

# The Institutional Report

## I Overview of the Institution

Miami University was established in 1809. It is the second oldest state university west of the Alleghenies and takes its name from the tribe that once inhabited the area known as Ohio's Miami Valley. It is the seventh-oldest state-assisted university in the nation.

It has been consistently recognized as one of the country's top values in higher education. The 2002 U.S. News & World Report rated Miami 28th among the nation's top public universities. Miami University was the only Ohio university named as a "Best Buy" by the Fiske Guide to Colleges for 2001. It is also noted in the book *The Public Ivies: America's Flagship Universities* (2001) as one of thirty U.S. schools that offer "an education comparable to that at Ivy League universities at a fraction of the price."

Miami maintains three campuses. The main campus is located in Oxford, Ohio, 35 miles north of Cincinnati and 45 miles southwest of Dayton. There are two regional campuses located in Hamilton and Middletown. The regional campuses offer both undergraduate and graduate course work

15,000 undergraduate students and 1,800 graduate students are currently enrolled. About 225 of our undergraduate students attend one or two semesters at the John E. Dolibois European Center in Differdange, Luxembourg. Our two branch campuses have approximately 2,600 students enrolled.

Miami's mission is to preserve, add to, evaluate, and transmit the accumulated knowledge of the centuries, to develop critical thinking, extend the frontiers of knowledge and serve society; and to provide an environment conducive to effective and inspired teaching and learning, promote professional development of faculty, and encourage scholarly research and creativity of faculty and students.

Miami's primary concern is its students. This concern is reflected in a broad array of efforts to develop the potential of each student. The university endeavors to individualize the educational experience. It provides personal and professional guidance, and it offers opportunities for its students to achieved understanding and appreciation not only of their culture but of the cultures of others as well. Selected undergraduate, graduate, and professional programs of quality should be offered with the expectation of students achieving high levels of competence and understanding and developing personal value systems. Since the legislation creating Miami University stated that a leading mission of the university was to

promote “good education, virtue, religion, and morality,” the university has been striving to emphasize the supreme importance of dealing with problems related to values.

Miami is committed to serve the community, state, and nation. It offers access to higher education, including continuing education, for those who can benefit from it, at a reasonable cost, without regard for race, creed, sex, or age. It educates men and women for responsible, informed citizenship, as well as for meaningful employment. It provides both disciplinary and interdisciplinary approaches to the pursuit of knowledge and to the solving of problems. It sponsors a wide range of cultural and educational activities that have significance beyond the campus and the local community.

Miami is committed to the idea of liberal education for undergraduate students. The Miami Plan for Liberal Education was adopted in 1988, with implementation in 1992. Constructed consciously to secure a continuous curricular framework that carries through each year of all baccalaureate programs. It ensures that all students have a grounding in the humanities, social, and natural sciences. This liberal education approach is predicted on the principles of thinking critically, understanding contexts, engaging with other learners, and then reflecting and acting upon the issues raised.

Miami’s mission involves synthesizing liberal and professional education in all areas. It is the liberal underpinnings to our professional programs that is a hallmark of a degree from Miami University. This synthesis results in a unique blend of strengths in our programs for the education of educators.

### The School of Education and Allied Professions

The origins of the School of Education and Allied Professions at Miami date back to 1902, when the University established a teacher’s college. It evolved into the School of Education in 1928; in 1976, the name was changed to Education and Allied Professions, in recognition of the broader mission and configuration of the division. Currently, the School is divided into five departments: Educational Leadership; Educational Psychology; Family Studies and Social Work; Physical Education, Health & Sports Studies; and Teacher Education. In addition, programs for the preparation of teachers and school personnel are also included within other divisions of the University: Speech Pathology and Audiology resides in the College of Arts & Science; the School Nurse program in part of the School of Engineering and Applied Science; and Art Education and Music Education are located within the School of Fine Arts.

The Mission of the School of Education and Allied Professions is grounded in its dedication to **the preparation of caring, competent, and transformative educators** for public schooling and for community, family, health, and social services. It has a long commitment to diversity and was the first Miami program to admit women and minorities in significant numbers.

Concomitant with Miami University's mission of synthesizing liberal and professional education is the liberal underpinnings to our professional programs that is a hallmark of a bachelor of science in education or master's in education degree from Miami University. This synthesis results in a unique blend of strengths in programs for the preparation of educators. The School of Education and Allied Professions has an enrollment of 2081 students in licensure programs. The middle 50% of first-year students in the fall of 1999 had an ACT composite score between 24 and 28. The average ACT scored for students who have been admitted to Miami for 2001-2002 is 27.5.

### Our Licensure Programs

Our teacher preparation and other school personnel licensure programs are housed in several departments and divisions within the university. In the division of the School of Education and Allied Professions (SEAP) there are five departments, four of which have teacher preparation or other school personnel programs:

- ◆ EDT – Department of Teacher Education has the following licensure programs:

Early Childhood Education which prepares candidates for licensure in grades Pre-K through third grade by offering general knowledge courses in many areas, and concentrating on mainly on those concerning education and the child.

Middle Childhood Education prepares candidates for licensure in two of four content areas (Language Arts, Social Studies, Science, and Math) in grades 4 through 9.

Adolescent/Young Adult Education prepares candidates for licensure in grades 7 through 12 in one of the following areas:

Integrated English Language Arts - candidates are prepared to teach English (writing, language, literature), speech and journalism.

Integrated Mathematics - candidates are prepared to teach mathematics which includes the areas of integrated mathematics, algebra I and II, geometry, trigonometry, discrete mathematics, calculus, probability and statistics.

Integrated Social Studies - candidates are prepared to teach history, geography, economics, sociology, political science and education in this licensure program.

Science Education - candidates choose from seven different areas of concentration:

Earth Science – candidates study geology, chemistry, physics, statistics, botany, zoology, science and society, educational

technology, psychology, school organization and the fundamental principles, techniques, and materials of science teaching.

Life Science – candidates choosing this area will study botany, zoology, microbiology, geology, chemistry, statistics, science and society, educational technology, psychology, school organization and fundamental principles, techniques, and materials of science teaching.

Physical Science – candidates will study chemistry, physics, calculus, botany or zoology, geology, science and society, educational technology, psychology, school organization and the fundamental principles, techniques, and materials of science teaching.

Dual Licensure programs are also available in Earth Science and Life Science, Earth Science and Chemistry, Earth Science and Physics, and Life Science and Physics.

Foreign Language Education – This is a multi-aged licensure program that prepares candidates to teach one of four different languages to students in grades Pre-K through 12. The four foreign languages one can become licensed to teach are French, German, Latin, or Spanish.

Detailed information about these programs and the Department of Teacher Education can be found at the following web site:

<http://www.units.muohio.edu/eap/Departments/edt/Programs/index.htm>.

◆ PHS – Department of Physical Education, Health, and Sport Studies has two licensure areas both are multi-aged programs:

Health Education - prepares candidates to specialize in child and adolescent health and teach students in grades Pre-K through 12.

Physical Education – candidates are prepared to work with children and youth in the areas of movement and fitness development in grades Pre-K through 12.

Further information about the Department of Physical Education, Health, and Sport Studies can be viewed at <http://www.units.muohio.edu/eap/phs>.

◆ EDP – Department of Educational Psychology offers the Intervention Specialist licensure at both undergraduate and graduate levels and the School Psychologist licensure programs. These are multi-aged licensure programs to prepare candidates to teach learners in grades Pre-K through 12 in the following areas: Early Childhood, Gifted, Mild/Moderate and Moderate/Intensive. At the undergraduate level, candidates choose two of the four areas of concentration. They may select from Early Childhood/Gifted, Early Childhood/Mild Moderate, Early

Childhood/Moderate Intensive, Mild Moderate/ Moderate Intensive, and Mild Moderate/Gifted.

School Psychologist Program – This program leads to the specialist in education degree as well as to licensure as a professional school psychologist. Diagnostic, intervention, counseling, and consultation training, clinical practicum experiences and a full-time supervised nine to ten-month internship are included in this three-year program.

Additional information about the department of Educational Psychology can be found at their web site. [<http://www.muohio.edu/%7Eedpcwis/>]

- ◆ EDL – Department of Educational Leadership currently offers the following licensures in advanced programs:

Two Principal Licensure Programs - one for working in schools with students ages 3-14 and a second one for working in schools with students ages 8-21.

Superintendent Licensure – this program is for those who currently hold a principal licensure or certificate plus three successful years of experience. Course work includes 15 hours of graduate study in administration. Other administrative specialist licenses have been approved but haven't been offered due to the current transition from certification to licensure programs.

Additional information about the department of Educational Leadership can be found at their web site. [<http://www.muohio.edu/%7Eedlcwis/>]

- ◆ In the division of The School of Fine Arts there are two licensure programs:

Visual Arts Education - This is a multi-aged licensure program for candidates who wish to teach art to students in Pre-K to 12.

Music Education - One can choose two different multi-aged programs: Choral/General Program or Instrumental Music.

Additional information about these two programs from the School of Fine Arts can be found at the following web site. [<http://www.fna.muohio.edu/fnaweb1/>]

- ◆ In the School of Engineering and Applied Science, in the department of Nursing we also offer a School Nurse Licensure Program. This program is housed at our Hamilton Campus and is for candidates who wish to become a school nurse. [<http://www.ham.muohio.edu/nursing>]
- ◆ Finally, within The College of Arts and Science, in the department of Speech Pathology and Audiology there are two licensure programs:

School Audiologist and School Speech-Language Pathologist. These two programs prepare students for licensure as either speech pathologists or audiologists to work in Ohio public schools. Licensure in both these programs require 38 additional semester hours of graduate work. Detailed information can be found at their web site. [<http://casnov1.cas.muohio.edu/spa/>]

There is detailed information about all of these aforementioned licensure programs at our NCATE website. [<http://www.units.muohio.edu/EAP/About/NCATE/programs>]

#### From Certification to Licensure Programs

Licensure programs are new for Ohio. Prior to 1998, teachers and other school personnel were certified for four years upon the successful completion of a state-approved teacher preparation or other school personnel program from one of Ohio's fifty-one Higher Ed Institutions. The four-year provisional certificate could be renewed or converted to an eight-year professional certificate and finally to a permanent teaching certificate after successfully meeting additional requirements. During 1997-98, licensure programs were written and approved by the state and certification programs began to be phased out. Thus, licensure programs implementation began during the 1998-99 academic year. The first class of licensed teachers completing our four-year teacher preparation program here at Miami University will graduate this year and receive a two-year provisional license. The provisional license will be converted to a five-year professional license after the successful completion of an entry-year program and the passing of Praxis III™, a teacher performance assessment developed by Educational Testing Service. A five-year license will be renewable upon the successful completion of professional development activities as approved by a local professional development committee (LPDC). There is no permanent license.

According to our NCATE/ODE partnership agreement, a college or school of education may submit their licensure programs to NCATE for national review and recognition or to Ohio for state recognition only. We chose the national review process and submitted the majority of our licensure programs this past September. Several of our programs had recently received national recognition through their respected learned societies within the last year or are currently being addressed through rejoinders.

The following lists note both our licensure programs as well as our non-licensure programs that are offered for the preparation of teachers and other school personnel.

### Licensure Area Programs

Program Name (Licensure)	Award Level (degree and/or license earned)	Program Level (Initial or Advanced)	# of Hrs	# of Ss (I)	# of Ss (A)	Agency or Association Reviewing Program	Program Review Submitted (Yes or No)	Current Status (Initial Review, Rejoining, complete)
Administrative Specialist	License	Advanced	15-18	N/A	0	Ohio Dept. of Education	Yes	Complete
Early Childhood Education	B.S. & License	Initial	128	755	0	NAEYC	Yes	Complete
Early Childhood Intervention Specialist	M.Ed. & License	Advanced	34-41	0	0	CEC	Yes	Rejoinder
Gifted Intervention Specialist	M.Ed. & License	Advanced	36-37	0	12	CEC	Yes	Rejoinder
Health Education	B.S. & License	Initial	128	27	0	AAHPERD/AAHE	Yes	Rejoinder
Integrate Social Studies	B.S., MAT & License	Initial & Advanced	128	212	11	NCSS	Yes	Rejoinder
Integrated Language Arts	B.S., MAT, & License	Initial	128	189	12	NCTE	Yes	Complete
Math Education	B.S., MAT & License	Initial & Advanced	128	129	4	NCTM	Yes	Rejoinder
Middle Childhood	B.S. & License	Initial	128	412	0	NMSA	Yes	Complete
Mild/Moderate Intervention Specialist	B.S. M.Ed. & License	Initial & Advanced	128 33-39	9	2	CEC	Yes (I)	Initial Review (-adv)
Moderate/Intensive Intervention Specialist	B.S. M.Ed. & License	Initial & Advanced	128 34-41	1	2	CEC	Yes (I)	Initial Review (-adv)
Multi-age Foreign Language French	B.S.& License	Initial	128	13	0	Ohio Dept. of Education	Yes	Complete
Multi-age Foreign Language German	B.S.& License	Initial	128	9	0	Ohio Dept. of Education	Yes	Complete

Program Name (Licensure)	Award Level (degree and/or license earned)	Program Level (Initial or Advanced)	# of Hrs	# of Ss (I)	# of Ss (A)	Agency or Association Reviewing Program	Program Review Submitted (Yes or No)	Current Status (Initial Review, Rejoining, complete)
Multi-age Foreign Language Spanish	B.S. & License	Initial	128	28	0	Ohio Department of Education	Yes	Complete
Music Education	B.S. & License	Initial	128	127	2	NMSA	Yes	Complete
Physical Education	B.S. & License	Initial	128	103	0	AAHPERD/ NASPE	Yes	Rejoinder
Principal (Ages 3-14)	M.S. & License	Advanced	46	0	(3	ELCC	Yes (principal generic)	Rejoinder
Principal (Ages 8-21)	M.S. & License	Advanced	46	0	0)	(see above)	Yes (see above)	See above
School Audiologist	B.S + 38 = License	Initial	128	0	2	ASHA	Yes	Complete
School Nurse	License	Initial	128	8	0	Ohio Department of Education	Yes	Complete
Special Ed. (see IS categories)	B.S. & License	Initial	128	123	0	CEC	Yes	IS Rejoinders
School Psychologist	M.S. Ed.S & License	Advanced	38+ 60	0	33	CEC	Yes (2000)	Completed 2000
School Speech-Language Pathologist	B.S. + 38 = License	Initial	128	57	9	ASHA	No	Complete
Science	B.S., MAT & License	Initial & Advanced	128	96	11* *	NSTA	Yes	MID –Rejoining AYA Complete
Visual Arts	B.S. & License	Initial	128	87	28	NASAD	Yes	Complete
Superintendent	License	Advanced	60	0	6	ELCC	Yes	ODE & ELCC rejoinders
Asst. Superintendent	License	Advanced	49	0	5	ELCC/ODE	Yes	Complete @ ODE

Program Name (Licensure) *	Award Level (degree and/or license earned)	Program Level (Initial or Advanced)	# of Hrs	# of Ss (I)	# of Ss (A)	Agency or Association Reviewing Program	Program Review Submitted (Yes or No)	Current Status (Initial Review, Rejoining, complete)
Early Childhood+ Gifted Intervention Specialist	B.S. & License	Initial	128 to 136	8	0	CEC	Yes	Rejoinder
EC+ Mild/Moderate IS	B.S. & License	Initial	128to 136	24	0	CEC	Yes	Rejoinder
EC + Moderate/Intensive IS	B.S. & License	Initial	128 to 136	7	0	CEC	Yes	Rejoinder
MM + Gifted IS	B.S. & License	Initial	128 to 136	7	0	CEC	Yes	Rejoinder
MM + Moderate/Intensive IS	B.S. & License	Initial	128 to 136	43	0	CEC	Yes	Rejoinder

\* At the undergraduate level, candidates choose two of the four intervention specialist licensure areas and thus become licensed in both areas upon the successful completion of the requirements.

## Non-Licensure Area Programs

Program Name (Licensure)	Award Level (degree and/or license earned)	Program Level (Initial or Advanced)	# of Hrs	# of Ss (I)	# of Ss (A)	Agency or Association Reviewing Program	Program Review Submitted (Yes or No)	Current Status (Initial Review, Rejoining, complete)
Reading Education	M.Ed.	Advanced	34	0	36	N/A	No	N/A
Elementary Ed	M.Ed.	Advanced	30	0	5	N/A	No	N/A
Secondary Ed	M.Ed.	Advanced	30	0	16	N/A	No	N/A
Elementary Math	M.Ed.	Advanced	30	0	1	N/A	No	N/A
Secondary Math	M.Ed.	Advanced	30	0	4	N/A	No	N/A
Curriculum & Teacher Leadership	M.Ed.	Advanced	30	0	50	ELCC/ODE	Yes	Complete @ ODE
College Student Personnel	M.S.	Advanced	48	0	38	N/A	No	N/A
Ed.Admn (Ph.D.)	Ph.D.	Advanced	76	0	(4	N/A	No	N/A
Ed.Admn. (Ed.D.)	Ed.D.	Advanced	82	0	7)	N/A	No	N/A