



Huntington University Institutional Report

NCATE Focused Visit Standard 4

October 28-30, 2007



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Overview of the Institution

Introduction

Founded in 1897, Huntington University is a liberal arts university located in the town of Huntington in northeast Indiana. Known for high quality in programs such as business, teacher education, and youth ministries, the University also distinguishes itself in the number of volunteer hours students and employees log each year. With an enrollment of 1150, Huntington University serves both residential undergraduate students and a growing number (over 200) of non-traditional students in its undergraduate EXCEL program for adults, its Graduate School of Christian Ministries, and its Master of Education program. In a highly competitive location, saturated with similar colleges and universities, Huntington is pleased to have been ranked the third highest comprehensive college in the state by *U.S. News and World Report* recently and in the top tier of comprehensive Midwest colleges for the last decade.

The university is affiliated with the Church of the United Brethren in Christ, the first American-born denomination, which claims famous members Francis Scott Key, writer of the national anthem, and Bishop Milton Wright, father of the Wright Brothers. The U.B. denomination required members to release their slaves in the early 1800s, long before the Civil War. In 1847 the church bought Otterbein College in Ohio, which became the first college to admit women and one of the first to admit minorities. (Otterbein later became Methodist.)

A 150-year-old former railroad town, the city of Huntington is nestled on the forks of the Wabash River and Little River and is home to several international electronics and truck part manufacturers, a national shoe distribution center, and former vice-president Dan Quayle, whose family owned the local newspaper for many years. A 1990s building boom on the town's north side brought new motels, restaurants, shopping areas, and a theater. With a population of 18,000, Huntington is the largest city within 50 miles of Fort Wayne (the state's second-largest city). Surrounded by farms and small towns, Huntington is also just minutes from the large malls, fine arts, media, and educational institutions of Fort Wayne. The unemployment rate in Huntington County is about 4%, and the median family income is just under \$40,000. The county public school corporation includes eight elementary schools, three middle schools, and one 2000-student high school. In addition, two parochial schools operate in the city.

Of the 1150 students enrolled in the fall of 2007, 921 are traditional undergraduates, 83 graduate students, and 146 working adult students enrolled in the non-traditional EXCEL program. The number of international students, representing 15 countries this year, has risen from 22 in 2005 to 30 in 2007. The American students this year come from 29 different states and Puerto Rico. For the last several years, the percentage of undergraduate students with non-white ethnicities has been between 2.0% and 2.6%. This compares favorably with Huntington County's overall rate of 1.8% non-white population. The 2006-2007 traditional undergraduates at the University included students identified as American Indian/Alaskan (0.1%), Asian/Pacific Islander (0.7%), Black (0.5%), and Hispanic (0.7%). Additionally, 34 students listed themselves as non-resident alien. (See *Annual Report of the President*, October 2006, Section B.) Forty percent of Huntington University students come from families making less than \$50,000 per year. Fifteen percent of first-year HU students come from households with less than \$30,000 annual income. (See URL for Huntington County data on the back cover of this report.)

A university this size tends to address important issues—such as enrollment, diversity, or technology, for example—as a whole campus instead of within individual departments. Therefore, Huntington's diversity plan is a university-wide plan, and diversity is addressed with campus-wide initiatives (resulting in a much more unified and effective approach for a small institution). Other examples of this unified governance approach include a campus-wide chapel program and centralized faculty hiring, development, promotion, and salary management.

Huntington University offers over 70 academic concentrations, including seven new programs approved in the last few years: a Master of Education program (approved by the state in November 2004) and bachelor programs in social work, digital media arts, worship leadership, economics and finance, political studies, and recreation and sports ministry. The five largest undergraduate programs are elementary education, the EXCEL adult program in organizational leadership, secondary education, ministry and missions, and business management. The traditional undergraduate program is on a 4-1-4 calendar, which includes a three-week January Term.

Through the Council for Christian Colleges and Universities and other cooperative affiliations, the University offers the following off-campus programs: Latin American Studies, Middle East Studies, Russian Studies, China Studies, American Studies, Los Angeles Film Studies, AuSable Institute of Environmental Studies, Oxford Honors, Oxford Summer School, Summer Institute of Journalism, Jerusalem University College, Christian Center for Urban Studies-Chicago Center, Institute for Family Studies, International Business Institute, Contemporary Music Program, Semester in Spain through Trinity Christian College in Illinois and a program in Africa through Greenville College in Illinois. (See 2005-2007 *Academic Catalog*, pp. 23-31; online catalog at www.huntington.edu/registrar/catalog/. See also Folder 1.23). Teacher education candidates can and do participate in these programs as well as in overseas student teaching through the cooperative Christian College Teacher Education Coordinating Council, which meets annually in Huntington for orientation training for all overseas student teachers from participating institutions.

Huntington University was first accredited by the North Central Association of Colleges and Schools in 1961. Reaccreditation has been granted six times since, with the last reaccreditation in 2004 and the next visit scheduled for 2014. Huntington University received its initial NCATE accreditation in 1993 and NASM (National Association of Schools of Music) accreditation in 2000. NCATE accreditation was continued in 2000. The University is accredited by the Indiana Department of Education's Division of Professional Standards (DPS) and permitted to recommend candidates for Indiana teacher licenses at all grade levels in twelve content areas and in special education (added in 2003). In November 2004, the DPS approved an M.Ed. program, which began accepting applications for the Spring 2005 term and served over 80 local teachers in the 2006-2007 academic year.

The University has no branch campuses or distance learning courses for its undergraduate programs. The Graduate School for Christian Ministries and the EXCEL accelerated adult program both have off-campus courses, but all teacher education courses and general education (core) courses are taught on site.

Mission of the Institution

As a Christian university, Huntington is committed to developing the whole person, assisting students to understand all areas of human knowledge from the perspective of a Christian worldview, and preparing them to impact their world for Christ. While the programs of the University are designed especially for students who desire to study in such an environment, the University welcomes students of all faiths who understand the objectives of the University and are willing to abide by its regulations. The University is committed to a strong liberal arts emphasis for all students, regardless of the vocation or profession for which they are preparing. In developing the whole person, the University emphasizes intellectual, physical, social, emotional, and religious objectives:

- *The University encourages the development of thorough scholarship.*
- *The University encourages the student to value physical wellbeing.*
- *The University encourages students to develop their faith.*
- *The University recognizes that, as a Christian University, it must make itself not a refuge from the contemporary world but an arena for encounter with that world and creative response to it.*
- *The University must emphasize the necessity for its students to make a critical and personal response to the issues encountered in the various fields of study.*
- *The University must accept disagreement and controversy as a normal and healthy part of its life as a University.*
- *The University recognizes that it is unsuccessful if students learn information but are not challenged to rethink their values; students become familiar with a major field of study but are not ready to do independent and critical thinking in those fields; students learn about current problems, issues and controversies but feel no need to make personal responses to them; students maintain Christian beliefs and practices but insulate their Christian faith from other aspects of their experience and do not think through, broaden, and deepen their faith in response to the challenges presented both by their academic and career pursuits and by their awareness of current problems and issues. (See *Academic Catalog*, pp. 15-16, for the complete philosophy of education statement.)*

The Huntington University Core Curriculum assists students in integrating knowledge, values, and abilities with a coherent worldview, equipping them for a life of faithfulness to God through service in the world. Emphases of the Core Curriculum include liberal arts knowledge, faith-informed values and perspectives, multidisciplinary skills, and cross-cultural understanding and service (including challenging students to “value diversity,” “constructively engage people from different cultures,” and “apply knowledge, values, and skills in socially responsible action” (*Academic Catalog*, p. 50; see also Folder 1.22). In 2007 the faculty approved a new feature of the Core Curriculum that will begin designating certain courses for Cross-Cultural Experience credit and CCE notation on student transcripts.

Mission of the Unit

The Education Department offers programs leading to teacher licensing in elementary, middle, and high schools. Elementary education majors may add special education and middle school content areas to their licenses. Candidates seeking a secondary or an all-grade license must major in an academic content area. Preparation for teaching includes a broad introduction to the liberal arts and professional preparation courses. The programs in teacher education include a planned sequence of courses, a series of field experiences, and student teaching during the senior year. The unit’s goal is to prepare professionals who are “effective stewards” of the learning environments in which they work (see Conceptual Framework below). A Master of Education program was launched in 2005.

Characteristics of the Unit

The Department of Education is housed in Loew-Brenn Hall and is part of the Division of Education, Kinesiology, and Recreation Management (see *Catalog*, pp. 89-91, for a description of the University’s divisions). Department faculty members enjoy spacious modern offices grouped around a reception area which displays handbooks and testing materials and offers ample filing spaces. The department has six full-time faculty members, an administrative assistant, and a part-time Director of Clinical Experiences. The department employs three or four part-time instructors and two or three part-time supervisors during most semesters. One faculty member has a portion of her load allocated to university-wide administrative duties as Assistant Dean for Faculty Development. One 15-year member of the department recently moved into full-time administrative duties as Associate Dean for Graduate and Adult Studies. (See Folder 2.08 for faculty vitae. See also www.huntington.edu/education/faculty.) The education program has been the largest or close to the largest program on campus for the last decade. Some of the unit’s special features include:

- Modern facilities
- Three model classrooms
- Dedicated computers and other equipment
- An elementary education junior block field experience in each semester of the junior year (one semester’s field experience is in an urban school)
- A January-term Multicultural Practicum required of all education candidates
- Faculty members actively involved with local curriculum development, in-service workshops, and state and national organizations and policy-making committees
- Close working relationship with the eleven public schools in Huntington County, providing a unique, long-term relationship between the county’s only university and the county’s only public school corporation
- Local professionals (including program graduates) who support the program with advice (e.g., regarding field experiences, technology, special education, and the new Masters program) and by hosting Huntington University field experience candidates in their classrooms
- Effective, creative, and hard-working candidates and program completers, who provide the University with an excellent reputation among principals and teachers (see *Education Department Annual Assessment Reports*)
- Teacher education candidates are well-represented in leadership positions in the student body, participation in the arts, and membership on the campus-wide Alpha Chi honor society.
- The Education Department’s chapter of the national Kappa Delta Pi has won the KDP Ace Award in 2003, 2005, and 2007.

- Education majors use the library significantly more than any other major on campus (*President's Report*, Section B).
- See the department's webpage for additional special features (www.huntington.edu/education).

Teacher education programs are described in detail in the university *Catalog* (pp. 58ff.). *Guides to Typical Programs* (see bound copy in work room or the URL listed at the end of this report) show course sequences for each program. The unit does not offer programs or courses off-campus or through alternative delivery methods such as distance learning. All undergraduate teacher education programming is offered on campus in traditional formats.

Table 1: Programs Offered by the Unit

| Program Name | Award Level | Program Level | Candidates | | | Program Review* DPS=Indiana Division of Professional Standards |
|---|-------------------------------|---------------|-------------------------------|----------|-----------|---|
| | | | '05 F | M | Total | |
| Elementary Education: Primary & Intermediate | B.S. & License Recommendation | Initial | 86 66 | 24 14 | 110 80 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Elementary Special Needs: Mild Intervention | B.S. & License Recommendation | Initial | 16 23 | 0 3 | 16 26 | NCATE/DPS accred. 2005 & DPS UAS Review Panel 2003 |
| Elementary Art | B.S. & License Recommendation | Initial | | | 0 0 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Intermediate: Elem. & Middle Sch. Language Arts | B.S. & License Recommendation | Initial | 1 3 | 0 1 | 1 4 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Intermediate: Elem. & Middle Sch. Math | B.S. & License Recommendation | Initial | 2 3 | 3 1 | 5 4 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Intermediate: Elem. & Middle Sch. Science | B.S. & License Recommendation | Initial | 0 0 | 2 0 | 2 0 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Intermediate: Elem. & Middle Sch. Social Studies | B.S. & License Recommendation | Initial | 0 0 | 1 0 | 1 0 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Secondary: Middle Sch. & High Sch. Biology | B.S. & License Recommendation | Initial | 2 0 | 1 0 | 3 0 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Secondary: Middle Sch. & High Sch. Business | B.S. & License Recommendation | Initial | 0 1 | 1 2 | 1 3 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Secondary: Middle Sch. & High Sch. Chemistry | B.S. & License Recommendation | Initial | 2 0 | 0 1 | 2 1 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Secondary: Middle Sch. & High Sch. English | B.S. & License Recommendation | Initial | 12 11 | 6 5 | 18 16 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Secondary: Middle Sch. & High Sch. Mathematics | B.S. & License Recommendation | Initial | 9 4 | 5 5 | 14 9 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Sec.: Mid. Sch. & High Sch. Physical Educ. & Health | B.S. & License Recommendation | Initial | 1 0 | 2 2 | 3 2 | NCATE/DPS accred. 2000 & DPS UAS Review Panel 2003 |
| Secondary: Middle Sch. & High Sch. Visual Arts | B.S. & License Recommendation | Initial | 0 1 | 0 2 | 0 3 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Secondary: Middle Sch. & High Sch. Social Studies | B.S. & License Recommendation | Initial | 6 3 | 4 11 | 10 14 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| Secondary: Middle Sch. & High Sch. Spanish | B.S. & License Recommendation | Initial | Launch was pending '07 hiring | | | Approved by University but not yet by the state |
| Secondary: Middle Sch. & High Sch. Theatre | B.S. & License Recommendation | Initial | 2 | 1 | 3 | Approved by state spring 2006 |
| All-grade: Music – Choral | B.S. & License Recommendation | Initial | 9 5 | 1 0 | 10 5 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| All-grade: Music - Instrumental | B.S. & License Recommendation | Initial | 2 2 | 4 1 | 6 3 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| All-grade: Physical Education & Health | B.S. & License Recommendation | Initial | 7 5 | 9 5 | 16 10 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |
| All-grade: Visual Arts | B.S. & License Recommendation | Initial | 3 4 | 2 0 | 5 4 | NCATE/DPS accred. 2000, 2005 & DPS UAS Review Panel 2003 |

| | | | | | | |
|------------------------|-------------------|----------|----|---|----|---------------------------|
| Transition to Teaching | License Rec. only | Initial | 0 | 0 | 0 | DPS UAS Review Panel 2003 |
| | | | 0 | 1 | 1 | NCATE/DPS accred. 2005 |
| Master of Education** | M.Ed. (Advanced) | Advanced | 20 | 6 | 26 | DPS Nov. 2004 |

Notes on Table 1 (pp. 4-5):

**The State of Indiana does not require evaluation of individual programs by Specialty Area professional organizations.*

***The Master of Education program proposal was approved in 2004 by the faculty of the University, the same year the Higher Learning Commission of the North Central Association of Colleges and Schools approved an expansion of graduate level offerings for several departments at Huntington University, including Education (see Report of a Visit, p. 15). The Indiana Professional Standards Board (now DPS) approved the M.Ed. program in November 2004. Masters candidates may pursue eleven different tracks (see www.huntington.edu/education/masters/default.htm.) The M.Ed. is the only “Advanced” program. M.Ed. enrollment includes those with six or more credits in the M.Ed. program.*

Conceptual Framework

Huntington University’s Conceptual Framework—*Teacher as Effective Steward*—is the product of collaborative efforts, has evolved in tandem with state and national standards, and has proved to be a robust framework for Huntington University’s teacher education program. Consisting of four components—Steward of Knowledge, Steward of Learner Development, Steward of the Learning Environment, and Steward of Instruction—the framework was first implemented in the early 1990s after a series of meetings between the Education Department faculty, liberal arts faculty, and outside consultants. After the group agreed upon the main skills and areas of competence characteristic of an effective teacher, a Huntington University history professor, Dr. Paul Michelson, suggested the concept of stewardship as a way to conceptualize and align the areas of professional knowledge and proficiencies along with the University’s overall mission of “impacting the world for Christ.” A specific biblical example of stewardship is in the Matthew 25 Parable of the Talents, in which a person leaving on a long journey entrusted his property to his servants. The servants took care of the property in different ways, some investing it and presenting a healthy return to the master when he returned. The point of the story is that we all should strive to hear the words, “Well done, good and faithful servant.” Michelson remembers the early discussions about stewardship as the framework’s theme:

The idea is that we all could view our activities and responsibilities through the prism of stewardship: teacher and student, facilitator and group, and so on. Stewardship is dynamic: you don’t develop a knowledge base and sit on it; you keep on adding to it, bringing it up to date. Moreover, it is a concept rich with meaning from the Christian perspective and reflective of the mission of Huntington University as a Christian liberal arts university, but which can also articulate a variety of these ideas in ways that are interesting to other people who don’t share these commitments.

An important goal in these Conceptual Framework deliberations was to identify not only *what* an effective teacher had to know and be able to do, but also to identify *why* committed teachers seek excellence in their content knowledge, their understanding of students, and their pedagogy. Dr. Cindy Steury, who participated in this process, comments: “We believe that biblically we are called to be faithful stewards, but we also hold firmly to the idea that stewardship as described in the Conceptual Framework is vital to being effective educators. The fact that our Conceptual Framework is in harmony with the new state and national standards is testimony to the fact that it was well conceived. It clearly and accurately represents the confluence of a strong teacher education foundation with our own institutional goals.”

Dr. Evelyn Priddy, also a participant in the process, explains that the four components of the Conceptual Framework are pillars of effective teaching “that will not change even though theories about

learning and foci on content are always changing.” Since effective teachers are called to be responsible managers of the curriculum, the classroom, and their teaching methods, regardless of the specific curriculum or methodological approach, these components of stewardship have proved to be strong and sustainable through 15 years of changes in NCATE, state, and content area standards and in federal emphases such as No Child Left Behind. The unit has updated terminology—such as changing “pupil” to “learner”—and has updated the descriptions of the components to more thoroughly emphasize diversity, assessment, learning styles, special education, technology, and reflective professionalism. Additionally, the unit has updated regularly its knowledge base document, which discusses research and best practices in the various components of our Conceptual Framework. (See Folder 0.01 and the bound copy of *Knowledge Base for Huntington University’s Conceptual Framework—Teacher as Effective Steward*.)

A one-page encapsulation of the Conceptual Framework, shared widely with all candidates, cooperating teachers, and principals, contains the following brief descriptions of the four components:

1 As *Stewards of Knowledge* teachers are responsible to society, the culture at large, and to God to help all students learn skills and concepts from the huge body of current knowledge. Candidates in teacher preparation programs must have a strong knowledge base in three areas: general education/liberal arts, specific content areas (including the knowledge specified by state content area standards), and professional/pedagogical knowledge (including pedagogical knowledge specified in state developmental standards and INTASC Principles). In HU’s extensive general studies program, candidates gain a strong introduction to the humanities, the social sciences, and the natural sciences. Candidates become life-long learners who cherish and respect the value of liberal knowledge and human diversity. The academic disciplines provide candidates with a thorough preparation in their content areas and a focal point around which they can synthesize knowledge acquired in the general studies program. In the area of professional studies, candidates gain theoretical and practical knowledge that enables them to deal effectively with the myriad of tasks, constituencies, diversities, information, and technologies that today’s teachers must manage.

2 As *Stewards of Learner Development* teachers have responsibility to parents, students, and the public to guide learners in their intellectual, social, emotional, and moral development. Learner diversity requires broad exposure for teacher candidates to differentiated instruction, multicultural teaching, and knowledge of cultures, gender, economic status, and learning styles. It is important for teachers to teach in ways that maximize each student’s potential and minimize influences that limit or distort learning potential. Effective teachers exhibit professional dispositions toward all learners, identify learner strengths and weaknesses, and develop instructional and assessment techniques to support learner progress. They are able to use approaches that strengthen student initiative and self-responsibility. In addition, teachers develop techniques that encourage student interaction, success, and self-worth. Finally, they address and capitalize on classroom diversities such as ethnicity, class, exceptionalities, and learning styles.

3 As *Stewards of Learning Environments* teachers have a responsibility to administrators, parents, and the community to provide the best possible conditions for student learning. Effective teachers provide an environment conducive to maximum productivity for both learner and teacher. Teachers must use available elements including space, materials, facilities, time and people to insure specific learning tasks are accomplished. In addition, teachers must create an atmosphere that promotes feelings of safety and encourages productive interaction. This requires teachers to develop and implement structures to provide discipline and promote positive learner behavior. Teachers must also develop and use techniques that focus and hold learner attention and make the most of learner differences. Beyond the classroom, teachers must establish strong bonds within the school and community. Teachers must be equipped to communicate with various audiences, including parents, peers, and other professionals.

4 As *Stewards of Instruction* teachers have a responsibility to the various academic disciplines to teach them with integrity and thoroughness in the most effective ways possible for *all* learners. Planning, managing, and delivering instruction are obvious ways in which stewardship is manifested in the classroom. Teaching requires effective planning that relates content to the specific needs, abilities, and diversity characteristics of the learners. Effective teachers help learners think critically and comprehend both the nature and application of knowledge.

Effective instruction involves efficient management of classroom interactions, learning technologies, and varied assessments of student learning. Through an understanding of research and practice related to instruction, candidates are better able to become effective stewards of instruction.

Diversity Initiatives at Huntington University

Diversity is an important issue for not only the Education Department at Huntington University, but also for other departments seeking accreditation, such as Nursing and Social Work (Folder 0.06), and for the institution as a whole. Preparing students in all majors to interact professionally with people from other cultures fits with the institutional mission: “Impact the world for Christ.” For these reasons and because institutions this size (under 1500) often make policy and recruiting decisions across the entire institution, the Education Department has been extremely active in making diversity an institutional cause, especially through the last two institutional long-range strategic planning cycles. In 1999, the unit requested the formation of a university-wide Diversity Task Force. This task force found that institutions must work on four fronts simultaneously: student diversity, faculty and staff diversity, curriculum diversity, and community diversity and inclusiveness (Folder 0.02). As a result, one of the five institutional initiatives in Huntington University’s 2000-2005 Long Range Strategic Plan centered on diversity: “Promote opportunities, behaviors, and values that will enhance the intercultural perspective of students, faculty, and staff.” Diversity action steps, listed under this initiative, focused largely on international exchanges and other international opportunities (Folder 0.03; www.huntington.edu/slrp/).

Similarly, in its 2004 Self-Study Report for the Higher Learning Commission of the North Central Association of Colleges and Schools, Huntington University’s Self-Study Steering Committee identified diversity as one of its ongoing institutional challenges:

Although multicultural awareness is growing in many respects, diversity is an ongoing challenge which the institution needs to address more creatively. Diversity is addressed in the current strategic plan and will continue to be a concern in the next strategic planning process. The heightened multicultural awareness on campus and increased international experiences may contribute to the [University’s] ability to increase diversity in the student body and faculty. (See *Self-Study Report* 2004.)

As the institution prepared for another strategic planning process in 2005, the Education Department requested the formation of a new Diversity Task Force. The task force was approved to begin work in the spring of 2006 and charged to bring a diversity plan to the Senior Leadership Team by December 2006. Under the leadership of an education faculty member, a plan was completed in May 2006 (Folder 0.04). The task force has been extremely active since its inception and includes two Education Department faculty members and a teacher education candidate (Folder 0.05).

Also in the spring of 2006, university administrators and Board of Trustees members attended a conference where they heard about Act Six, a highly successful scholarship program begun in Tacoma, Washington. This unusually successful program pairs urban young people with Christian college mentoring and leadership programs (Folder 0.07; <http://www.actsix.org/>). The key points of this program are the use of cohort groups, advance preparation for college during the students’ senior year of high school, mentoring and other support structures in place during the college experience, and the expectation that scholarship recipients will use their college or university education and leadership training to give back to their urban communities during their college experience and upon graduation from college. Students participating in Act Six have shown a 97% graduation rate in the first four years of the program’s existence.

Huntington University’s top administrators and board members were excited about the possibility of bringing additional diversity to Huntington by replicating the Act Six program. Further, a crucial point emphasized at this conference was that a university president must be a vocal champion of diversity on campus in order for meaningful changes to occur. This conviction enhanced the sense of urgency for the diversity goals of Huntington University.

By fall 2006, the revised campus-wide diversity plan called for several bold initiatives: a prayer campaign about diversity on campus and a diversity website (<http://campus.huntington.edu/diversity/>), the

establishment of an urban scholarship and mentoring program modeled on Act Six (Folder 0.08), advertising of faculty and staff positions in a minority publication and website in nearby Fort Wayne (Folder 2.10), and identifying important diversity workshops and conferences for university faculty, staff, and students to attend. The campus-wide task force accomplished each of these key items and others during the 2006-2007 academic year:

- Established a Diversity Prayer Campaign: More than 70 faculty, staff, students, and friends of the University signed up for a blind email listserv with weekly updates on progress and additional goals. This participation rate showed seriousness and conviction regarding diversity change not experienced before at the University (Folder 0.09; <http://campus.huntington.edu/diversity/>).
- Created an Urban Scholarship and Mentoring Program: the Vice President for Student Development set up a partnership between Huntington University and Youth for Christ (YFC), a national organization with operations in central city locations throughout the country such as New York City (Harlem), Los Angeles, Seattle, San Antonio, and Chicago as well as in regional centers including Indianapolis and Fort Wayne (www.yfc.net/). This partnership resulted in a grant from the Ball Venture Fund for start-up costs and an institutional commitment to a multi-million dollar Urban Mentoring and Leadership Program with scholarships for six urban students per year (Folder 0.08). In partnership with YFC, the University has hired an African-American woman (Amber Brown, right; see resume, Folder 2.12) to direct the program. This program is expected to double the on-campus enrollment of American minorities.



*Amber Brown,
Director of
Urban
Scholarship
Program*



*Tae Sue, Dorina Oliveira, Doron Williams,
Chavis Williams, Sarah Stoner; photo from
the 2006 International Dinner*

- Advertised all full-time university faculty and staff openings in *Ink*, a Fort Wayne online and print publication for the black community. <http://www.inknewsline.com/> (Folders 0.10 and 2.10).
- Hosted two international dinners on campus (left, also see Folder 0.09).
- Sent faculty, staff, and a student to the November 2006 Conference on Christianity, Culture, and Diversity in America (CCCDA) in Tulsa, OK. One of the faculty members is an Education Department member. Two other Education Department members subsequently wrote a grant proposal for a professional networking project on diversity (Folder 0.11), which resulted in Huntington University agreeing to host the CCCDA conference on campus in the fall of 2008.

- Worked with departments facing diversity accreditation standards (Nursing, Social Work; see Folder 0.06).
- Scheduled a campus-wide “diversity audit.” Originally scheduled for spring 2007, this audit was postponed till fall 2007 by the consultant, Pete Menjares (Associate Provost of Diversity Leadership at Biola University in Los Angeles, right). Dr. Menjares conducts diversity audits and consults on diversity issues for campuses across the country. The fall 2007 audit is scheduled for October 25.
- Engaged in community outreach concerning the National League of Cities’ “Inclusive Communities” program, resulting in a city-wide resolution concerning inclusiveness (Folders 0.07, 0.08, and 0.12).
- Participated in a new community-wide Language Inclusiveness Task Force formed to coordinate community efforts for speakers of other languages (Folder 0.13).
- Two members of the Diversity Task Force (Steve Holtrop, 2006-2007 chair, and Susan Burson) are education faculty members, and one member (Justin Miller, right) is a teacher education candidate (and also Student Senate President and of Indian descent). Other members include a computer services staff member of Indian



*Dr. Pete
Menjares,
diversity
auditor*



*Justin Miller,
education
major &
student body
president
2006-2007*

descent and from Kuwait and a student from Senegal. The chair of the Task Force for 2007-2008 is Jesse Brown, the Associate Dean of Students and a member of the Fort Wayne NAACP.

As the president and other University leaders promoted diversity initiatives more publicly than ever before, the local media and members of the community took notice. For example, the president invited community leaders to campus and later visited the Huntington City Council to suggest that the City of Huntington adopt a resolution to become an “Inclusive Community” (Folder 0.07). This and other presidential announcements about the University’s diversity intentions and accomplishments made front page news in the local paper and were picked up by a Fort Wayne newspaper and a television station, which sent a crew to campus to interview education professor and chair of the Diversity Task Force, Dr. Steve Holtrop (Folder 0.05). Additionally, Steve Holtrop and Jesse Brown (diversity chair elect) were asked to speak at the local Optimist Club (0.05a). Later that year the Huntington City Council passed an inclusiveness resolution (Folder 0.17). As a result of these visible activities, local citizens, business leaders, political leaders, and even a local police officer asked university representatives what the University meant by diversity and what it was intending to accomplish. Community members wrote letters to the newspaper expressing various opinions. Through this public dialogue the University was able to provide information and leadership to the local community on important diversity issues.

Through these heightened diversity activities, largely set in motion as a result of the Education Department’s efforts to make diversity a campus-wide concern, the University became aware of racial challenges in the community such as the community’s conflicting roles in the Underground Railroad and a variety of rumors about the history of race relations in the community—many of which have been proved to be false. However, the very existence of these rumors serves to heighten the challenges faced by diversity-conscious members of the community today. Some community characteristics—racial fears, history of racist events, and perpetuation of racial rumors—have become critical considerations in the University’s diversity efforts and in university January-term courses and have had a direct impact on some of the University’s initiatives. For example, lack of community support may have contributed to the failure of an urban scholarship program in the mid-80s. More recently, a Chinese-American applicant for a position in the History Department declined the University’s job offer because of the lack of a local Chinese community to provide a support system for his family. So the university’s diversity initiatives in the community are crucial for both the community and the university.

These examples illustrate how important it is for the entire university to address diversity issues instead of leaving diversity initiatives to individual departments. Further, the University president has recently announced that one of the most important ways that Huntington University can make a difference in the community is by providing leadership on the issue of diversity and showing results on its diversity goals. The University is taking seriously the need to address on-campus diversity and community diversity simultaneously. So when some of the members of the Huntington City Council suggested that they already have diversity (e.g., economic diversity), the University president and an education faculty member met with council members to discuss cultural diversity, language diversity, and gender diversity as well as economic diversity. When members of the police force asked what kind of changes they should expect in town, the education faculty member chairing the Diversity Task Force talked about the difference between racial profiling and probable cause. When university boosters and service club members said they “just worry that we’re throwing the doors open to just anybody,” university representatives talked about maintaining high academic standards, strong religious affiliations, and service-oriented attitudes while opening access to educational excellence to persons previously excluded from such opportunities.

More recently, the University has noted a welcoming element in the community and evidence that the community’s attitudes have begun to change as the issues have been discussed over the last year or so. For example, a community-wide Language Inclusiveness Task Force was recently established to welcome and assist non-English speakers moving into the county (Folder 0.13). (This task force was started by a Huntington University Social Work major as her senior project and includes as members an Education Department faculty member and an adjunct faculty member who teaches ENL classes. Others on the task force include the director of the local Habitat for Humanity chapter, a school administrator, and a retired Spanish teacher.) The group interviewed newcomers to the community and found that non-English speaking newcomers reported only kindness and acceptance when they came to the community. For example, a Dutch woman who keeps the books at her family diary farm, a Mexican mother who brought

her baby to her interview and spoke to the task force through interpreters, and a Chinese teacher of English enrolled in the University's Master of Education program all agreed that they felt people went out of their way to be welcoming. In each case, the limited-English newcomers told of their embarrassing moments with seeming gratefulness for the community's helpfulness.

The University's diversity initiatives thoroughly involve the community at this point. One recent success story shows how diversity issues can involve local community leaders, the local schools, and the University administration, faculty, graduate students, and undergraduate students: A Korean graduate student in the University's Graduate School of Christian Ministry is attending Huntington University this year to work on a Master of Arts in Youth Ministry. Her 7th-grade daughter, Dae (pseudonym), attends a local middle school where she was too advanced in her English to benefit from the school's "Rosetta Stone" language software but too limited in her English to pass her content area tests. This is the story of how this Korean student received tutoring as a result of university and community initiatives put in motion by the University president's fall 2006 meeting with community leaders to talk about diversity in the community. After that meeting, the school superintendent and the chair of the Diversity Task Force (an education faculty member) discussed the growing number of limited-English students in the Huntington schools, students who were not getting the daily language help they needed. This led to two Education Department faculty members attending workshops (fall 2006) for local educators on teaching English as a New Language (ENL) and working with Limited-English Proficiency (LEP) students. These faculty members, Drs. Priddy and Holtrop, invited school corporation specialists to train teacher education candidates in their education classes (early spring 2007) in the use of the LAS Links tests used to assess LEP students' levels of proficiency (Folder 4.03). Additionally, some teacher education candidates had the opportunity to tutor the LEP students they had been assigned to test. One business education major in the University's Transition-to-Teaching program for adults was assigned to tutor Dae, the 7th-grade Korean student, and was able to give her substantial amounts of his time and creativity. This example shows how the initiatives put in motion by the Education Department's insistence on campus-wide attention to diversity issues have involved not only the University president and senior leaders, but also community officials, local school administrators, teachers, other interested citizens, limited-English speakers new to the community, and their school-age children. The University president's exploratory lunch meeting in September 2006, itself part of an institutional response to the Education Department's work on diversity, set in motion a chain of events which ended with a career-changing, adult teacher education candidate reporting in a May 2007 presentation (Folder 0.14):

- I received an email from Dae's English teacher informing me that Dae, who had a D in science, received an A on her Energy Test.
- Since I began tutoring her, she also has increased her grade in math.
- It was reported to me by her language arts teacher that she seems to be more spirited and interested in her academic achievement.
- Further, the school was able to buy the appropriate level of Rosetta Stone software for Dae and replace needed parts for her electronic Korean-English translator.

Element 1: DESIGN, IMPLEMENTATION, AND EVALUATION OF CURRICULUM AND EXPERIENCES

The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program.

Huntington University ensures that teacher education candidates develop proficiencies for working with students representing a wide variety of diversities including racial minorities, immigrants, limited-English speakers, various religions, and special needs. As noted above, diversity is an issue of great importance to the Education Department and, through its leadership, to the entire university. Diversity is the focus of one of the unit's nine program objectives (Folder 1.01)* and is addressed in each of the four components of the unit's Conceptual Framework—Teacher as Effective Steward (Folder 1.02). Department members are committed to preparing candidates to teach effectively in a variety of

environments with a variety of learners and communicate these diversity expectations clearly to all candidates. Candidates' lesson plans must include considerations or modifications for diverse and special needs learners (Folder 1.03). All candidates must take courses with diversity foci and participate in a Multicultural Practicum and other field experiences with culturally and economically diverse student populations. Field experience evaluation forms assess candidates' dispositions toward diversity in each field experience (Folder 1.04). Candidates learn to adapt instruction to insure that all students are learning and receive feedback at Unit Assessment System checkpoints (Folder 1.05), portfolio checks, and after each field experience observation. Program expectations are assessed through standardized program assessment forms distributed to all school-based faculty who work with Huntington University teacher candidates, through Teacher Education Professional Advisory Council meetings twice each year, and through specific diversity discussions with diverse school faculty and administrators in the area. The unit has always highly valued and acted upon input from school-based faculty (Folders 1.06 and 1.07).

[*www.huntington.edu/education/handbook.htm#PHILOSOPHIES](http://www.huntington.edu/education/handbook.htm#PHILOSOPHIES)

Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning.

All candidates learn how to ensure that all students learn in their classrooms. This is accomplished through a planned sequence of required coursework and field experiences that provide perspectives on multicultural education, socio-economic status (SES), exceptionalities, gender differences, and issues connected to student differences such as language and learning style. Assessment of candidate performance is designed to provide constructive and timely feedback to candidates on their lesson designs, portfolio checks, and field experience teaching. Courses such as Differentiated Instruction, Exceptional Child, Exceptional Adolescent, Educational Psychology, Early Adolescent Methods, and the Multicultural Practicum ensure that all candidates understand different kinds of learners and different kinds of learning environments (see expandable file folders of course syllabi in exhibit room). Field experience evaluation forms and lesson plan rubrics include requirements such as "Adapting Instruction for Individual Needs," "Multiple Instructional Strategies," and "Assessment of Student Learning" (Folder 1.04). Aggregated data from student teacher evaluations indicate that 94% of student teachers are rated "outstanding" or "commendable" on adapting instruction to address student differences (Folder 1.04).

Differentiated instruction is a major focus in all methods courses. Differentiation emphases include learning styles, special needs, socioeconomic status, gender awareness, racial and cultural considerations, languages, rural and urban considerations, and religious differences. A course in Differentiated Instruction (SE325) is required of all elementary education candidates (Folder 1.09). For secondary education candidates, ED311 Early Adolescent Methods, ED320 Instructional and Management Strategies for the Adolescent Learner, and ED410 Secondary Methods have major emphases on diversity and differentiation (see content matrices in Folder 1.08). Lesson plan assignments—central assignments in the various elementary and secondary methods courses—require candidates to list examples of lesson modifications to accommodate diversity and special needs (Folder 1.03). In addition to the Multicultural Practicum and methods courses, all candidates—both elementary and secondary—take an introductory course in special needs: either SE232 Exceptional Child or SE234 Exceptional Adolescent (Folder 1.09). All elementary education candidates take their spring Junior Block field experience in the ethnically and culturally diverse schools of Fort Wayne.

Additional examples of diversity emphases throughout the program include the following. (See also folders of syllabi and samples of candidates' lesson and unit plans in the evidence room).

- Candidates produce diversity projects in SE232 Exceptional Child, SE234 Exceptional Adolescent, and SE325 Differentiated Instruction.
- Every course in the teacher education program addresses learner differences and planning instruction to address those differences (Folder 1.08).
- During every field experience, supervisors assess student engagement in the lesson.
- Candidates in ED311 write "Quality World" essays, and candidates in ED320 write "Student Differences" papers (Folder 1.10).
- Candidates in Junior Block write "Cultural Competency" papers (Folder 1.11).

- Elementary and secondary methods courses require inclusion of lesson modifications and adapting instruction so all learners can learn.
- Candidates in Differentiated Instruction class provided childcare during an adult ESL class for Somalian parents in Fort Wayne (Folder 1.12).
- Science Discovery Day brings students from diverse settings to campus each year (Folder 1.13).
- An ESL tutoring program in Fort Wayne was started in the fall of 2007 (Folder 1.14).
- Similar experiences are available in Language Arts Methods, Social and Cultural Geography, Exceptional Child, Exceptional Adolescent, and Early Adolescent Methods (Folder 1.15).

During the 2006-2007 academic year, the Huntington County Community School Corporation reported almost a 50% increase in students with limited English skills, moving from 21 in September to 31 in April. In the spring of 2007, elementary education majors in required reading methods courses and secondary education majors in the required ED320 Instructional Strategies course were trained in Las Links testing for students with limited English proficiency (Folder 4.03). Teacher education candidates were paired with local teachers and helped in the classroom with testing and/or tutoring the limited-English students. Additionally an adjunct instructor who teaches ESL for the Ministry and Missions Department visited the ED320 Instructional Strategies course to provide training materials and strategies in ESL/ENL teaching. This program will be continued next spring.

Unit faculty members have offered several January term courses related to diversity. One course was on learning styles. Another, offered twice, focused on gender in society and specifically in education (see Folder 1.16, which highlights courses with diversity foci offered by other faculty as well). Additionally, gender issues are emphasized in methods classes and Educational Psychology. Further, faculty members have written articles on racism and worked with Hispanic community programs—professional involvements that provide real-world examples for class discussions (Folder 1.17).

University faculty outside the Education Department are also involved in a variety of international and diversity endeavors, bringing new perspectives to the core curriculum courses required of all teacher candidates. Examples include sabbatical and January term trips to Italy, France, England, Palestine, China, Germany, Romania, and Russia. Recently, university faculty members have taken sabbatical trips to teach and learn in Germany, Lithuania, and Papua New Guinea. (See the discussion on Element 2 below). The University has had special arrangements (for example, university student and faculty exchanges) with a university in Beijing and a new Christian college in Russia. In 2002 the University sent the Dean of the University, a Resident Director, and an Education Department faculty member to a Damascus Road Anti-Racism Workshop sponsored by the Mennonite Central Committee at nearby Goshen College (Folder 1.18). A university faculty member gave a talk on “Islamic Understandings of Jihad: Past and Present” (Folder 1.19). The University has partnered with the Progressive Baptist Church in central-city Fort Wayne, teaching ministry courses at the church in the spring of 2004, and the church leaders have spoken at university-wide events. Further, in the summers of 2006 and 2007, the University began an exchange program with the cities of Zhuhai and Guangzhou in the People’s Republic of China. In 2007 this partnership trained 82 teachers and 96 students for a new program in teaching English (Folder 1.20).

Additionally, a campus-wide change to the Core Curriculum requirements—again with involvement of Education Department faculty—will provide a Cross-Cultural Experience (“CCE”) designation for certain courses and experiences. Education majors are not required to take foreign languages and cultural enrichment courses, but they will be able to take additional “CCE” courses beyond EDJ395 and have those courses indicated on their transcripts. The campus-wide Core Curriculum Committee and the University faculty will assess a pilot of this initiative before deciding whether to require a certain number of CCE credits for graduation (Folder 1.21). Other evidence of diversity emphases across the curriculum can be seen in the General Education Content Matrices (Folder 1.22), materials on Off-Campus Programs (Folder 1.23), and faculty testimonials on diversity emphases in core curriculum and content courses across campus (Folder 1.24).

Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity.

Through the courses and field experiences listed above, candidates learn to value diversity in its many varieties, to plan for it (Folder 1.03), and to take responsibility for all students having equal access to knowledge and skills in every lesson. Candidates practice planning for diversity, since accommodating diverse learners and situations is best done proactively. Through their varied field experiences, candidates learn to contextualize teaching, recognizing how they can enable students to meet state standards in a variety of ways, which are influenced by the classroom makeup, the school environment, and their best professional judgment. Field experience evaluations (Folder 1.04), various forms of alumni feedback (see bound departmental assessment reports), and feedback from principals (Folder 1.06) indicate strong candidate preparation and program completers' confidence in working with a variety of student diversities in many different school settings and throughout the country and world.

Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students.

Candidate dispositions regarding diversity—for example, valuing fairness and equal access—are assessed at the interview before applicants are admitted to the program and during every field experience, education course, UAS check point, and portfolio check (Folders 1.03, 1.04, 1.05, 1.07, 1.08). Observations by university supervisors in Junior Block field experiences, the Multicultural Practicum, and Student Teaching focus on whether candidates can adapt instruction to assure that all students are learning (Folder 1.04). Candidates receive feedback at each UAS checkpoint and portfolio check (Folder 1.05) and after each field experience observation (Folder 1.04). They also receive feedback (usually on a rubric or evaluation form that includes “Adapting Instruction”) on each lesson plan submitted in their methods courses (Folder 1.03). Starting in 2006-2007, all juniors were required to undergo training in LAS Links testing and work with limited-English students in the Huntington schools (Folder 4.03).

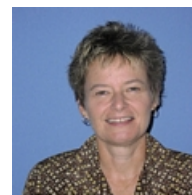
Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.

Faculty in their roles as course instructors, field experience supervisors, and academic advisers review candidate performance with the candidates when course assignments are returned, during field experience observations, and during UAS checkpoint and portfolio interviews (Folders 1.03-1.05). Candidates add items such as unit plans and evaluation forms to their portfolios to submit at the four portfolio checkpoints (Folder 1.05; 1.25). Department meeting minutes (see expandable folders of minutes) illustrate discussions concerning diversity in courses and field experiences and on rubrics and evaluation forms and any needed improvement in these areas. Because of such program assessment, the faculty added the Differentiated Instruction course several years ago and the new requirement (started in 2006) that all secondary education candidates must write a Student Differences paper in ED320 Instructional and Management Strategies (Folder 1.10). The department also assessed the involvement of candidates in LAS Links testing (Folder 4.03), which started in the spring of 2007, and decided to continue this required experience each spring. Candidate assessment data, LAS Links feedback, and results from a new January term survey (Folder 4.06) have been used to assess the overall program as well as to assess individual candidate preparation. (See also bound copies of annual departmental assessment reports.)

Element 2: EXPERIENCES WORKING WITH DIVERSE FACULTY

Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups.

The unit has designed a system of opportunities for candidate interaction with school faculty, school administrators, and regular guest speakers to ensure that all teacher education candidates have multiple interactions with professional educators



*Dr. Ann
McPherrin,
Vice President
for University
Planning*

and other education professionals representing various diversities such as gender, ethnicity, race, religion, and nationality. The Education Department has gender diversity among its faculty (four female and two male faculty members), as does the overall university faculty (33% female). Additionally, last year the University's Senior Leadership Team added its first female Vice President, Dr. Ann McPherran, Professor of Business and Vice President for University Planning and Strategy (right).

Attendance in Huntington University's chapel program is required at least twice each week of all regular undergraduate students including teacher education majors. Chapel speakers and groups presenting in chapel in 2006-2007 provided various opportunities for teacher education candidates to interact with diversity. A few examples include a group of recently freed slaves from Ghana, a choir from South Africa, and members of Youth for Christ from urban areas in the United States.

- Chapel Schedule: http://www.huntington.edu/campus_ministries/chapel_schedule.htm
- Trokosi Slave Trade: <http://www.innetwork.org/>
- Kuyasa Kids Choir: <http://www.horizoninternationalinc.com/kuyasa.html>
- Youth for Christ Juvenile Justice Ministry: <http://www.mcyfc.org/index.pl?iid=2210>

Required seminars on diversity were added to the EDJ395 Multicultural Practicum (Folder 4.01) to ensure additional opportunities to interact with ethnically diverse school administrators and to enable candidates to learn about teaching in diverse school settings from diverse professionals' perspectives. All teacher education candidates must take the Multicultural Practicum in their junior or senior year, and all candidates in the practicum must attend the after-school seminars presented at diverse schools by diverse school leaders. Because of the Fort Wayne Community School Corporation's high proportion of minority students (40%) and low-SES students (51%), FWCS administrators are eager to train teachers and candidates in cultural competencies (Folder 2.02a). One speaker in January 2007 was Thomas Smith, African-American principal of South Side High School in Fort Wayne, where a number of Huntington University candidates are assigned for their practicum (Folder 2.02). South Side is a central-city high school that has been an International Baccalaureate school since 1995. Its students are 42% black, 35% white, and 19% Hispanic; 64% receive free or reduced lunch. The school is also reported to be the fourth most diverse high school in the country (Folder 2.01). Similarly, another speaker for the practicum seminars was Hal Stevens, principal of Miami Middle School, also a field experience site for Huntington University practicum students. Mr. Stevens has Native American heritage. Miami is 40% black, 32% white, 19% Hispanic, and 75% free or reduced lunch.

- South Side High School data: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=0105>
- Miami Middle School data: <http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=0128>
- International Baccalaureate program: <http://www.ibo.org/school/000784/>
- Fort Wayne census data: <http://quickfacts.census.gov/qfd/states/18/1825000.html>

Additionally, all candidates in the Multicultural Practicum are required to attend a workshop on poverty using Ruby Payne's *A Framework for Understanding Poverty* (2005), a book used extensively for teacher workshops in both Huntington and Fort Wayne schools. The workshop is led by a certified trainer from the Huntington school corporation and held on Martin Luther King Jr. Day, since the Fort Wayne schools are closed that day and candidates cannot go to their practicum classrooms. In addition, the University holds a commemoration service on MLK Day each year, and Multicultural Practicum students are required to attend not only the poverty workshop but also the MLK Day service (Folder 2.03). This year's speaker at the commemoration service was Dr. Lora Overton, a black obstetrician offering professional services in Huntington and a member of the University's Diversity Task Force in 2005-2006.



Dr. Lora Overton, MLK Day speaker, member of Diversity Task Force

(See <http://www.huntington.edu/news/0607/martin-luther-jr-day-commemoration-service.htm>.)

Further, as a result of the Education Department's and the University's programs in the People's Republic of China over the last two years (Folder 1.20), a Chinese teacher of English, Yong Tian (Betty) enrolled in the unit's Master of Education program, starting in the fall of 2006. Betty (right) was awarded a graduate assistantship which allowed her to participate in many undergraduate courses as a visiting student, resource teacher, and teaching assistant. Over the last



Betty Yong Tian, English teacher in China & Graduate Assistant at HU 2005-2007

academic year, she participated in ED212 Introduction to Education and ED236 Educational Psychology—sophomore level courses taken by all teacher candidates. She also attended ED272 Literature for Children, ED316 Early Childhood Methods, ED384 Language Arts Methods, ED388 Math Methods, and ED420 Managing the Learning Environment—required courses taken by all elementary education majors. Additionally, Betty attended courses required of all secondary education majors: ED311 Early Adolescent Methods and ED320 Instructional and Management Strategies for the Adolescent Learner. She often contributed to discussions and presentations by comparing and contrasting American teaching philosophies and methods with those in China (Folder 2.04).

In recent years, the unit has systematically ensured that guest speakers in education classes provide additional opportunities to interact with diverse professionals. For example, Professor Robin Scott is a full-time, African-American faculty member at Indiana Wesleyan University, Marion, IN, who has spoken in various education classes at Huntington (Folder 2.05). Other African-American speakers (two principals from Indianapolis Public Schools) have spoken to the ED440 Topics and Problems class, an evening seminar required for all student teachers. Further, all education candidates interact with the Technology Services staff on campus. Two of the TS staff members have significant physical limitations, requiring the use of hearing aids and a wheelchair, respectively. Finally, all teacher education candidates must attend the University commencement ceremonies as a requirement for graduation (Folder 2.06). Recent commencement speakers have included a Korean nuclear engineer, Dr. KunMo Chung, and an African-American pastor and community leader in Fort Wayne, Rev. Terna T. Jordan, Sr. (above).



Commencement speakers Dr. KunMo Chung and Rev. Terna T. Jordan

Table 2: Faculty Demographics

| | Prof. Ed. Faculty in Initial Teacher Preparation Programs | All Faculty in the Institution | School-based faculty—Spring '07 only* |
|-----------------------------------|--|---------------------------------------|--|
| | N (%) | N (%) | N (%) |
| American Indian or Alaskan Native | 0 | 0 | 0 |
| Asian or Pacific Islander | 0 | 1 (1.6%) | 0 |
| Black, non-Hispanic | 0 | 0 | 1 |
| Hispanic | 0 | 1 (1.6%) | 0 |
| White, non-Hispanic | 6 (100%) | 59 (97%) | 0 |
| Two or more races | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| Race/ethnicity unknown | 0 | 0 | 1 |
| Total | 6 | 61 | 18 |
| Female | 4 (67%) | 21 (34%) | 16 |
| Male | 2 (33%) | 40 (66%) | 2 |
| Total | 6 | 61 | 18 |

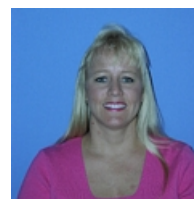
**Based on a new survey launched in the middle of last semester. Responses from school-based cooperating teachers were voluntary. (See Folder 2.13 for details.)*

Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work with students from diverse cultural backgrounds, including students with exceptionalities.

The faculty members in the Education Department at Huntington University have a wealth of diversity experiences they bring to bear in both their teaching and supervision of candidates. Faculty members have personal experiences with a wide range of diversities and help candidates understand diversities such as gender, ethnicity, race, culture, language, religion, economic status, special needs, giftedness, homebound,

home-schooled, urban, rural, family structures, age differences, learning styles, and differences between regions of the U.S. and different countries of the world. The Education Department faculty are female and male, have lived and worked in a variety of places in the U.S. and abroad, collectively have taught all grade levels in both public and private schools, and have significant experiences with the diversities listed above. School-based faculty represent diversities of ethnicity, language, gender, community size, and religion. Campus-wide faculty, many of whom teach education candidates in the Core Curriculum, also bring a wealth of overseas and other diversity experiences to their teaching; further, the University regularly offers off-campus January term and Spring Break trips to other countries and regions of the United States (Folder 1.16). One recently hired university faculty member is Korean and was born in Paraguay; another lived in the United Kingdom until moving to Huntington this summer (see p. 18).

Susan Burson joined the Huntington University Education Department in 2002 to teach in the elementary education and early childhood education programs. Ms. Burson received her degrees from Gardner-Webb University in Boiling Springs, NC, and Georgetown College, in Georgetown, KY, and is enrolled in a Doctor of Education program in elementary education with an emphasis on gifted studies at Ball State University in Muncie, IN. Susan's public school teaching experiences were in Asheville, NC; Iola, TX; Gainesville, FL; Frankfort, KY; and Wilmore, KY, where she worked with students from low socioeconomic (SES), rural, and Appalachian environments, high populations of Hispanic and African American students, and special needs students. Ms. Burson has worked at a Spanish-speaking church and served as a short-term missionary in Lithuania. Ms. Burson visited the People's Republic of China in 2007 to continue work on an exchange program between the cities of Zhuhai and Guangzhou and Huntington University (Folder 1.20). She serves on the University Diversity Task Force and is the conference chair for the Conference on Christianity, Culture, and Diversity in American (CCCCA), which will be hosted by Huntington University in November 2008. She hosts a Science Discovery Day on campus to which she invites racially diverse classes to campus as part of her science methods course. (See also Department Faculty Diversity Experiences, Folder 2.07, and Faculty Vitae, Folder 2.08.)



Susan Burson, early childhood & science methods

Stephen Holtrop came to Huntington University in 1992 to teach in the secondary education program. Dr. Holtrop's degrees are from Calvin College in Grand Rapids, MI, and the University of Iowa in Iowa City, IA. He taught high school in Orange City, IA, and middle school and high school in Miami, FL, where some of his students were from Cuba, El Salvador, and Nicaragua. Steve was born in Amsterdam, the Netherlands, and spent his childhood near Boston and New York City. As a high school teacher in Iowa, he was trained in ESL teaching and tutored a Vietnamese refugee. Dr. Holtrop has been a panel presenter on multicultural education at several education conferences. He co-edited a book, *Nurturing and Reflective Teachers: A Christian Approach for the 21st Century* (1999, Learning Light Press), in which he also wrote the introduction to the multicultural education section. Steve has chaired the Huntington University Diversity Task Force and has attended training for overseas student teaching and an Anti-Racism Workshop at Goshen College, Goshen, IN. He also presented on diversity to the local Optimist Club, the Huntington University Board of Trustees, Huntington University Presidential Advisory Council on Excellence, and the Huntington City Council (Folders 2.07 and 2.08).



Stephen Holtrop, secondary education, Associate Dean for Graduate and Adult Education

Terrell Peace came to Huntington University in 1998 from Southwestern Baptist Theological Seminary in Fort Worth, TX, to teach educational foundations courses and soon assumed administrative duties in the department. Terrell received degrees from Clemson University in Clemson, SC, and Southwestern Baptist Theological Seminary in Fort Worth, TX. Dr. Peace grew up in a low socioeconomic (SES) family and a factory neighborhood and is the only member of his family to finish high school. His great-grandmother was a full Cherokee. His K-12 school teaching includes significant experiences with special needs and multiethnic students. He has taught short term in Brazil and Hungary, and he visited the People's Republic of China in 2006 to establish an exchange program between the cities of Zhuhai and Guangzhou and Huntington University (Folder 1.20). Terrell has attended doctoral seminars which focused on the Pueblo peoples of New Mexico and has spent two sabbaticals studying learning styles as they relate to differentiated instruction and brain-compatible teaching. He was also a contributor to



Terrell Peace, educational foundations, Director of Teacher Education

Racism in the Classroom, a book edited by Nancy L. Quisenberry and D. John McIntyre (2002, Association of Teacher Educators and Association for Childhood Education International). (See Folders 2.07 and 2.08.)

Evelyn Priddy joined the Education Department in 1990. She received degrees from Huntington University, Indiana University in Bloomington, IN, and Ball State University in Muncie, IN. Dr. Priddy teaches reading courses at Huntington and has attended summer workshops on cultural pluralism and ESL/bilingual education. Her P-12 teaching and administrative experiences include teaching itinerant farm workers' children, providing homebound instruction for a partially paralyzed student with a cerebral hemorrhage and for a teenager with Osteogenesis Imperfecta (with a body the size of a 9-month-old), serving as the district Title One Director, supervising district-wide reading programs for struggling readers, directing a summer school for learning disabled students, and chairing a district-wide HIV/AIDS curriculum task force. Evelyn has served as a member of the Transition Council for Huntington/Whitley Special Services (which coordinates transitioning special needs students into the community) and has been a member of the Huntington County Literacy Coalition, serving as its president in 2002 (Folders 2.07 and 2.08).



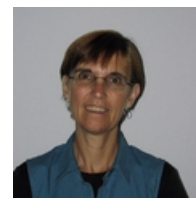
*Evelyn Priddy,
reading
methods*

Cindy Steury first taught at Huntington University in 1980. She received degrees from Huntington University as well as Bowling Green University in Bowling Green, OH, and Ball State University in Muncie, IN. Dr. Steury teaches children's literature, classroom management, and elementary math methods courses. She also serves as the Division Chair for the University's Division of Education, Kinesiology, and Recreation Management and serves as Assistant Dean for Faculty Development. Dr. Steury taught in public and private elementary schools for eight years in Michigan and Indiana. Cindy's 2005 sabbatical leave included visits to international schools in Vienna (Folder 2.09). (See also Folders 2.07 and 2.08).



*Cindy Steury,
elementary
methods,
Assistant
Dean for
Faculty
Development*

Kathy Turner came to the University in 2001 as a special education instructor. Kathy has degrees from Greenville College in Illinois and Wichita State University in Kansas. Ms. Turner taught in elementary and middle school classrooms in Galesburg, IL; Lindsborg, KS; and McPherson, KS—including classrooms with cultural, economic, and special needs diversities. She attended a university in the largest city in Kansas, which included significant Hispanic and African American populations. Kathy has hosted a Japanese exchange student, sponsored a mission trip to Chicago, and worked in a Hispanic Head Start Program. Most recently, Kathy took a combined education/social work group to Phoenix, AZ, for a multicultural practicum in January 2007 (Folder 4.02a). (See also Folders 2.07 and 2.08).



*Kathy Turner,
special
education*

Paul Worfel joined the Education Department in 2005 to teach in the Master of Education program, in the Secondary Education program, and in the general undergraduate teacher education courses. His degrees are from Central Michigan University in Mount Pleasant, MI, Eastman School of Music in Rochester, NY, Western Michigan University in Kalamazoo, MI, and Indiana University in Bloomington, IN. Paul taught music, elementary through high school, in a predominantly Italian-American suburb of Rochester, NY, and in rural districts with low SES students in eastern Michigan. He supervised student teaching in low SES, African-American communities in southern Indiana. Dr. Worfel founded a foster care agency which served "hard-to-place" older teenagers with various ethnicities, including Puerto-Rican, African-American, and European American, and a variety of religious backgrounds. He has served as foster parent for 32 children of different ethnicities, ranging in ages from 10 to 17. These foster children included status offenders, juvenile delinquents, unwed mothers, and sexual offenders. Dr. Worfel attended the Conference on Christianity, Culture, and Diversity in America (CCDA) in Tulsa, OK, in 2006. (This conference will be hosted by Huntington University in 2008.) (See also Folders 2.07 and 2.08).



*Paul Worfel,
secondary
education*

All department faculty members include diversity emphases in their various teacher education courses, as do many general education faculty (Folders 1.08, 1.22, and 1.24). As a result of a grant proposal on diversity networking, the grant writers were invited to host the Conference on Christianity, Culture, and Diversity in America (CCDA) in 2008 and have invited the grant proposal's steering committee,

representing different races and genders, to participate in diversity networking and conference planning opportunities. The university administration has committed to full support of this project (Folder 0.11).

The affirmation of the value of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.

Partly as a result of the diversity initiatives of the Education Department, many good-faith efforts have been made to increase faculty and staff diversity at Huntington, and the University has seen some positive results. Silvia Choi joined the university faculty in the fall of 2007 to teach Spanish and Spanish education. She is a Korean national who was born in Paraguay. Tim Smith, a life-long resident of the United Kingdom, joined the faculty to teach Asian history. These faculty members from other countries teach general education courses, including courses required of education majors. There have been no Education Department openings recently; however, a new university-wide policy, dictated by the university-wide diversity plan, includes advertising for all full-time positions across the University in Fort Wayne minority publications such as *Ink* (Folders 0.10 and 2.10).



*New faculty:
Silvia Choi,
Spanish;
Tim Smith,
history*

Additionally, the University's diversity plan (Folder 2.11), approved by the senior leaders of the University and the Board of Trustees, called for hiring a multicultural director, which occurred in the spring of 2007. As a result, Amber Brown (see p. 8), who brings a combination of experiences in management and education and is African-American (see resume, Folder 2.12), joined the staff in the fall of 2007 to direct the Urban Mentoring and Leadership Program (Folder 0.08). Ms. Brown will be active in chapel convocations (required of all students) and other student events. At a university this size, all students get to know the employees who have student contact, meaning education candidates will undoubtedly interact with Ms. Brown on campus in various ways.

Element 3: EXPERIENCES WORKING WITH DIVERSE CANDIDATES

Candidates interact and work with candidates from diverse ethnic, racial, gender, and socio-economic groups in professional education courses on campus and in schools.

Teacher education candidates are female and male (see Tables 1 and 3) and come to Huntington University from urban, suburban, and rural areas, from different regions of the country, and from differing socioeconomic (SES) and religious backgrounds. Additionally, 1.6% of teacher education candidates are Hispanic (.5%), Black (.5%), or Asian/Pacific Islander (.5%) (see Table 3, below). Further, because of Huntington's size and personal atmosphere, education majors are extremely well-connected to the rest of the student body at Huntington University. The student body overall is 2.0% non-white and 3.4% international students (see Table 3 and *President's Annual Report*, Section B).



International students are increasing in numbers at Huntington University (see Folder 3.01).

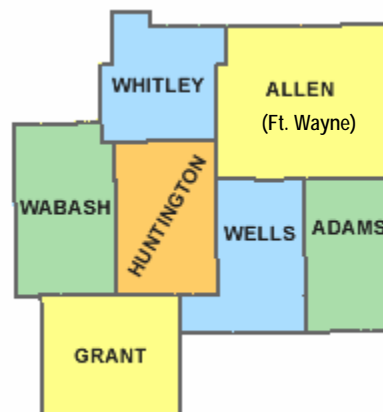
Table 3: Candidate Demographics

| | Candidates in Initial Teacher Preparation Programs 2005 | Candidates in Initial Teacher Preparation Programs 2007 | All Students in the Institution (Traditional Ungrad.) 2007 | Demographics of Geographical Area Served by Institution* (Counties arranged in order of student draw to Huntington University**) | | | | |
|-----------------------------------|---|---|--|--|-----------------------------------|----------------|--------------|--------------|
| | | | | Huntington County | Allen County (includes Ft. Wayne) | Whitley County | Wells County | Adams County |
| | | | | N (%) | N (%) | N (%) | % | % |
| American Indian or Alaskan Native | 0 | 0 | 1 (0.1%) | 0.4% | 0.4% | 0.3% | 0.2% | 0.1% |
| Asian or Pacific Islander | 1 (0.5%) | 2 (1.0%) | 6 (0.7%) | 0.5% | 1.8% | 0.4% | 0.2% | 0.3% |
| Black, non-Hispanic | 1 (0.5%) | 1 (0.5%) | 4 (0.4%) | 0.3% | 12.0% | 0.2% | 0.3% | 0.2% |
| Hispanic | 0 | 1 (0.5%) | 8 (0.9%) | 1.0% | 5.3% | 1.0% | 1.6% | 3.5% |
| White, non-Hispanic | 201 (98.0%) | 188 (97.4%) | 873 (94.6%) | 97% | 84% | 98% | 97% | 96% |
| Two or more races | 0 | 0 | 0 | | | | | |
| Other (Non-Resident Alien) | 2 (1.0%) | 1 (0.5%) | 31 (3.4%) | | | | | |
| Race/ethnicity unknown | 0 | 0 | 0 | | | | | |
| Total | 205 | 193 | 923 | | | | | |
| Female | 144 (70%) | 139 (72%) | 504 (54.6%) | 51% | 51% | 50% | 51% | 50% |
| Male | 61 (30%) | 54 (28%) | 419 (45.4%) | 49% | 49% | 50% | 49% | 50% |
| Total | 205 | 193 | 923 | | | | | |

*<http://quickfacts.census.gov/qfd/states/18/18069.html>

**Although Huntington University draws from rural and suburban Allen County, few HU students come from the city of Fort Wayne in the center of Allen County. Nonetheless, the University is committed to providing many opportunities for both education candidates and other majors to work and learn in Fort Wayne field experiences.

A majority of the University’s students are from Indiana (75%), with many of the remainder coming from Ohio, Michigan, Pennsylvania, and Illinois. Many of the Indiana students are from Huntington County (15%), with neighboring counties (see map at right) providing the majority of the other Indiana students. As Table 3 shows, the University’s ethnic diversity mirrors or exceeds that of the surrounding counties, which have white populations of 96-98% (especially if the city of Fort Wayne, where few HU students come from, is not considered). However, although few of Huntington University’s students come from very racially diverse areas, the University ensures diverse field experiences for all teacher education candidates in the highly diverse city of Fort Wayne. The program’s Unit Assessment System contains fields for tracking each candidate’s field experiences along with the ethnic and SES data for each field experience school (Folder 4.04). The Director of Clinical Experiences uses this data to ensure that a candidate’s experiences include a variety of locations representing ethnic and SES diversities, different community sizes, and opportunities to work with special needs students. And although very few Huntington University students come from Fort Wayne, the unit ensures that every teacher candidate experiences the kinds of diversities afforded by the Fort Wayne schools (see p. 23).



Because teacher education candidates are very involved in the life of the wider campus, they interact daily with minority students and international students who may be business majors, digital media arts majors, or psychology majors, for example. All students at the University take the same liberal arts core curriculum (at least 52 credits out of 128 total required for graduation—see *Academic Catalog*, p. 50), and all students attend chapel with the whole student body in one place at least twice a week (see p. 14). Additionally, three-quarters of traditionally-aged undergraduate students at the University live on campus and participate in the many Student Development and Student Activities Board events on campus each semester. Teacher education majors—of whom 32% come from a rural background, 26% are Pell Grant recipients, and 17% are first-generation college students (Folder 3.02)—interact daily with similar proportions of students with such backgrounds in the wider student body. Candidates also benefit from the overall cultural diversity of the wider student body: over 3% international, 2% minority, and 2% foreign-born (see *President's Annual Report*). Students do not have to be Christians to attend Huntington University, so students encounter religious diversity as well, and core courses study religious differences. Students of all majors are very likely to engage in volunteerism (an activity in which HU students are particularly active) and go on mission trips (e.g., to help with hurricane and poverty relief on the Gulf Coast or in the Caribbean) (see “Student Volunteerism at <http://www.huntington.edu/allabout/default.htm> or Folder 3.03). Of the several dozen teacher education majors participating on campus sports teams, 71% interact daily (in season) with players of color on their teams. Because of the small, intimate character of Huntington University, teacher education majors constantly interact with the wider student body and the many diversities represented across all majors.

Huntington University has partnered with Youth for Christ (YFC) in several ways over the years and benefits from YFC’s hundreds of local groups in urban and other multicultural settings. The most recent partnership, approved by the University and YFC in 2006, includes a multimillion-dollar scholarship and mentoring program in Urban Mentoring and Leadership (Folder 0.08). This program draws on the strengths and connections already established by Youth for Christ in urban areas nationwide to identify and support urban students in a fully-funded scholarship, mentoring, and urban leadership program for six students per year. With the first participants scheduled to enroll in fall 2008, this program alone could double the on-campus enrollment of American minorities at Huntington University and will provide opportunities for leadership development and service at the Primetime Center, a central-city youth center in nearby Fort Wayne, Indiana. Primetime is run by Pastor Luther Whitfield (right), a member of the Huntington University Board of Trustees. Modeled on a highly successful urban partnership program operating in other states (Act Six, see Folder 0.07), this scholarship and mentoring program provides educational and leadership training opportunities for urban students and provides an exceptional opportunity to increase campus diversity for Huntington University. The University requested and received funding from the Ball Venture Fund in Muncie, Indiana, to help defray one-time and other start-up costs of this urban scholarship and mentoring program. A member of the Education Department was on the grant writing team for this grant (Folder 0.08).



Pastor Luther Whitfield, HU Board member & director of Primetime Center, Fort Wayne

Although the HU/YFC partnership to provide scholarships for the Urban Mentoring and Leadership program cannot guarantee that participating students will be teacher education candidates, the program will increase the number of students from central cities on campus. Because of the size of the campus, teacher candidates will interact regularly with these new students—as they do with all students in core curriculum courses, non-education January term courses, chapel activities, and campus-wide events.

Another exciting recent development is an articulation agreement between Huntington University and Ivy Tech Community College (www.ivytech.edu/). This agreement was approved by both institutions in the spring of 2007 (Folder 3.04). The agreement gives Ivy Tech students the opportunity to take two years of coursework at Ivy Tech and then transfer smoothly into the Huntington University teacher education program. Ivy Tech is the state’s only community college network and offers course at over 100 learning locations, many of which are located in more diverse geographical areas than Huntington. Since similar articulation agreements in other states have resulted in dramatic increases in student cultural diversity for the non-public partners, Huntington was eager to pen this agreement.

Other diversities such as residential status, need for academic support, and physical limitations are assessed and accommodated by university staff. For example, some commuter students, including education majors, had felt somewhat marginalized on campus, but the Director of the Learning Center, who

is the staff member charged with providing services to commuter students, reports that commuters are increasingly availing themselves of commuter lounges, computer clusters for commuters, and even special chapel events for commuters. Additionally, the Learning Center—located just down the hall from the Education Department—offers tutoring services for all students, including the increasing number of returning adult students (and many of the tutors are teacher education candidates professionally learning to adjust their instruction for age differences among their clients). The center also provides private rooms for students who need alternative test-taking accommodations. Further, several students in wheelchairs have attended Huntington in recent years, and all necessary accommodations have been made to ensure dignified access to classroom buildings and classroom seating. For example, the graduation ceremony's walkways, seating areas, and diploma platform were been modified to ensure dignified movement for wheelchair students during the ceremony. As with other types of diversity, teacher education candidates interact daily with peers with different living arrangements, academic needs, ages, and physical limitations.

Because of the small size of the campus, a small number of people with different backgrounds and situations can interact with all education majors and make a major impact in candidates' understanding of educational diversity. For example, during the last year many teacher education classes with an adult Transition-to-Teaching student (a secondary education business major in his 40s who grew up in Gary, IN) or the visiting Chinese graduate student (Betty—also in her 40s) cheerfully included these non-traditional students in group projects and class discussions, valuing their perspectives and input. In fact, it is likely that every undergraduate education major was in class with Betty or interacted with her at some point during the last three semesters. Betty's participation in discussions, especially in comparing and contrasting American teaching philosophies and methods with those in China, provided remarkable and valuable cultural perspectives for the teacher education candidates in these classes (see reflections in Folder 2.04). As a graduate student enrolled in eight of the Master of Education courses, Betty brought a welcome and interesting cultural perspective to her colleague-students in that program.

Finally, the already successful diversity initiative involving the exchange of faculty with China has the potential to expand to involve undergrad student exchanges in its next phases. The Huntington University faculty who visited China in the summers of 2006 and 2007 (Folder 1.20)—and who plan to return in 2008—discussed with Chinese educational leaders plans to bring Chinese undergraduate teacher candidates to Huntington. Although this development is still in the early discussion phase, it promises the possibility of additionally rich cultural perspectives for the benefit of not only teacher candidates but also the entire campus and community.

Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas.

Several education majors have served as student body president at Huntington, as is currently the case. The 2006-2007 president, Justin Miller (below), is an English education major and a native of India. This is not the first time a non-white education major has been student body president at Huntington. Keith Long (right), a former student body president at the University, has gone on to be a successful fifth grade teacher in Canton, Ohio, and has completed a Masters of Administration degree. (See Folder 3.05 and http://www.huntington.edu/alumni/profiles/ed_alum_long.htm.)



*Keith Long,
elementary
teacher and
former student
body
president*

Several education majors serve on key campus committees with Student Body President Justin Miller, and Justin has served on the Diversity Task Force with other persons of color such as an African student from Senegal and Dr. Lora Overton (MLK Day speaker in 2007, see p. 14). The 2006-2007 Senate Executive Board (below) consisted of three teacher education candidates out of the four board members, representing both gender and racial diversity among these student body leaders. These three candidates also work together in Huntington's award-winning chapter of the education honor society, Kappa Delta Pi. Cassie Rudy, the 2007-2008 president, has served as the student representative on the Teacher Education Committee, which admits new candidates to the program. These are a few examples of how education candidates of different genders, races, and SES interact closely with each other and with the other students on campus, including American minorities and international students at this close-knit institution. Further,

all faculty and student committees are consciously established with a gender mix, and students from all economic levels on campus are included on committees.

2006-2007 Huntington University Student Senate:



Justin Miller
Student Body President
English Education major
Parker, CO



Kyle Brenneman
Student Body Vice President
Worship Leadership major
Spencerville, OH



Cassie Rudy
Student Body Treasurer
Elementary and Special
Education major
Huntington, IN



Anna Grace Jeter
Student Body Secretary
English Education major
Findley, OH

The affirmation of the values of diversity is shown through good-faith efforts made to increase or maintain candidate diversity.

For eight years, the unit has encouraged the entire campus to be more aware of and proactive in the area of diversity (see Diversity Initiatives at Huntington University, p. 7). As a result, the last two campus-wide strategic plans have included significant diversity initiatives (Folders 0.02-0.05). An education faculty member (Dr. Holtrop) chaired the University's Diversity Task Force from 2005 to 2007 and continues to serve on the task force, as the chair's mentor, along with another department member (Ms. Burson) and a teacher candidate (Justin Miller). Department members annually attend conferences or workshops on increasing diversity on campus and in teacher education programs. Through the department's leadership and the increased institutional attention to diversity, the campus has:

- Increased its programming for international students (and has seen a steady increase in numbers of international students in recent years)
- Created the urban scholarship and mentoring program (hiring its African-American director in the fall of 2007—see p. 8 and folder 0.08)
- Advertised for all faculty and staff openings in a Fort Wayne minority publication and website (Folder 2.10)
- Sent representatives to various diversity conferences and agreed to host the conference on Christianity, culture, and diversity in America in November 2008
- Worked with other departments facing diversity standards with their accrediting agencies
- Scheduled a campus-wide diversity audit for October 2007
- Challenged the community and city leadership to resolve to be an “inclusive community”
- Sent representatives to a community-wide language inclusiveness task force
- Provided press releases and interviews to the local media to explain the University's diversity goals and intentions (Folders 0.05 and 0.05a)

Further, the first nursing students began classes in the fall of 2007, and the first recipients of the new Urban Mentoring and Leadership program will matriculate in the fall of 2008. The University expects both programs to increase student diversity on campus and trusts that these initiatives can make the campus more appealing to students of color and varied SES background. Members of the Education Department were involved over the last five years in strategic planning, accreditation advising, and grant writing to help plan and bring to fruition both of these new programs.

Element 4: EXPERIENCES WORKING WITH DIVERSE STUDENTS IN P-12 SCHOOLS

Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students.

For over 15 years, the unit has required all teacher education candidates to enroll in EDJ395 Multicultural Practicum (Folder 4.01) in either Fort Wayne or an individually-arranged, off-campus location offering significant ethnic and economic diversity. The vast majority of candidates has completed this requirement in Fort Wayne, but some candidates have completed this requirement in Chicago, Miami, Philadelphia, and on a Native American reservation. In 2006-2007, the unit added an alternative Multicultural Practicum site in Phoenix, Arizona, co-sponsored by the University's Education and Social Work departments. Seven teacher candidates went to Phoenix in January 2007 (Folder 4.02a). The unit ensures that all schools used for the Multicultural Practicum are culturally diverse, whether in Fort Wayne, Phoenix, or an individually chosen site. The Fort Wayne Community School Corporation (FWCS) is 56% White, 25% Black, 11% Hispanic, 3% Asian, 1% Native American, and 4% Multiracial. Further, 56% of the FWCS students receive free or reduced lunch (Folder 4.05 & 4.05b), and Fort Wayne is home to "the largest group of Burmese refugees in the United States," according to a Fort Wayne newspaper (Folder 4.11). The school used for the alternative multicultural practicum site in Phoenix is 67% Hispanic, 7% African-American, 20% White, and 6% American Indian (Folder 4.02a & 4.02b).

In the spring of 2007 all junior elementary education majors in a required reading methods course and all secondary education majors in a required secondary methods course were trained in Las Links testing for students with limited English proficiency. Teacher education candidates were assigned to work with local teachers who scheduled the candidates to help with testing and/or tutoring with their limited-English students. Department members met with school administrators this summer to assess the success of this partnership and decided to continue the program each spring. All candidates must take one of these courses that include working with limited-English learners (Folder 4.03).

Additionally, all elementary education majors are placed in the Fort Wayne schools during their spring Junior Block experience. This field experience puts candidates in diverse classrooms all morning five days per week for four weeks. This additional Fort Wayne placement ensures that all elementary education majors get at least two field experiences in Fort Wayne, and it is common for elementary candidates to have a total of three experiences in Fort Wayne (e.g., student teaching). Secondary education majors have at least one significant experience in Fort Wayne (Multicultural Practicum) and often have at least one more field experience in Fort Wayne (e.g., student teaching). Indeed, half of the 45 student teacher placements made in 2006-2007 were outside of Huntington County, and over 15 candidates since 2005 have been placed overseas or out of state in highly diverse settings for student teaching, Multicultural Practicum, or other alternative field experiences (Folder 4.01, 4.12). Through requiring specific experiences in Fort Wayne and encouraging additional experiences outside of Huntington, the unit ensures that all candidates have experience with significant ethnic and SES diversity. School ethnicity and SES data is stored by candidate and by field experience in the unit's UAS database and is used by the Director of Clinical Experiences when making placements. (See Folder 4.04 for sample UAS data showing tracking of field experience sites by diversity and SES. See Folder 4.05 for the NCATE-required tables on Demographics on Clinical Sites.)

Although Fort Wayne schools offer a wide range of diversities and all candidates are placed in Fort Wayne for at least one or two significant field experiences, the Huntington community schools offer important exposure to special needs students, students from low SES backgrounds, and limited-English students. Since all local school corporations include special needs students in regular classrooms, all teacher education candidates routinely encounter identified special needs students throughout their field experiences as they progress through their education programs. New field components added to the elementary junior block and the middle school methods courses ensure that all candidates have at least one experience focused solely on special needs. The Huntington school corporation's overall rate of free and reduced lunch is 29%, with individual schools ranging up to 59%. Further, during the 10-month 2006-2007 school year, the number of limited-English students in Huntington schools increased from 21 to 31. Combining experiences in Fort Wayne and Huntington gives a candidate a wealth of opportunities to work

with many types of diversity. A sampling of UAS data taken in the spring of 2005 indicates that candidates who were student teaching that semester experienced on average the following levels of ethnic and SES diversity throughout their programs at their clinical sites:

Table 4: Diversity in Sample Field Experiences

| | | |
|---|-----------------|-----------------------------|
| Fall Junior Block (in Huntington) | 4.4% Non-White | 32.1% Free or Reduced Lunch |
| Spring Junior Block (in Fort Wane) | 50.1% Non-White | 58.6% Free or Reduced Lunch |
| Multicultural Practicum (in Fort Wayne) | 53.2% Non-White | 65.2% Free or Reduced Lunch |
| Student Teaching | 9.0% Non-White | 28.3% Free or Reduced Lunch |

A new survey was administered in January 2007 to assess candidate dispositions about diversity teaching after completion of the Multicultural Practicum January-term course. Included items are listed below with mean responses. Practicum participants agreed or strongly agreed with all the items. (See Folder 4.06 for student comments collected in this survey.)

Table 5: Diversity Dispositions Survey

| <i>4 = strongly agree 3 = agree 2 = disagree 1 = strongly disagree</i> | |
|--|-----|
| 1. My understanding of how students in ethnically and culturally diverse settings respond to teachers and to each other in the classroom has increased as a result of this experience. | 3.8 |
| 2. Working in an ethnically and culturally diverse school has been beneficial to me and should be continued as part of teacher education. | 3.7 |
| 3. The things I learned from working in an ethnically and culturally diverse school have relevance for my classroom teaching and future work in education. | 3.4 |
| 4. My ability to analyze my own strengths and weaknesses in relation to teaching in diverse settings has improved. | 3.4 |
| 5. My ability to plan and present lessons for diverse student populations has improved. | 3.0 |
| 6. My general ability to work with diverse student populations has increased. | 3.4 |
| 7. I have become more aware of my own biases and assumptions about people from cultures other than my own. | 3.2 |
| 8. I have become more aware of the role of the teacher in an ethnically and culturally diverse classroom. | 3.5 |

To ascertain candidates' experiences with diversity beyond the minimum requirements of the teacher education program, the Education Department created an additional survey called "Experiences with Diverse Populations." Of 99 candidates surveyed in spring 2007, 57 candidates reported having gone on mission trips of at least a week, 28 reported working with a youth group or church in a multicultural setting, and 14 reported attending a multicultural school before coming to Huntington. Candidates also reported they had hosted an international exchange student, lived in another culture, and/or spent a semester abroad. The candidates surveyed were first and second year students. The survey was administered as a pilot and will be revised for use in candidate portfolios and the unit assessment system. Data gathered from this instrument will allow the unit to assign points to different kinds of diversity experiences and assign additional diversity experiences to candidates who come up short, targeting the types of diversities in which the candidates are deficient (Folder 4.07). Further, an additional question was added to the annual alumni survey starting in 2006: "Please describe briefly the kinds of diversity which you have encountered in your teaching" (Folder 4.08). Data from these various assessments consistently indicate that program completers are well-prepared to work professionally with learner differences of all kinds.

Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.

All candidates must interview and present written materials to be admitted to the teacher education program. A rubric allows interviewers to rate applicants' experiences and dispositions concerning diversity. At times, an applicant is denied admission because of deficiencies in these areas and must address the deficiencies before reapplying. Candidates receive diversity-related feedback in all courses and field experiences. Feedback includes rubrics and comments on lesson plans (including accommodations), student differences papers, journals, student presentations, peer teaching, teaching during field experiences, and one-to-one interactions during field experiences. All field experience evaluation forms include items on diversity, and supervisors use both an evaluation form and a private meeting with the candidate to

discuss each observation of the candidate. Discussions about helping all students learn—getting a certain student’s attention, preventing another’s behavior problems, helping another comprehend a reading passage, keeping another adequately challenged, and understanding another’s troubled home life—all center on the issue of student differences and developing the professional dispositions and teaching strategies to help each student learn. Such discussions are common in both methods courses and the student teaching seminar, ED440. The portfolio checkpoints offer candidate’s four regular opportunities to gather evidence and reflect on their professional growth in teaching diverse students (Folder 4.09). The new diversity point system (piloted as a survey last spring—see Folder 4.06) will give candidates tangible evidence of their readiness to work with the many kinds of student differences they will encounter in their careers. Finally, emails from program completers reflect on their successes with students of all types and in various regions of the United States and in other countries, indicating a high satisfaction with the diversity preparation they experienced while candidates at Huntington University (Folder 4.10).

Conclusion

The program curriculum and its field experiences provide rich opportunities to encounter many kinds of student differences and help candidates value the diversity they experience in their classrooms and communities and understand the importance of diversity in student learning. Candidates develop knowledge and skills for working with the myriad of student differences and plan ways to adapt instruction for ethnic, gender, and SES differences, different learning styles, and other diversities such as special needs, language, and religion. Field experiences ensure that candidates show dispositions that value fairness and the right of all students to learn. The University provides many opportunities for cross-cultural experiences, cultural broadening courses, and international experiences and encourages all students to participate in volunteer activities. All teacher education candidates must participate in the January-term Multicultural Practicum in an ethnically diverse school, usually in nearby Fort Wayne, a city with important student and population diversities—especially ethnic, SES, and language diversity. Other field experiences ensure that all candidates experience classrooms with special needs students, low-SES students, and a variety of other student differences. The unit has successfully enlisted the support of the entire University in developing a diversity plan and addressing diversity needs in university goal setting and strategic planning. The University’s Strategic Long-Range Plan includes diversity initiatives, which have been effectively and continuously addressed. Program completers, school-based faculty, and school principals affirm that Huntington University’s teacher education program ensures that all candidates are well-equipped to help all students learn.

Table 6: Websites—Huntington University, Education Department, and County/School Data

- **Huntington University's main web page:** www.huntington.edu
- **Huntington University Academic Catalog:** <http://www.huntington.edu/registrar/catalog/default.htm>

- **Education Department:** www.huntington.edu/education
- **Education Department Faculty:** www.huntington.edu/education/faculty
- **Education Department Candidate Handbook:** www.huntington.edu/education/handbook.htm
- **Conceptual Framework Knowledge Base:** www.huntington.edu/education/CF_Knowledge_Base.doc

- **Campus virtual tour:** www.huntington.edu/tour/vr/
- **Academic programs:** www.huntington.edu/academics/
- **Guides to Typical Programs:** www.huntington.edu/registrar/guide_checksheets/degree2004.htm
- **University library:** www.huntington.edu/library
- **Learning Center:** www.huntington.edu/students/learning_center
- **Long-Range Strategic Plan:** www.huntington.edu/slrp/default.htm
- **Self-Study for NCA Higher Learning Commission Accreditation 2004:**
www.huntington.edu/allabout/hlc/2004_HLC_Huntington_University_Self-Study.pdf

- **Huntington County census demographics:** <http://quickfacts.census.gov/qfd/states/18/18069.html>
- **Huntington County Community School Corp:** mustang.doe.state.in.us/SEARCH/snapcorp.cfm?corp=3625
- **Fort Wayne census demographics:** <http://quickfacts.census.gov/qfd/states/18/1825000.html>
- **Fort Wayne Community Schools:** mustang.doe.state.in.us/SEARCH/snapcorp.cfm?corp=0235