

Academic Department/Division Diversity Reporting Executive Summary

1. Name of Department/Division

Division of Education

2. Academic Year for Report

- a. Fall 2018-Spring 2019

3. List of Degree Programs and/or Courses which highlight or support diversity awareness/engagement in the course or degree curriculum.

All programs at the undergraduate and graduate levels include required courses that highlight and support diversity awareness and engagement.

Examples of courses at the graduate level include:

- EDUC 5822 Multicultural Education
- EDUC 5093 Curriculum & Instruction for Special Learners
- EDUC 5500 Internship/Practicum
- EDUC 5923 Adult Cognitive Styles & Individual Learning Differences

NWOSU Graduate Studies OK-NWOSU-CS-07.2 states students will “Recognize the cultural and social factors that are related to pupil performance. Apply appropriate instructional techniques and strategies to meet the special needs of children of differing cultures.” This core standard applies to EDUC 5822 Multicultural Education.

Within graduate programs curriculum (Adult Education, Educational Leadership, Reading Specialist, School Counseling, Curriculum & Instruction) are courses aligned with specialized program standards and core standards that emphasize diversity awareness and provide opportunities for students to develop awareness skills in diversity but to become well informed advocates in this regard.

At the undergraduate level, courses that highlight and support diversity awareness and engagement include:

- EDUC 3113 Students with Exceptionalities

- EDUC 2103 Foundations of Education
- EDUC 2013 Child/Adolescent Psychology
- EDUC 3322 Educational Psychology
- EDUC 4122 Classroom Management & Behavior Intervention I
- EDUC 4332 Assessment & Evaluation
- EDUC 4131 Classroom Management & Behavior Intervention II
- EDUC 4960 Student Teaching

As with the graduate level curriculum, there are specific courses within each program that are aligned with specialized professional association standards that emphasize awareness and skill in matters of diversity. All lessons completed by undergraduate students follow a template that requires students to state how the needs of individual learners, underserved learners, and underrepresented learners will be met. Section VII of the template is “Adaptations for Student Diversity and Individual Needs”. In this section students state how they will meet the needs of individual learners, underserved learners, and underrepresented learners.

4. Extra-curricular or co-curricular activities housed within the department/division and/or which are sponsored by the department/division that highlight or support diversity awareness and engagement (For example: Aggie Club, SOEA, Spanish Club, CORE, Writer’s Roundtable etc...all support diversity of student experiences and/or support community based entities that serve the broader public population)

Members of the NWOSU Student Oklahoma Education Association attend two professional development state conferences. Both conferences provide sessions on differentiating instruction and engaging all students in learning. Other conferences are available for members to attend. An example is the Student Leadership Conference in Minnesota attended by an NWOSU SOEA representative and its sponsor. The conference included presentations on social justice. The National Education Association Leadership Conference also included presentations on social justice and civil rights and was attended by a member of the NWOSU SOEA.

The Conserving Our Ranger Environment (CORE) organization enhances diversity awareness and engagement by including the natural world and the relationships it supports into the definition of diversity. CORE supports this much more inclusive definition by sponsoring educational events and service learning activities. In the 2018-2019 academic year CORE has sponsored the Ranger Recycler program with the preschool program housed at the NWOSU Enid campus; co-sponsored Campus Clean Up Days; sponsored eco-art projects for Earth Day; participated in several community-based service learning activities and educational presentations.

5. Internship/Practicum placements that encourage or require interaction with underserved, minority, or socio-economically disadvantaged populations.

At the graduate level (Educational Leadership, Reading Specialist, School Counseling) specialized professional association standards emphasize diversity. The individual programs align their respective internship/practicum with those requirements. Examples of these standards are:

Educational Leadership ELCC Standard 5.3: "Candidates understand and can safeguard the values of democracy, equity, and diversity within the school."

School Counseling Competency 3: "Demonstrates an appreciation of human diversity by providing equitable guidance and counseling services for all students and by promoting a climate of mutual respect that helps students value themselves and other."

Reading Specialist IRA Standard 4: "Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society."

These standards are embedded in the internship through various requirements that include completing internship/practicum hours at diverse school sites and working with diverse learners and their families in a variety of settings. Diversity in this context is a broad definition. The

programs cited above are in compliance with their respective learned societies for the applicable internship/practicum.

At the undergraduate level, students are required to have three diverse clinical experiences. Diversity is defined at this level in reviewing five criteria that are available as public record from the Office of Educational Quality and Accountability: ethnicity, poverty, special needs, mobility, English language learners. A school site that is above state average in three of the five criteria is designated as a highly diverse school. A school site that is above state average in two of the five criteria is designated as a diverse school. A school site that is above state average in one or none of the five criteria is designated as a not diverse school site. Over the course of the three clinical experiences, a student can have only one experience in a “not diverse” school. If a student completes a clinical experience in a “not diverse” school, then the student must have at least one clinical experience in a “high diverse” school site. A chart is available on the Division’s web site to guide students in planning their three clinical experiences so they meet the program’s diverse experiences requirements. Students in EDUC 2103 Foundations of Education class participate in a field trip to inner city schools in Oklahoma City that meet the “highly diverse” criteria. This provides students with early experiences in diversity as it pertains to ethnicity, poverty, special needs, mobility, and English language learners. Within the professional education coursework, all students plan lessons using the approved lesson plan template. Section VII of the template is “Adaptations for Student Diversity and Individual Needs”.

6. Explanation of how department provides support for or outreach to underserved, minority, or socio-economically disadvantaged students.

Beginning in 2016-2017 the Division of Education has collaborated with the Teach Oklahoma program at Enid High School and Woodward High School. The Teach Oklahoma program is sponsored by the Oklahoma State Regents for Higher Education for the purpose of immersing high school students in a curriculum through which they learn about teaching as a profession. In 2016-2017 and 2018-2019 the Division of Education was awarded grants from the Oklahoma State Regents for Higher Education to support collaborative activities between the two high school programs and NWOSU.

The student diversity within the two high school programs, particularly at Enid High School, provides the Division of Education with an excellent opportunity to reach underserved, minority, and socio-economically disadvantaged students. The intent of this collaboration is to (1) encourage the Teach Oklahoma students to attend college, (2) encourage the Teach Oklahoma students to attend college at NWOSU, and (3) encourage the Teach Oklahoma students to choose a career in teaching.

The Division of Education also supports economically disadvantaged NWOSU students through the Teachers' Closet housed in the Education Center. Founded by an assistant professor of education and an assistant professor of English, the Teachers' Closet was formed to provide professional clothing to teacher education students. The mission of the program has expanded to assist all NWOSU students in need of professional clothing but without the financial resources to purchase such clothing.

7. Training or conference attendance for faculty and staff that included diversity awareness and/or engagement. Names of those faculty and staff attending should be included.

Dr. Martie Young attended "Resilience: The Biology of Stress & the Science of Hope" in Enid on Monday, February 11, 2019. Content of the training was a documentary that "...reveals how TOXIC STRESS can trigger hormones that wreak havoc on the brains and bodies of children, putting them at risk for disease, homelessness, prison time and early death."

Dr. Steven Mackie assisted in organizing a conference session for the American Educational Studies Association Annual Conference (November 7-11, 2018) titled "Only Radical Actions Can Save the World: Thirty Years as an Indigenous Resistor and Eco-Terrorist in the 21st Century". He also reviewed papers and conference proposals for the American Educational Studies Association conference and the Ecojustice and Activism conference.

The following faculty attended the presentation "Special Education in Oklahoma: Diverging Aims" at the Oklahoma Association of Colleges of Teacher Education conference in October, 2018: Mariann Braten-Hall, Dr. Jen Oswald, Ms. Roxann Clark, Dr. Christie Riley, Dr. Christee Jenlink. The presenter was Dr. Josh Hawkins, NWOSU assistant professor of Education.

Mariann Braten-Hall attended the presentation “Phenomenological Studies: How to Plan the Seeds of Multicultural Competence in HE” at the Oklahoma Association of Colleges of Teacher Education conference in October, 2018.