, emotional disorders, and giftedness. Candidates gain knowledge of identification, appropriate interventions, advocacy, and assistive technology. During the 30-hour field component for this course, candidates work with special needs students in special education and inclusion settings. Candidates are evaluated on the knowledge skills, and dispositions they demonstrate during this experience. Acceptable performance in this experience is required for admission to the Professional Licensure Program. Education 452, *Culture and Gender Issues*, is completed during the student teaching semester. This course enables candidates to broaden their knowledge of diversity and embrace cultural differences among students. Because this course occurs during the student teaching semester, candidates are able to participate in a 30-hour field component that takes place outside of southeastern Ohio. The course instructor travels with candidates to a diverse urban area where candidates are assigned to work in a classroom with students who differ in race, ethnicity, and geographic background from students in the Marietta area. Candidates are evaluated on their performance and their ability to analyze and reflect on the experience. The unit is currently designing a student teacher exchange program in collaboration with Central State University, a historically African American state university in Dayton, Ohio. The goal of this initiative will be to create linkages between our student teachers, which will result in cross visits between campuses and week-long field placements in schools in each area. We plan for this experience to become the field component for Education 452. Syllabi and candidate work samples and reflections from Educ 253 and 452 will be available in the evidence room.

Education faculty have built diversity components into a number of the required courses in the teacher education program. Table 43 provides examples of diversity components in undergraduate courses.

Table 43: Diversity Components in Education Courses

Course	Title	Diversity Components	Program Requirement
110	<i>Principles of Education</i>	<ul style="list-style-type: none"> Reading assignments and class discussions on student diversity and historical struggle for equal opportunity 	All programs
111 131 151	<i>Initial Field Experience</i>	<ul style="list-style-type: none"> Candidates are required to complete a school and classroom analysis asking them to investigate socioeconomic characteristics of school and to describe teaching episodes that 	All programs

		accommodated diversity in student abilities and sensitivity to cultural differences	
130	<i>Technology in the Classroom</i>	<ul style="list-style-type: none"> • Consideration of the use of technology with multiple intelligences, multicultural populations, bilingual students, and exceptionalities • Hands-on experience with assistive technology 	All programs
202	<i>Educational Psychology</i>	<ul style="list-style-type: none"> • Reading assignments and class discussions on learning styles and the impact of cultural differences on learning 	All programs
219	<i>Children's Literature</i>	<ul style="list-style-type: none"> • Candidates read and critique multicultural picture books • Candidates create websites for multicultural picture books 	Early Childhood
220	<i>Adolescent Literature</i>	<ul style="list-style-type: none"> • Candidates read and create units based on books with characters of diverse cultural backgrounds 	Middle Childhood AYA
253	<i>Diverse Learners</i>	<ul style="list-style-type: none"> • Candidates gain knowledge of all areas of exceptionalities, student services, legal considerations, and family roles • Candidates complete a project related to disabilities • Candidates complete a research paper on an area of exceptionality 	All programs
211 231 251	<i>Diverse Learners Field Experience</i>	<ul style="list-style-type: none"> • Candidates complete a 30-hour experience in an inclusion or special education setting • Candidates submit a portfolio with guided journal entries, reflections, classroom description, interview summaries, and description of work with students 	All programs
332	<i>Sign Language</i>	<ul style="list-style-type: none"> • Candidates gain working knowledge of American sign language and deaf culture • Attendance and interaction at a deaf community event is required 	All programs (elective)
321	<i>Foundations of Reading</i>	<ul style="list-style-type: none"> • Introduction to teaching reading to students with exceptionalities and English Language Learners 	Early childhood Middle childhood
311 331	<i>Reading Field Experience</i>	<ul style="list-style-type: none"> • Candidates complete a school and classroom analysis (see 111/131/151) 	Early childhood Middle childhood
305	<i>Early Childhood Programs and the Learner</i>	<ul style="list-style-type: none"> • Classroom activities provide various examples of adapting and modifying instruction to meet the needs of all students • Candidates gain knowledge of instruction and 	Early childhood

		assessment designed for students with academic and experiential diversity	
350	<i>Assessment</i>	<ul style="list-style-type: none"> • Candidates learn to consider and select assessment procedures that are not culturally discriminatory • Candidates examine tests that are validated and administered in the child’s native language or other mode of communication • Candidates interact with multidisciplinary assessment teams 	Early childhood
360	<i>Reading in the Content Area</i>	<ul style="list-style-type: none"> • Study and practice with reading strategies to accommodate diverse learning styles and exceptionalities • Reading, discussion, and case studies focusing on effective instruction for E.L.L.’s in content classes 	Middle childhood AYA
362	<i>Instructional Strategies in Early Literacy</i>	<ul style="list-style-type: none"> • Readings and discussion of how to select materials and modify instruction for students with exceptionalities and E.L.L.’s • Experience creating home literacy activities that accommodate families’ socioeconomic/educational background and culture • Practice selecting multicultural texts for various early childhood content areas • Creation of literacy web site to accommodate diverse learners 	Early childhood
410	<i>Reading Clinic Practicum</i>	<ul style="list-style-type: none"> • 60+ hour experience focusing on identification and accommodation of individual learning needs of students • students from low socioeconomic backgrounds are given scholarship assistance to participate in the program 	Early childhood Middle childhood reading endorsement
421	<i>Early Childhood Practicum</i>	<ul style="list-style-type: none"> • Candidates gain knowledge and participate in field experience with early childhood “at-risk” populations including young children with exceptionalities • Participation in family studies and preparation of diagnostic report 	Early childhood
423	<i>General methods</i>	<ul style="list-style-type: none"> • Readings and discussion of modifications in materials and methods for adolescent/young adult diverse learners • Completion of a unit in the candidate’s content area with accommodations for diverse students 	AYA
430	<i>Middle School Concepts</i>	<ul style="list-style-type: none"> • Through research, candidates investigate ways in which exemplary middle school teachers 	Middle childhood

		accommodate student diversity <ul style="list-style-type: none"> • Candidates use case studies to identify various issues relating to classroom diversity and recommend strategies for addressing them • Candidates participate in a field experience where they are required to identify student backgrounds and accommodate needs of all students 	
452	<i>Culture and Gender Issues</i>	<ul style="list-style-type: none"> • Candidates complete a cultural autobiography • Readings, guest speakers, and discussion of racial, ethnic, socioeconomic, religious, language, and gender diversity • Field experience in a diverse setting 	All programs
454	<i>Social Studies Methods</i>	<ul style="list-style-type: none"> • Candidates interact with guest speakers who teach in diverse environments and discuss how they accommodate all learners • Candidates investigate and use a variety of multicultural materials in planning a unit 	Middle childhood AYA
456	<i>Science Methods</i>	<ul style="list-style-type: none"> • Readings and discussion focus on culture and gender differences in the science classroom 	Middle childhood AYA

In addition to education courses, candidates are required to complete two global/diversity courses to fulfill the Marietta College general education requirement. The global/diversity requirement for general education is described in the [Marietta College Undergraduate Catalog](#). (see pages 126-128)

1.b Master of Arts in Education Program

All candidates in the Master of Arts program are required to complete Education 600, a seminar course that consists of a variety of guest speakers who focus on leadership in education. Guest speakers who are selected consist of a diverse range of individuals who represent cultural, racial, ethnic, and gender diversity as well as physical disabilities. Candidates interact with these speakers and write a reflection paper each week. In addition to Education 600, all graduate candidates must complete a minimum of one diversity course. The education faculty have created diversity courses which the unit feels will enhance candidates' classroom teaching and appreciation of diverse students. Courses that have been developed are Educ 612, *Appalachian Culture in Education*; Educ 663, *Sign Language*; Educ 614; *Multicultural Perspectives for Educators*; Educ 649, *Students with Disabilities*; and Educ 657, *Teachers as Leaders Abroad*. Syllabi and candidate work samples from these courses will be available in the evidence room.

Element 2: Experiences Working with Diverse Faculty

Marietta College and the Education Department have endeavored to increase the diversity of their faculties. In the fall of 2001 the College had 18 faculty openings, including an opening for a tenure track position in the Education Department, and thus an opportunity to add diversity to the faculty. All positions were advertised in the "Affirmative Action Register", and the Provost's

office purchased the list of all minority doctoral candidates graduating that year and wrote a personal letter to all candidates in each discipline for which there was a job at Marietta inviting them to apply. In addition, all search committee chairs were told that minority applicants would automatically be included among those candidates to be interviewed to give every chance to recruit minority faculty. No identified minority candidates (according to affirmative action cards returned by the candidates) were attracted. The College continues to make every effort to attract minority candidates. In the fall of 2002, the Education Department hired Dr. Bill Bauer, who is hearing impaired. Dr. Bauer has already had a very positive impact on undergraduate and graduate candidates' knowledge and appreciation for individuals with disabilities. Recently, African-Americans were appointed Clinical Psychologist, Coordinator of Minority Affairs, and to two coaching positions. Asian faculty members have been hired as well.

Unit faculty have a wide background in their awareness of and experiences with diversity issues. Faculty have experience teaching diverse students in urban areas in the United States and in schools overseas. Some faculty have lived abroad or in other areas of the United States and have traveled extensively to gain appreciation for global diversity. Faculty have taught K-12 students with disabilities and students who are identified as gifted. Faculty are affiliated with various religions including Protestant, Catholic, and Jewish.

The ethnic, racial, and gender composition of full-time faculty in the Education Department and Arts and Sciences divisions on campus is depicted in Table 44.

Table 44: *Faculty Racial Diversity Data for Education and Other Campus Divisions(2003-04)*

	Education		Arts and Sciences	
	Male	Female	Male	Female
African American			1	1
American Indian				
Asian/Pacific Islander			2	2
Hispanic/Latino				1
White/Non-Hispanic	1	6	46	22
Unknown			6	3

Element 3: Experiences Working with Diverse Candidates

The college has employed a variety of strategies to recruit and retain a diverse student body. Initiatives growing out of the 2002-03 college-wide Diversity Plan include the following:

- Data driven goals were developed for the Office of Admissions to increase the number of minority applicants in 2003-04.
- A mentoring program for minority students was created by the Office of Multicultural Affairs to provide mentor families in the Marietta community.
- Yearly training for all students focusing on sexual and cultural harassment and discrimination was instituted.
- A review of accessibility issues on campus was conducted during the 2003-04 school year.
- Freshman orientation topics were expanded to include diversity.
- Safe Zone training by Rainbow Alliance and the Office of Multicultural Affairs is ongoing.
- The Annual Distinguished Diversity Enhancement Award for staff or students who demonstrate a commitment to enhancing diversity at the College was instituted.

- A diversity website with a front page link was established under the direction of Dr. Bauer.
- A network of alumni from diverse cultures was created for the purpose of mentoring students.
- A diversity brochure was created by the Admissions Office and is now sent to prospective students.

In the spring of 2003, the Education Department collaborated with the Office of Admissions to plan and conduct a minority recruitment day. A total of 40 high school sophomores and juniors from Cleveland and 21 students from Columbus were provided with transportation to come to Marietta College for the day. While on campus, they toured facilities, listened to a presentation about teacher education opportunities, and interacted with education candidates and faculty. At the same time, a new renewable scholarship was introduced for minority students preparing to be teachers.

The unit has begun development of a brochure to promote teacher education to minority students. This brochure will be sent by the Office of Admissions to targeted groups of potential students. The Education Department also plans to use the brochure with incoming freshmen. The potential for having the opportunity for our candidates to be linked via email and visits with African-American candidates at Central State University promises to provide a rich opportunity to increase candidates' appreciation for diversity. The unit is hopeful that we will begin to see positive results from these efforts over the next year. Table 45 provides data on current enrollment in the undergraduate education program and data on total undergraduate enrollment at Marietta College.

Table 45: Enrollment Data for Education and Total College – 2003/2004

Race/Ethnicity	Teacher Education*		Total College	
	Male	Female	Male	Female
African-American	4		16	13
Asian/Pacific Islander	1		24	29
American Indian			3	4
Hispanic/Latino			7	6
White/Non-Hispanic	47	91	539	603

* candidates who have filed *Intent to Pursue Education* form

The Master of Arts in Education program continues to attract a substantial number of graduate candidates from China. Marietta College Asian Studies Coordinator, Dr. Xiaoxong Yi, has made numerous trips to China to recruit graduate students. Education Professor Dr. Golden has also traveled to China and plans to include additional education faculty in this recruitment effort are in the planning stages. Demographic data for the Master of Arts in Education and other graduate programs at Marietta College is depicted in Table 46.

Table 46: Graduate Enrollment Data – Spring, 2004

Enrollment Status	M.A. Education	M.A. Corporate Media	M.A. Liberal Learning	M.A. Psychology	M.S. Physician Assistant Studies

Full-time	4	1	2	4	33
Enrollment Status	M.A. Education	M.A. Corporate Media	M.A. Liberal Learning	M.A. Psychology	M.S. Physician Assistant Studies
Part-time	50	1	26		
Total	54	2	28	4	33
Ethnicity					
African American					
American Indian	2				
Asian	10		3		
Caucasian	42	2	25	4	33
Hispanic					

For the fall of 2004, a position in the Admission Office for minority recruitment has been created in an effort to increase the percentage of underrepresented students. The College's international student body continues to be a very important part of diversifying the student body as a whole, although restrictions on visas have decreased that population some. Five international agreements are in place (China (2), Bangkok, Hong Kong, and Brazil) that bring students and faculty to campus on a regular basis as well as provide an opportunity for our students and faculty to travel to teach and take classes on these other campuses. This has made a significant impact on the internationalization of the campus and the opportunities available for candidates to increase their appreciation for diversity.

Element 4: Experiences Working with Diverse Students in P-12 Schools

Candidates are able to experience a range of socioeconomic levels, including a sizeable percentage of students below the poverty line, during field and clinical experiences in area P-12 schools. Candidates also work with students and families who exhibit Appalachian cultural characteristics. The unit further insures that, during their field experiences in area schools, all candidates work with students with exceptionalities. The opportunities to have direct contact with students who are racially diverse is severely limited in Marietta College's geographic area. Most schools have fewer than 1% of students from any identified racial minority group. This reflects the general population of Wood County, West Virginia and southeast Ohio. The population of Washington County, one of the more heavily populated counties in southeast Ohio, is 98.1% white with less than 1% in every other racial category. This fact means that the unit has had to work very hard to plan for experiences to expose candidates to racially diverse students.

The primary opportunity for candidates to work directly with racially diverse students occurs during the Education 452 field experience. This experience exposes candidates to schools in urban areas whose students are racially and ethnically diverse. This field experience is tied to Educ 452, *Culture and Gender Issues*, which gives candidates a context from which to view and

reflect upon the experience. The evidence room will contain a file with samples of candidate reflection papers written following this experience.