

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.

Design, Implementation, and Evaluation of Curriculum and Experiences

DESIGN

The unit has four Core Values that have guided the design, implementation and evaluation of its curriculum over the last six years as we have reviewed, reassessed and revised our various programs at both the Initial and Advanced level. One of those Core Values is the Appreciation of Diversity and Similarity. Thus diversity issues are embedded in every course either through study or experiences. As we have refined our field experiences, expanded and deepened our various school partnerships and reached out to our advisory groups of alumni, field site teachers, and administrators, we have identified ways to increase our candidates' experiences within their classes and within their fieldwork and internship components. In addition, with our encouragement, many of our students spend a semester abroad. Also, through a happy alliance with the University of Tasmania, we have instituted an exchange program sending some of our candidates to Tasmania to work and study in local public schools and attend university lectures, then hosting education students from UTAS on our campus as they study with us in schools and in our classes.

The beginning of this design for the Initial program is our first year COE CORE I experiences in ED 112: Introduction to the Teaching Profession, and ED 245: Computers in Education. During these experiences, candidates have four different field observations. Each observation is of a different developmental age group and each is in a highly diverse school setting. Candidates observe teachers of various ethnic and cultural backgrounds teaching students who come from multi-ethnic families and communities. Our candidates reflect on these experiences through writing and discussions. The importance of community involvement and understanding of and sensitivity to all cultures are stressed through the readings, journal reviews and study of others' teaching philosophies. This deliberate design was developed by a cross-program group of professors who created a matrix of standards, essential questions, and learning experiences to introduce first-year candidates to the profession. We also include with the disposition form distributed in all COE CORE I classes a disposition toward teaching diverse students. Candidates must demonstrate positive dispositions along with academic competencies to move on to the COE CORE II classes.

COE CORE II, our second year common courses, were developed in the same manner with additional standards incorporated into three courses: ED 241: Human Growth and Development, ED 242: Educating Children with Special Needs, and ED 311: Concepts

of Education. Again these classes have been organized around our core values and have specific diversity objectives within their curricula. All three of these courses deal very specifically with the education of all students. The special needs class (ED 242) in particular has a field component that has candidates working one-on-one with special needs students at Howe Academy in the Indianapolis Public Schools (Exhibit). At the same time, candidates are studying the various learning theories and how to accommodate diverse learners in the Human Growth and Development class (ED 241). Along with this, they are learning the history of assimilation within our schools and the current issues of educating all children in the Concepts of Education class. Again, candidates must demonstrate positive dispositions and academic competencies to move into the elementary and secondary programs COE CORE III and COE CORE IV.

While several of these courses were already in existence, our review of our programs indicated the need for a specific first year experience with deliberate benchmarks to indicate adequate progress for our candidates to move from one core set of courses to the next. This design was implemented in 2002 after piloting the first year program in 2001, both semesters.

IMPLEMENTATION

In the Initial programs—Early Childhood and Middle Childhood, and Early Adolescence/Adolescent/Young Adult—each program has designed its curriculum around the developmental standards set by our state professional standards board (IPSB) and around our four core values. Within each of these sets of standards are knowledge, disposition, and performance markers for addressing the needs of all children, those with exceptionalities and those from various cultural, ethnic, racial, religious and socio-economic backgrounds (Exhibit).

The Early and Middle Childhood program builds on the focus on diversity and similarity in the COE CORE I class, ED112, by requiring an Introduction to Elementary Education, ED 206. That class is usually taught by the visiting Master Practitioner in his/her home school. This means the class is in an urban-suburban district (either MSD of Pike Township or MSD of Lawrence Township) allowing these freshmen and sophomores the opportunity to work with P-12 students from diverse backgrounds. The core focus of ED 206 is on developmentally appropriate practices, especially the need to understand students' backgrounds. The class also focuses on socio-economic differences through a specific study of Ruby Payne's Framework of Poverty. Candidates in ED206 observe master teachers and then work one-on-one with a child, developing plans tailored to the child's needs, and being evaluated on the effectiveness of the interchange and on the quality of the candidate's own reflection.

All candidates in the EMC program are required to take two semesters of Spanish or show the equivalent oral and written proficiency to prepare them to work with linguistically diverse students, particularly those who are part of the influx of Spanish speakers in our schools.

As part of the licensing program ending with graduation in 2005, EMC candidates take a semester-long “Literacy Block” to prepare them to teach reading and mathematics, grades 1-5 (ED 308, ED 315, and ED 211). Candidates who wanted to teach kindergarten took an additional semester of work (ED 312 and ED 412). Both of these semesters were taught on-site in an urban-suburban setting (MSD of Washington Township and M.SD of Lawrence Township). Working with diverse students was a focus in both semesters, and candidates were required to furnish evidence in their portfolios of lessons that showed the differentiation of instruction and the candidate’s ability to meet individual needs. All candidates in this licensing pattern were also required to take a four credit hour class, ED 310: Guidance of Children that continued the study of developmentally appropriate practices relating to classroom management and planning. This class was taught on-site in an urban-suburban school setting. The key elements of the classes described here as part of the licensing program ending in May 2006 have been incorporated into “blocks” in the new licensure program.

The EMC program for those graduating after May, 2006 now has three “blocks” for second semester sophomore year and both semesters of junior year. As part of Block C, candidates are required to take ED204: Arts in the Elementary Curriculum, which focuses on integrating art, music, and movement into all content areas to meet the individual child’s learning styles and needs. As part of Block A (Early Childhood) and Block B (Middle Childhood), candidates are immersed in a set of learning experiences that are taught on-site in either MSD of Washington Township or MSD of Lawrence Township (Exhibits). The candidates participate in classrooms, tutor individuals, and plan and implement lessons for small groups of students in these settings in which they work with culturally, linguistically, and socio-economically diverse students. The candidates are observed and critiqued by the classroom teacher and by the university professor with a focus on the effectiveness of their instruction for all the K-5 children. All candidates are evaluated regarding their dispositions when working with diverse student populations using the COE Disposition Student Assessment form. Special needs classes are required throughout the three blocks of the EMC program to prepare candidates to work with diverse learners. These special needs classes (ED 243: Methods and Materials: Mild Intervention, ED 492: Special Education Law, ED 491: Behavior Management for Inclusive Classrooms) focus on content knowledge, skill development, and application through field experiences.

Student teaching in the EMC program encompasses two full semesters in schools. Each semester is in a different school and grade level. Each student teacher is placed in either an urban or urban-suburban setting for one or both of those semesters. During the Integrated Lab class (ED441 and ED443) that accompanies student teaching, the candidates examine their teaching experiences in relation to methodology and success in meeting the needs of all children. The course includes an evidence collection project requirement related to the differentiation of instruction. The candidates are evaluated by both the University supervisor and the classroom teacher for disposition toward and effectiveness in meeting the needs of all students. Candidates in the current licensing

program are able to take additional classes in special education in order to add that minor to their license. Starting with seniors in the new licensing program in 2005-2006, all candidates will take Assessment and Evaluation of Children with Differences and its accompanying field experience (ED 490 and ED 490A) in order to continue the on-going focus on children with special needs that has been integrated throughout the EMC program. Candidates in that graduating class will also have the opportunity to take two additional special education practicums (ED 493 and ED 494) in order to include Mild Intervention Special Education licensure to their Early and Middle Childhood Education license.

EMC candidates in the new licensure program are also encouraged to take electives that would support the understanding of diversity and similarity. These include Children's Literature (ED 307) and Activities for Early and Middle Childhood (PE 237) which were requirements in the current licensure program.

The Middle/Secondary Program, in order to have early field experiences in the middle school setting, has developed a cohort approach to its experiential program for preparing candidates to teach Young Adolescents. To do this, one or two classes, ED 227: Introduction to Middle Students and Schools and ED 228: Literacy Instruction within the Middle School Curriculum, in the program can be taken along with the COE CORE II classes. Both of these classes are set in schools with a highly diverse student and teacher population. ED 228 in particular is designed to be taught in an Indianapolis Public Middle School, Shortridge MS. Candidates must, however, demonstrate positive dispositions toward young adolescents of all backgrounds and cultures at the same time that they are completing COE CORE II so that they can move on to the third year COE CORE III for Middle/Secondary. All candidates in the Middle/Secondary program are required to take two semesters of English as a New Language (EN 398 and EN 498) (Exhibit) prior to student teaching to prepare them to work with diverse students. The standards for both Early Adolescents (ages 11-15) and Adolescent/Young Adults (ages 14-18+) are very clear about candidates' ability to reach and teach all students (Exhibit). In ED 433: Integrated Special Methods, candidates spend several hours a week in a diverse school setting learning how to plan lessons to meet all of their students, learning how to develop curricula that will engage and relate to all students, and practicing strategies not only of teaching, but also of classroom management in classrooms that usually have between 30-50% of the students from diverse cultures and ethnicities, as well as working with the diverse faculties within these schools (Exhibit). Student teaching placements (COE CORE IV) are carefully chosen so that candidates will have one of their two eight-week phases in a highly diverse setting and one phase in a more suburban setting. Because of the diverse populations of all of the townships within Marion County, however, many of the candidates have both placements in highly diverse settings.

Along with course content knowledge, candidates in the field of Physical Education/Health are given experience with diversity issues and individuals in the curriculum's various field experiences. In the courses that offer these field experiences, candidates design and implement activities and physical education classes with children

with special needs, different levels of ability, and different ethnic backgrounds. One field experience provides an opportunity for the candidate to run school fitness programs at the National Institute for Fitness and Sport (NIFS) which includes students of different ethnicities, languages, and abilities. Other field experiences include working track meets for the Indiana School for the Blind and running events for the Special Olympics (Exhibit).

In the courses PE 352: Exercise Prescription and PE 254: Strength Training (Exhibit), candidates study and consider exercises for special populations such as children, elderly, ethnic groups, the disabled, and those with chronic diseases. Candidates learn how to deal with these populations within the field of exercise by keeping in mind the diverse needs of individuals along with diverse abilities. The candidates design an exercise program and perform exercises that demonstrate and incorporate these modifications based on differences and similarities.

In the course PE 444W: Organization and Administration (Exhibit), candidates address many facets of diversity through classroom discussion, blackboard discussion, individual and group policy writing, essays, reflections and literature reviews. Candidates are given hypothetical school demographic scenarios and propose a year long K-12 instructional physical education curriculum. The candidates must factor into their management/leadership plan the socioeconomics, total population, and gender balance, available facilities, and geographic location. Candidates explore recruitment and evaluation of faculty and staff including equal opportunity employment policies, practices, and other legalities and liabilities. One example is addressing allegations of homosexuality. Candidates also explore what to do with the “exceptional” physical education student in a classroom setting. Lastly, this course looks into various sport cultures in America and how they affect curriculum planning and what the educator’s role is in exposing candidates in certain regions to sport outside their inherent culture.

The Physical Education Program offers these opportunities and experiences to help build a good knowledge base on diversity, but more importantly to expose the candidate to diverse situations and populations. The courses provide knowledge, discussion, and critical thinking when it comes to designing and implementing K-12 curriculum. Along with this course work, candidates also learn to understand their own differences and similarities and recognize how this affects the teaching and learning process.

Music Education core classes include diversity issues at appropriate times throughout the semester. These include:

- ME 101, ME 102: Foundations in Music Education
- ME 325: General Music Methods – Elementary
- ME 326: General Music Methods – Secondary
- ME 424: Comp. Instrumental Techniques
- ME 425: Administration of School Music Program
- ME 426: Comp. Choral Techniques
- ME 480: Music Teacher Education Seminar

Class discussions on diversity issues often evolve from experiences which happen at our on-site visits. For example, candidates in ME 101 work in New Augusta Public Academy (MSD Pike Township) in music composition and music performance. Issues such as cultural background, musical background, and music performance practices as related to culture are important topics which are discussed after our visits to New Augusta Public Academy. The same type of experiences are repeated in ME 102, on the secondary level, when Butler candidates work with schools in MSD Lawrence Township and MSD Washington Township.

In ME 325, particular attention is given to diversity issues as discussions related to child development and more specifically to the musical development of the child take place at the beginning of the semester. This information is reinforced as these music education candidates are working in various schools in their internship settings. Every semester at least one Butler candidate works in IPS #20, 67, or 15, along with students in MSD Pike Township, MSD Wayne Township, MSD Washington Township, MSD Perry Township, MSD Lawrence Township, and other area townships. Every topic in ME 325 is referenced back to the internship placements, which always leads into discussions on diversity. Obviously, since music as an art form is so influenced by culture and vice versa, issues of culture/diversity are always considered. ME 480 is similar to ME 325 - in that candidates share from student teaching experiences.

Our unit has three separate master's degree programs: Educational Administration (EPPSP/TEP), School Counseling, and Effective Teaching and Leadership (METL). Each of these also has been developed around our Core Values, with the need for diverse candidates being a critical element in recruitment of each year's cohorts.

The master's degree in Educational Administration (EPPSP/TEP) is guided by the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The ISLLC Standards were developed by the Council of Chief State School Officers in collaboration with the National Policy Board on Educational Administration (NPBEA) to help strengthen preparation programs in school leadership. Candidates in educational administration come from schools across the central Indiana area. Most of the candidates already teach in diverse schools and participate in internships within those schools. Understanding the cultural differences, guiding candidates in understanding and teaching all children, and helping all children succeed are embedded into the two-year cohort experience through demonstrated proficiencies and performances (Exhibit).

Many of the cohort sessions deal with issues of diversity and implications for the administrator through role plays, fish bowl activities and group projects designing schools that will work for all students. Examples of specific ISLLC Standards that address curriculum and experiences for candidates including the following:

TABLE 14. ISLLC Standards that Address Curriculum and Experiences

ISLLC Standard	Performance	Knowledge	Example: Educational Administration Activity
2. School Culture and Instructional Programs	Diversity is considered in developing learning experiences	Diversity and its meaning for educational programs	Community Project including change project (Exhibit: Syllabi Core I – Phase I ED 557)
4. Collaboration with Families and the Community	Multicultural awareness, gender sensitivity, and racial and ethnic appreciation are promoted	Emerging issues and trends that potentially impact the school community	Minority Recruitment (Exhibit: Minority Awareness Summit 2004)
5. Acting with Integrity and Fairness and in an Ethical Manner	Treats people fairly, equitably, and with dignity and respect	Values, ethics, and challenges of the diverse school community	Service Learning Project (Exhibit: Service Learning Report)

The master’s degree in school counseling program is guided by both CACREP (Council for the Accreditation of Counseling and Related Educational Programs) and NCATE 2000 standards (Exhibit). The specific CACREP standard which addresses curriculum and experiences for candidates is found in Section II: Program objectives and Curriculum. Item II K 2: Social and Cultural Diversity states that the program shall include “studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities include all of the following:

- multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally
- attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities
- individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
- counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body
- theories of multicultural counseling, theories of identity development, and multicultural competencies
- ethical and legal considerations

Candidates in the school counseling program meet this standard in several ways. First, it is the philosophy of the counselor education program faculty that diversity issues such as those previously stated should be addressed in all classes. Thus from their first class, ED 553: Professional, Legal and Ethical Issues in Counseling, to their last, ED 722: Counseling Internship, they are constantly exposed to discussions about and experiences with diversity issues.

Second, to help insure that the diversity standard is met, all candidates are required to take one three hour graduate course specifically designed to address diversity issues. That class, ED 630: Valuing Diversity and Similarity, is taken during the candidate's second year in the program. The instructor structures the class so that while the standards are addressed, so are the needs of the individual candidates enrolling in any given semester.

The Counseling program expects candidates to participate in a large number of experiences that will increase their understanding of diverse populations' needs such as attendance at the Circle City Football Classic, a game between two Historically Black Universities, meeting with members of the Multicultural Student Union at North Central High School, and visiting the Eiteljorg Museum of Native American and Southwestern Art.

The Masters of Effective Teaching and Leadership has imbedded the National Board for Professional Teaching Standards (Exhibit) into its program. One of its three goals is to enhance and improve teaching skills with a focus on content, diversity, and professional collaboration. This program has been designed with a one-summer two course set of classes within a cohort (ED 530 and ED 531). Most of the participants are teachers returning to improve their practice. This is not a licensing program but a continuing education program. The participants come from around the greater Indianapolis area and most teach in schools that have large diverse populations. Elective classes that specifically address the issue of Diversity are ED 461: Multicultural Awareness for Educators and ED 569: Problems, Issues and Trends in American Education.

One evaluation of candidates' understanding and work with diversity in all of the Initial and Advanced classes takes the form of candidate evaluations with two specific questions embedded in the Student Evaluation Form of the course instructor evaluation: Question #8, "The instructor offered appropriate modifications to meet diverse learning needs;" and Question #14, "This course incorporated ways for me to examine my understanding and beliefs about diversity." Scoring is on a Likert scale from 5-Very Satisfied to 1-Very Dissatisfied. The implementation of this evaluation is in its second full year and so we do not have data from student teachers and alumni, but we do have feedback from our advisory council and course evaluations from 2003-2004. The responses for all of COE CORE I and COE CORE II on these two questions range from 4.17 to 4.49. This would indicate that we are giving candidates early and positive exposure to issues of diversity. (Exhibits)

In the annual 2003 NSSE College Comparison of college seniors in which our university participates, several questions refer to working with and understanding people whose race or ethnicity is different than one's own. On a Likert scale of 1 to 4 with 1 being never and 4 being very often, the College of Education candidates consistently ranked their experiences higher than the university mean. In particular, Butler's College of Education candidates responded to a question about having "serious conversations with students who are very different from you in terms of religious beliefs, political opinions or personal values" at 3.25 as compared to Butler mean of 2.81 and an NSSE mean of 2.69 (Exhibit).

Experiences Working with Diverse Faculty

Experience for all candidates in the unit is stored in the data management system. Selected information from the database and Department of Education demographic information is used below to demonstrate the diversity of experiences our candidates have at the practicum and internship level.

The fulltime faculty in the unit comprises 22 tenure track faculty plus 4 additional non-tenured faculty of which 2 are yearly contracts from the public schools. In addition the unit has approximately 28 adjuncts.

The following addresses Weakness 2 cited at the last NCATE Continuing Assessment Visit (January 1999): Minority recruitment efforts have yielded limited results (faculty) in the Diversity Standard from the last visit. Reports have been filed each year as updates on our progress. (Exhibit)

Current situation: The unit has a faculty recruitment plan and is using this plan to actively recruit qualified minority faculty candidates. Our new Search Process Handbook includes a clear statement of purpose to recruit minorities, women and persons with disabilities. This has been used in every search for the last four years. The advertisements have been placed in historically Black publications. Also at the National Association of Multicultural Education's annual conferences, we have distributed job search listings. We have added one minority faculty in special education. Since, however, we have been limited to only one or two searches each year, other means have been taken. We use a master practitioner each year from MSD Pike Township. We actively recruit minority teachers to apply by working through their principals. Another route to provide a larger number of minority instructors has been to increase our number of minority adjunct faculty. The Board of Visitors is committed to establishing a minority graduate scholarship to recruit a more diverse student body. This is to be awarded for the 2004-2005 academic year. The unit also was able to recruit a minority graduate assistant in 2003-2004 who has used part of her time in speaking to various classes about bridging the achievement gap for minorities. Because of her large impact on our candidates, Dean Rider has successfully received approval for funding for a Minority Graduate Assistant Fellowship yearly through the new University Comprehensive Campaign.

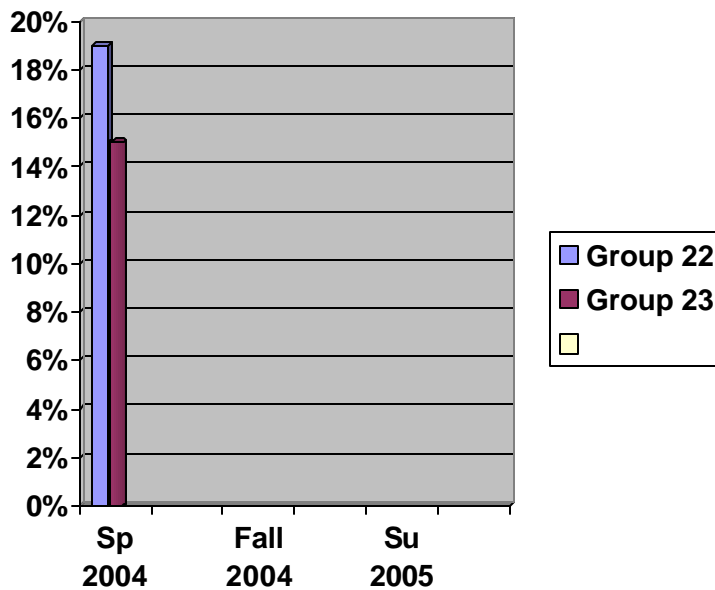
The unit has established the following criteria for field experience mentors and student teacher mentors:

- Must have at least three years of experience
- Must be a certified/licensed teacher in the state of Indiana
- Must have a clear knowledge of Butler’s program expectations and evaluation procedures

The demographic data from the schools and school corporations that we work with is included in the appendices (Exhibit – Standard 5). Thus initial candidates have multiple opportunities to interact with diverse school faculty.

Educational Administration candidates are exposed to a variety of diverse practitioners throughout the cohort experience. Starting with the spring 2004, data were collected on the percent of field supervisors of color and the ethnicity of current candidates. (In many cases, this person is the building principal, i.e. field supervisor.)

TABLE 15.
Percent – Field -Supervisors Of Color
Groups 22 and 23 – Spring 2004



Candidates are encouraged to shadow diverse educational leaders (Exhibit) and participate in classroom discussions with diverse practitioners.

The following are examples of several activities including people of color for Educational Administration:

TABLE 16.
Examples of Diversity Activities in Educational Administration

Activity (Including people of color presenting to Educational Administration classes or serving on panels)	Date
Dr. Faye Williams – TOPIC: Diversity in our Schools	October 2003
Dr. Eugene White: TOPIC: School Leadership	Spring 2004
Principal Panel TOPICS include: Your first principalship, leave no child behind, budgets, what they don't teach you in principal school)	Ongoing (Usually one panel each semester)
Trish Morita-Mulaney TOPIC: Multiculturalism	Spring 2004
Service Learning Project	Summer 2003, Summer 2004
Attend a variety of activities to extend and enrich one's cultural awareness and sensitivity. (Proficiency)	Ongoing
Elieen Champagne TOPIC: How to be the principal in a diverse setting	Fall 2002
Dr. Steve Green TOPIC: Communicating in a Crisis	Fall 2002

In the School Counseling program CACREP has established the following criteria for a practicum or internship site supervisor:

- a minimum of a master's degree in counseling or a closely related field and appropriate certifications and/or license.
- a minimum of two years of pertinent experience
- knowledge of the program's expectations, requirements, and evaluation procedures for candidates

Candidates in the school counseling program have ample opportunity to provide counseling services to the diverse population found in the greater Indianapolis area. Ethnic diversity is represented mostly by Euro-Americans, African-Americans, and Hispanic-Americans which is reflective of the community population. However, there are many other ethnically diverse groups found in this area, particularly in the large urban and suburban school systems. As an exit requirement in the program, candidates must have clinical experiences with diverse clients.

Another program exit requirement is that candidates must have clinical experiences with two developmental age levels and fieldwork experience with all five developmental levels, thus promoting another form of diversity within their clinical training. Our candidates also encounter students of varied socio-economic background, students with disabilities, and students with different gender orientations.

Candidates also have the opportunity to interact with diverse professionals both in the community and on campus. The program has utilized site supervisors who are male or female and African-American. The professional education faculty consists of both males and females and a few of the workshop instructors are also minorities. The program has made efforts to recruit minority applicants for its tenure track positions (Exhibit).

Experiences Working with Diverse Candidates

The following addresses Weakness 1 cited at the last NCATE Continuing Assessment Visit (January 1999): Minority Recruitment efforts have yielded limited results (candidates) in the Diversity Standard from the last visit. Reports have been filed each year as updates on our progress. (Exhibit)

Current situation: The unit has developed a clear diversity plan and has assigned a faculty member to work on the goal of more minority recruitment. John Bloom has provided a number of sessions for graduate students and faculty to help us respond to the importance of this issue, including REACH training. In 2001, our new Dean, Dr. Robert Rider, personally took on the commitment to recruit more minority students by actively attending many recruitment activities around the state and the region, actively pursuing minority candidates. He also encouraged other faculty to do the same. Several of the faculty did attend recruitment sessions in Chicago, St Louis and Cincinnati. Our minority candidates constitute 10% of our students, up from 8% the last several years (Exhibit). Another effort to recruit minority candidates has been the K-16 Transition Grant from IPSB: Recruiting and Retaining Teachers in Shortage Areas in High Poverty. This grant allowed faculty from our unit to work with the Teacher Cadet Programs in three high-minority school districts in Marion County. By providing resources both financial and academic, the COE could help enlist and encourage students of color to consider teaching as a profession. By providing Butler credit for the school's cadet class (with Butler faculty oversight) for our Introduction to the Profession of Teaching, we have increased the visibility of Butler as an option for education-bound college students. The graduate programs have been more successful in recruiting minority candidates. Currently, our minority numbers in the graduate programs are larger than at our last review and at any time previously, as noted further in this section (Exhibit).

The unit is well supported by the university when emphasizing diversity. Dr. Bobby Fong, our president since 2001, has developed a strategic plan for the university, "Dare to Lead," that includes strong emphasis on diversity. "Butler University is committed to being a nationally recognized university that serves students from other regions and other countries, while recognizing its special responsibility to serve the undergraduate and graduate students of Indiana and the Midwest. Also committed to cultivating an awareness and understanding of other cultures in its curriculum and promoting the diversity of its students, faculty and staff." (Exhibit) Dr. Fong also established in 2001 an Ethnic and Racial Diversity Team which drew faculty and staff from across the university. "The Report of the Ethnic and Racial Diversity Team" was published in 2003 (Exhibit). An instructor of Human Growth and Development and two COE candidates served on that committee for two years.

The Office of Admissions has been working actively in response to the President's vision and has developed a strategy for improving recruitment of diverse students. They have Coordinators of Multicultural Recruitment to make special efforts along with the entire office which has established a scholarship program for Latino students that mirrors the Dr. John Morton Finney program—a series of scholarships for African American students. They have

focused on new charter schools in the Chicagoland area for high school visits and drive-down programs which include transporting students from the urban areas to and from the campus. They have expanded multi-cultural recruiting into Puerto Rico and Texas. They also train a number of students as Butler Student Ambassadors (BSA) and the Multi-cultural Recruitment Team is a special subset of the BSA (Exhibit).

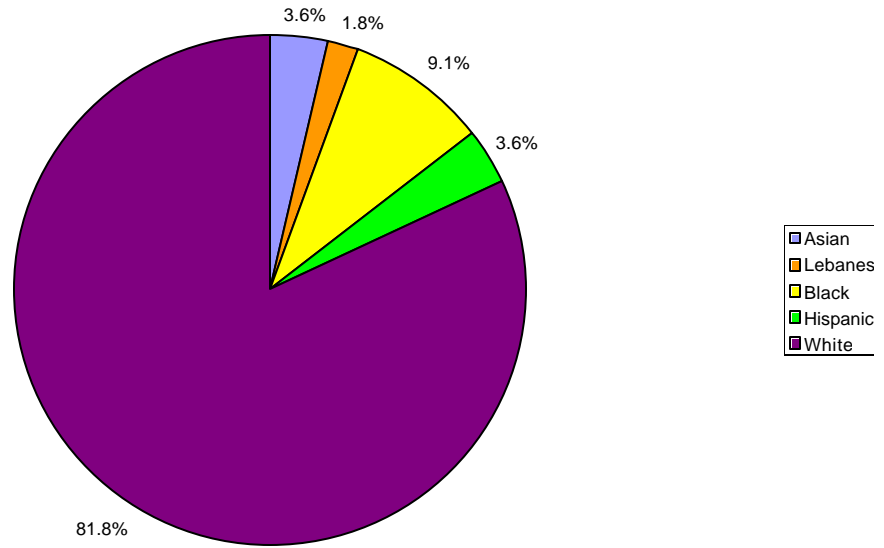
Several of our university-wide programs have a clear diversity component designed to enhance candidates' understanding and also to attract a larger minority population on campus. We have had for the last few years a Celebration of Diversity Distinguished Lecture Series with speakers such as Shoshana Johnson, Edward James Olmos, Bell Hooks, and Cornell West among others. Our Distinguished Writers' Series always includes a wide multi-cultural representation of authors and poets such as award winning author Ha Jin. We are also fortunate to have Clowes Hall on our campus with performances from groups from China, Africa, Europe and also multi-cultural offerings from all over the US. Clowes Hall also has an educational series for P-12 students and the College of Education is represented on their Advisory Board to help choose the offerings. Every year's offerings include several theatre interpretations of good multi-cultural fiction or reality. The 2003-04 offerings included *The Color of Justice*, *Writing Our World*, *How Ananzi Came to America*, and *And Then They Came for Me: Remembering the World of Anne Frank*. For the last four years, the middle school cohort class has become involved with one or two of these productions by attending the play and then conducting a distance learning class with middle school students to discuss the themes of the production (Exhibit). This last year, the elementary education program was also involved with the Indianapolis Opera Company, based at Clowes Hall, on *Carmen* and translating it for young students.

The university has sought to improve services for students with disabilities. The office of Student Disability Services provided support for 141 students with disabilities during the 2002-2003 academic year, roughly a 20 % increase over the number of students served the previous year. One of the more pressing challenges had been the limited space available to deliver the number of exams that require accommodations. During the summer of 2002, the university converted existing office space into a distraction-limited testing room that can be used by five students concurrently. The converted space, paid for partly by the capital budget and partly by funds from the provost's budget, proved to be invaluable, and was utilized for the administration of over 550 accommodated exams. The academic year, 2002-2003, ended with the graduation of 24 students with disabilities, almost twice the number who had been graduated the previous year (Exhibit).

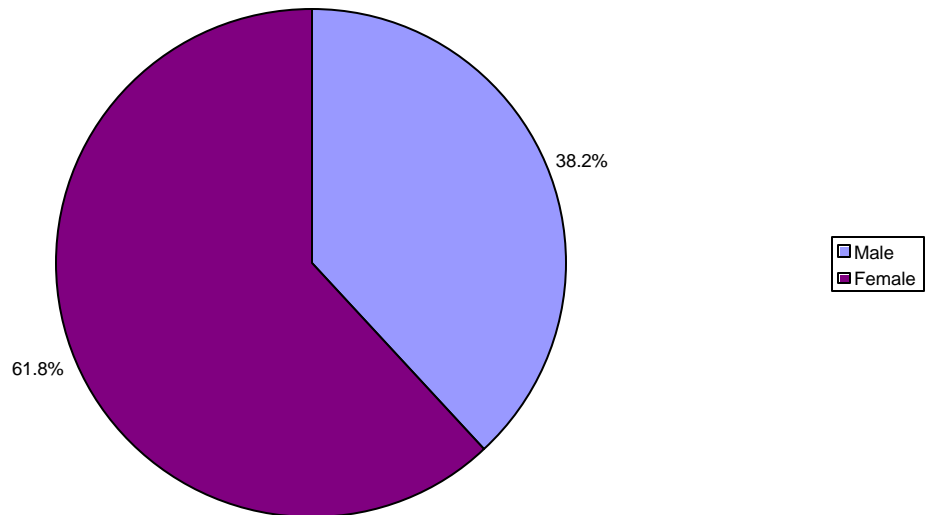
From 1998 to 2003, the percentage of COE minority undergraduate candidates remained at about 8%. The important statistic in this is that those who enter the college of education stay at about a 95% rate and of those, all graduate. The 2003-2004 statistics indicate a rise in minority candidates in the College of Education to 10% (Exhibit).

The Educational Administration Program recruits and retains a diverse body of candidates. The following charts indicate ethnicity (Chart 1), and gender (Chart 2) for the current EPPSP cohort groups 22 and 23.

EPPSP Groups 22 & 23 - Ethnicity Make-Up



EPPSP Groups 22 & 23 - Gender Make-Up



- The School Counseling Program recruits and retains a diverse body of candidates by:
- Asking program applicants to address the College’s core values in their written professional statement that is included with the application materials. One of the four core values is ‘the appreciation of diversity and similarity’.
 - Being clear in our advisement materials that the School Counseling Program ‘emphasizes valuing diversity and similarity’.
 - Being willing to conduct interviews with minority applicants at the applicant’s workplace instead of requiring that they take time off work to visit our campus for an interview.
 - Being clear that in the counseling profession we have two underrepresented groups about which we are concerned. Those two groups are persons of color and males.
 - By making financial assistance available to persons of color and males in the form of Lilly Endowment Continuation Grants.
 - By encouraging current candidates in our program to actively recruit to future cohorts members of these underrepresented group s. (See Table 17)
 - By keeping data on the gender and ethnicity of our applicants and program admits.

These steps have enabled the School Counseling Program to increase its underrepresented populations from virtually zero in 1996 to approximately 20% in 2004.

TABLE 17.
SCHOOL COUNSELING PROGRAM ADMITS
OF MALES AND PERSONS OF COLOR

COHORT – DATE	MALES	PERSONS OF COLOR
1 - 1997	2	1
2 - 1998	2	3
3 - 1999	7	2
4 - 2000	7	3
5 - 2001	4	4
6 - 2002	5	4
7 - 2003	5	2
8 - 2004	4	4

Experiences Working with Diverse Students in P-12 Schools

The Indianapolis Public School (IPS) system is the primary urban district. The Butler campus is located within the boundaries of IPS. IPS is 68.9% minority. The Indiana Department of Education considers the Metropolitan School Districts (MSDs) that surround IPS as large city school systems. These include the MSDs of Pike 71% minority, Washington 51.2%, Lawrence 41.4%, Wayne 37.2%, Warren 42.2%, Perry 19.7% and Decatur 13.4%. All of the unit’s undergraduate field experiences are in IPS, Pike, Washington, Warren and Lawrence Townships. The student teacher placements by necessity comprise all of these districts plus those considered ‘urban fringe’ by the Department of Education. These are districts like Zionsville, Fishers, Brownsburg, Avon and Greenwood.