Cross-cutting Theme of Diversity—14,500 characters
Statement of integration of diversity; Analysis of evidence that demonstrates diversity integration

Most education courses include readings and assignments that help prepare candidates for the diverse contexts found in today's classrooms. Candidates in the undergraduate initial certification education programs are required to complete several general education courses that increase awareness of the importance of diversity. All undergraduate candidates complete one course in each of the categories of Cultural Pluralism, Global Viewpoints, and Individual and Society. All initial certification candidates take the following courses that infuse diversity issues throughout the course objectives. The EDU courses are part of the undergraduate programs and the EDMT courses are part of the MAT program.

- EDU 300 - Human Growth and Development; EDMT 611- Studies of the Learners. The focus is on the process of diverse individual development.
- EDU 305 - Introduction to Education; EDMT 610- Foundation of American Schooling. Infuses the topics of poverty, race, gender, sexual orientation, special education, ethnicity, and English Language Learners and the role they play in educational success.
- EDU 316 - Racism and Sexism in Education; EDMT 622 - Cultural Identity and Schooling. Focus is on the role cultural identity plays in students' experiences in schools.
- EDS 360 - Students with Exceptionalities in the Schools; EDMT 621 - Students w/Exceptionalities in Regular Middle/Secondary Classrooms. Focus is on general information about disabilities and exceptionalities students may have, with undergraduate majors participating in a service learning project that requires interaction with individuals with disabilities.
- Methods Classes - Candidates develop lesson and unit plans that require them to include modifications/adaptations for diverse learners.
- Field Experience Classes - Candidates implement lesson plans and submit a written reflection that includes a discussion about diverse learners and results of teaching diverse learners.
- All Undergraduate and MAT traditional candidates complete a sixteen week semester of clinical experiences (student teaching). They are required to develop and implement at least one unit plan or series of lesson plans that include modifications/adaptations for diverse learners. Candidates also complete a Teacher Work Sample (TWS) as part of the unit plan in which they identify at least one “gap” group. Candidates discuss the results of the pre- and post-assessments, as well as the implications for instruction, for the identified group of diverse P-12 students. MAT Option 6 candidates complete the TWS through the Kentucky Teacher Internship Program.
- EDU 315/325/343 - Educational Assessment; EDMT 632-Curriculum Design and Assessment. Candidates adapt assessments for students with exceptional needs and review data for various gap groups, which typically include diverse categories of students.
• EDS 322/323/324 - Planning and Implementing Instruction for Students with Exceptionalities; EDMT 621-Students with Exceptionalities in Middle/Secondary Classrooms. Focus is on strategies for adapting instruction to diverse learners.
• Physical Education candidates take PHE 500 - Adapted Physical Education. Focus is on adapting and modifying instruction for students with disabilities.
• IECE and special education candidates complete many courses that include topics about diversity.

The Dispositions Survey (1.1.1) is one of the EPP wide assessments and is used to evaluate candidates’ proficiencies related to dispositions. The survey is completed by both the P-12 and university clinical educators during all field and clinical experiences. Two of the questions on the survey are related to diversity. A review of the EPP wide data indicates that 96-100% of candidates in Transition Points 1 (admission), 2 (admission to clinical experience) and 3 (program completion) meet the target criteria of “On target to become first year profession ready.”

The EPP wide Lesson Planning assessment (1.1.2) found similar results for Transition Point 2. Five of the nine components evaluate candidates’ abilities to plan lessons for diverse students. In the Learner and Learning category 99-100% of candidates met the target of “Emerging”; Content and Knowledge 97-98%; Instructional Practice 90-100%; and Professional Responsibility 92-99%. The EPP wide Lesson Implementation assessment (1.1.3) has seven of fourteen components related to evaluating candidates’ ability to implement instruction for diverse students. In the Learner and Learning category 98-100% of candidates met the target of “Emerging”; Content and Knowledge 96-100%; Instructional Practice 95-100%; and Professional Responsibility 92-99%.

For transition point 3 the evaluation target was raised to “On Target” for both the lesson planning and lesson implementation EPP wide assessments. In reviewing TP3 data the percent of candidates meeting the target was generally lower than TP2. For the Lesson Planning assessment, the Learner and Learning category had 71-85% meet the criteria; Content Knowledge 80-87%; Instructional Practice 75-97%; and Professional Development 85-95%. For the Lesson Implementation assessment, the Learner and Learning category had 81-99% meet the criteria; Content Knowledge 76-94%; Instructional Practice 75-99%; and Professional Development 83-93%. Collectively, the results for all three assessments and all three transition points indicate that generally candidates have the dispositions to teach students from diverse backgrounds, as well as the ability to plan and implement lessons to meet the needs of all children.

In addition, all candidates are required to complete a semester reflection and upload it in Foliotek (3.4.5). As part of their reflection, candidates are required to give detailed information about the characteristics of the P-12 students they worked with during the semester (i.e. gender, race/ethnicity, special needs) and the implications for developing future instructional materials. In the two components related to diversity on the reflection rubric (1.2.2) 94-98% of candidates met the “target” criteria.
The EPP offers opportunities for candidates to interact in school settings with school district and higher education personnel who are diverse relative to ethnicity, race, socio-economic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. In addition, candidates complete courses from other departments on campus which gives them additional opportunities to interact with faculty of diverse backgrounds and experiences. On a regular basis, candidates have the opportunity to learn from scheduled speakers of diverse backgrounds and experiences that come to the NKU campus for events such as International Education Week, Martin Luther King Day, Black History month, and National Hispanic Heritage month. More specifically, the EPP has sponsored several Think Tanks over the past several years. This series has included the following speakers and topics: Dr. Julian Vasquez Helig, Addressing Educational Justices Through Community Based Reforms; Teddy Kremer, Don’t Tell Me What I Can’t Do. Let Me Show You What I Can Do; and Dr. Crystal Laura, If Black Lives Matter- At School, Too- Then Act Like You Know. The EPP is also hosting a national symposium, “Teacher Diversity Matters” in September 2017. This is a symposium on the topic of preparing, recruiting, and retaining teachers of color.

The EPP is a member of COST, the Consortium for Overseas Student Teaching and has sponsored, on average, 2-3 undergraduate candidates per semester in an international student teaching experience of at least 8 weeks, ranging from South Africa to Australia. The EPP, in collaboration with the NKU Office of Education Abroad, has offered several study abroad programs for undergraduate education candidates over the past several years, including programs in Mexico, Ghana, and South Africa.

The Kentucky Department of Education indicates that 97% of school-based faculty in the northern Kentucky region are of white/non-Hispanic ethnicity. The EPP P-12 clinical educators are of similar ethnicity. The EPP continues to work with schools to identify and select P-12 clinical educators and gives priority to those who come from diverse backgrounds, among other selection criteria. EPP faculty have many direct experiences working with diverse students or in situations, ranging from P-12 teaching experience in diverse schools, research on topics of diversity, and presenting professional development seminars on improving diverse students’ academic achievement. Faculty bring all of their rich multicultural experiences back to the NKU classroom to create an awareness of the importance of diversity and its impact on candidates' teaching and student learning.

During 2016-17 the Inclusive Excellence Committee, one of the college’s standing committees, recommended that a dean’s office position be created to have responsibilities for coordinating inclusive excellence activities. Consequently, a new assistant dean position was created and will begin in July 2017. The EPP also sponsored an equity audit during 2015-16 that was designed to offer candidates, faculty and staff insights about their perceptions related to diversity/inclusive excellence within the college. The audit results were used to establish baseline data for the college and develop a strategic work plan and benchmarks to address areas for improvement in curriculum, practice, and policies. The college continues to work on the goals established by the equity audit.
The COEHS includes candidates from many backgrounds and demographics, including age, gender, religious groups, sexual orientation, ability, socio-economic status, and racial/ethnic diversity. The EPP typically has a large number of nontraditional adult candidates in the initial certification programs. Rural, urban, and suburban localities are all within 15 minutes of the NKU campus and the EPP has candidates that commute from each of those localities. However, the percent of candidates from underrepresented minorities is lower than the institution’s. The EPP has developed several recruitment and retention efforts, one of which is the Minority Educator Recruitment & Retention Scholarship (MERR) offered through the state of Kentucky. Evidence 3.1.1 outlines all of the EPP strategies, including the creation of the Black and Brown Educators of Excellence student group and sponsoring the Cincinnati Public Schools Advanced Placement boot camp. The EPP also collaborates very closely with the NKU Office of Admissions to support recruitment of diverse candidates. Activities include participation in recruitment fairs and informational sessions offered to potential candidates in the community.

Candidates in all programs are required to work with students from diverse backgrounds during their field and clinical experiences, with at least one field experience placement in a diverse school. Undergraduate candidates are placed in a diverse urban school (typically Covington, Newport, Erlanger, or Cincinnati Public) during their admissions’ field experience. In each succeeding semester, field experience professors place candidates in as diverse schools as possible. A final check occurs before the clinical experience placement is made. Any candidate who has not been in a diverse school is then placed in one. Candidate placements are tracked each semester via the cumulative progress report on Foliotek (5.1.7). During their field and clinical experiences initial certification candidates complete specific activities that focus on areas of diverse needs. These include developing adaptations for students with exceptionalities or identifying gap groups during the Teacher Work Sample. Candidates interact with and receive feedback from P-12 and university clinical educators during field experiences, clinical experiences, and evaluation conferences. Candidates are also required to complete reflective activities that focus on diversity during each of their field and clinical experiences. Initial candidates share their challenges and successes related to teaching diverse students in P-12 schools with other candidates and faculty. Peers informally give feedback in course discussions and more formally through focused questions on Blackboard. For example, Special Education candidates formally critique their lesson’s effectiveness to align instructional strategies with individual student strengths and needs. Since diversity is embedded throughout each program’s standards, candidates have many interactions and discussions about issues of diversity. They encourage each other through reflective dialogues to assess their skills, dispositions, and beliefs about interacting with diverse groups.