

criteria as say the student teaching experience would due to the time spent within the classroom and the level of experience, knowledge, skills, and dispositions being different at the sophomore level versus the senior level of a four year program.

Dispositions are addressed and assessed within our programs in multiple ways. Intern competencies for candidates within EDP's school psychologist program include the following elements: (1) Serving as an Agent of Change (becoming a **transformative educator**); (2) Utilizing a Scientist-Practitioner Model – being able to apply research methodology to practical problems (becoming **competent**); (3) Establishing Effective Collaborative Relationships (Institutional Standard 5); (4) Facilitating and Implementing a Collaborative Problem-Solving Process (a **caring** educator); (5) Recognizing and Valuing Human Diversity (Institutional Standard 2) and (6) Implementing Comprehensive Psycho-educational Assessments.

Candidates work collaboratively with cooperating teachers, supervisors, faculty, and other candidates to continual improve their growth and development as an educator to improve their practice and better assess Pre-K to 12 student learning.

Within our Institutional Standard 3 – Demonstrates Sensitivities to Learning Contexts and Environments, candidates must be able to create an environment that is socially, emotionally and physically safe for students. This is deemed as important before learning can occur. Standard 4 – Demonstrates Planning, Implementation, and Evaluation by Utilizing Varied Instructional Strategies is another important component seen as vital to impact student learning. When reflecting upon the perceived effectiveness of a lesson, candidates are asked to determine what they might do differently in the future in these three areas (planning, implementation, and evaluation) if they were to teach the lesson again. Additionally, what they might do the same and to note why the outcomes evolved.

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to

help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P-12 schools.

There are four goals within our Divisional Diversity Plan:

- Goal 1: Recruitment – Miami University will strengthen its efforts to attract persons from diverse backgrounds.
- Goal 2: Retention – Miami University will strengthen its efforts to retain persons from diverse backgrounds.
- Goal 3: Community – Miami University will strive for a community where all persons feel welcomed and valued and share a sense of belonging to the university
- Goal 4: Learn, Reflect, Act – Miami University will provide opportunities for all persons in our community to learn, reflect and act upon issues of personal, cultural, and social difference, and to take leadership in an increasingly diverse society.

The School of Education and Allied Professions developed 29 action statements within the diversity goals (10 under Recruitment, 7 under Retention, 3 under Community and 9 under Learning, Reflection, and Action). To date, 58% of these goals has been accomplished.

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

Our curriculum at both the initial and advanced level has purposefully been designed to provide a knowledge base for diversity and inclusion so that candidates can apply them effectively in schools. At the undergraduate level EDP 256 or EDP352 are required course for licensure programs, both address the issue of students with working with students with exceptionalities. Similarly in our graduate programs there are courses such as EDP 656, EDP 444/544 and EDP 402/502. EDL 204 and EDL 621 are two examples of courses that focus on the multicultural aspect of education. Additionally, the entire EDL 780 and 790 series seminars address the issue of diversity directly.

Besides specific courses that address diversity, there is a thread throughout our candidates' program that address the issue. For example, in EDT 427 and 428 (Integrated Language Arts methods), students read excerpts from Lisa Delpit's Other People's Children and Keith Gilyard's Let's Flip the Script and create an interdisciplinary thematic unit specifically addressing diverse learners. In some of

our Family Studies and Social Work courses candidates learn about diverse families such as Amish, polygamy in US, single parent families, and adoptive families.

At the department level such as Educational Leadership it is required that all courses infuse issues of race, class, and gender differences into practically every course. The faculty have agreed as a group to include specific language into their teaching evaluations that asks students if instructors attend to the issue of diversity. Faculty take responsibility in exploring issues of difference.

One accomplishment of our divisional diversity plan has been the focused expansion of our graduate programs to diverse educational professionals. Our outreach to underrepresented high school undergraduate students, and graduate students through specific programs (CIT-CAPE-SDE-Hamilton-Dayton Cohorts). There have been 11 cohort groups to date with an average of 15 per cohort.

The Department of Educational Psychology has a diversity plan. It contains three components: student diversity, faculty diversity awareness, and curricular diversity. A department goal for curriculum is to increase faculty sensitivity to the need for curricular changes such as perspectives from diverse cultures, genders, and ages as well as theoretical diversity.

Element Two: Experiences Working with Diverse Faculty

The most notable accomplishment of the Divisional Diversity Plan has been the leadership role that the division took from 1997 to 1999 in creating and planning the Summer Institute for Faculty on Diversity. EAP initiated the concept and invested heavily soliciting involvement from other divisions.

The Office of Student Teaching and Placement is expanding diverse international sites for student teaching. Luxembourg and Germany host a full-time Oxford faculty member annually to supervise students and teach a capstone seminar. Guadalajara, Mexico continues to serve students through a private university partner. A summer field course is co-sponsored at Cape Coast University in Ghana by EAP, SBA, and CAS and a student-teaching option is available. Bunbury, Australia became a student teaching site in Spring 2001 and again in Spring 2002, also supervised by a full-time Oxford faculty member. A capstone field experience in cultures of Australia is also made available to our candidates.

In Art Education, diverse speakers, such as Dr. Bing Davis, bring a unique perspective to art and the teaching of art to the program. Faculty mentoring within and between departments is another initiative encouraged and implemented by many faculty (e.g. an Art Ed professor recently mentored a Japanese professor from the Theater Dept.) and collaboration often occurs through peer evaluation and peer teaching.

Element Three: Experiences Working with Diverse Candidates

What progress is Miami making on minority enrollment?

- Minority enrollment on the Oxford campus has increased 66 percent in 10 years – from 750 students in the fall of 1990 to 1,246 students in the fall of 2000. The number of African-American students in the same period has increased from 411 to 652 – a more than 58 percent increase.
- Enrollments for 2000-2001 for other ethnic groups include: American Indian/Alaskan Native 67; Asian Pacific Islander, 241; Hispanic, 263.
- Over a shorter time frame there had also been steady progress. In the past four years minority enrollment on the Oxford campus has increased 12 percent, from 1,111 in fall of 96 to 1,246 in fall of 2000.
- Minority students comprise 7.7 percent of undergraduates (African-American students constitute 3.7 percent of the student body) in 2000-2001 and 7.8 percent of graduate students on the Oxford campus. Miami's goal is to have minority students comprise 10 percent of its student body by fall of 2003. This fall's freshman class had 8.8 percent minority students.

Source: Denise Krallman, institutional research analyst, University Budget and Institutional Research Office)

For academic year 2000-2001, EAP's student-of-color enrollment was 169 students of a total undergraduate population of 2,247 or 7%. At the graduate level of 390 masters, doctoral, and education-specialist students, 48 or 12% are students of color.

One of our unit faculty is the statewide coordinator for the Ohio Board of Regents, Student Achievement in Research and Scholarship (STARS). STARS is a statewide program developed to increase the representation of underrepresented faculty in the professorial. It helps African Americans, Hispanic, and Native American undergraduates to prepare for graduate education.

Part of the Department of Educational Psychology's diversity policy involves three steps to encourage the recruitment and retention of students who are from underrepresented ethnic/racial backgrounds in the United States and from other countries throughout the world. It also focuses on students with disabilities, who are of non-traditional age, and who come from varied socio-economic levels, and notes within the plan to provide an atmosphere conducive to gender diversity and to the retention of these diverse recruits. Steps to reaching these goals involve the active involvement of both undergraduate and graduate students within their programs. Similar initiatives are also found within other departments within our unit.

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

Site and clinical experiences are structured to ensure that candidates receive varied and diverse opportunities to work with P-12 students. In addition to the scheduled connections candidates participate in other events throughout the year such as volunteer work at local schools and many service learning projects.

Experiences working with diverse P-12 schools involve more than just sending candidates to an unfamiliar environment such as an urban or rural school. We have discovered one of the keys to a successful diverse experience is providing a knowledge base of basic understanding, before sending candidates to an unfamiliar environment. For example in our Middle Childhood Program, candidates experience a preparatory briefing session of unique qualities of say an urban school by faculty who teach or serve as administration within such a site. There is also debriefing which occurs upon the completion of the site experience that provides an opportunity to discuss and reflect upon the experience and professional growth that occurred for the candidate.

EAP faculty, staff and student teachers have multiple opportunities for engagement with African-American, Appalachian and Latino communities in a variety of partner school sites in Cincinnati, Madeira, Mason, Hamilton, Oxford, and Ross, Ohio. In 2000-2001, an Educational Psychology class provided 288 hours of tutoring in Hamilton's Jefferson Elementary School, where there is a growing Latino population. EAP sophomores completed fieldwork in 55 agencies and 29 preschool settings in Ansonia, Edgewood, Fairfield, Hamilton, Mason, Middletown, Colerain, Ross and Oxford, Ohio. The Institute for Educational Renewal in cooperation with the Butler County Mental Health Board and departments of Psychology, Nursing, Educational Psychology, Physical Education, Health & Sport Studies, and Graduate School, implemented a school mental health grant in 13 Butler County schools.

At the graduate level, our relationships with certain school districts in the School Leaders Program (in EDL) are specifically targeted to those who have both student and faculty minority populations.

Standard 5: Faculty Qualifications, Performance, and Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to