

## **Diversity**

### Northwest Missouri State University

As a Professional Education Unit (PEU) that envelops multiple content areas and faculty/student backgrounds, we seek to not only define diversity but also to enrich the diversity of our Unit. In an effort to achieve this, our Unit has reviewed various sources to assist us in refining our conceptual understanding of the idea of diversity. Below are some of the items we consulted.

**Northwest University Mission:** Northwest Missouri State University focuses on student success - every student, every day.

**Northwest Values relating to diversity:** Intercultural competence

**College Vision:** The vision of the College of Education and Human Services is to provide highly competent professionals who are lifelong learners, reflective thinkers and ethical leaders exemplifying the ideas of literacy, scholarship and social justice in a diverse and ever-changing world.

**PEU Handbook – Philosophy and Objectives:** Allow the Candidate to work with students from diverse backgrounds. These may include, but are not limited to, age, gender, ability, ethnic background, race, socioeconomic status, grade level, and cultural background.

#### **PEU Vision-**

The Northwest Missouri State University Professional Education Unit prepares highly effective, ethical, professional educators who possess the knowledge, skills and professional dispositions in order to embrace the responsibility for the learning of all children in a diverse and dynamic society.

**PEU Handbook, Graduate Diversity Hours Sheet-** \*According to NCATE cultural diversity is defined as the variety of cultural backgrounds of candidates, faculty and school personnel based on ethnicity, race, language, religion, socioeconomic status, gender, regional/geographical background and exceptionalities. NCATE does not consider diversity of regional or geographic origins, religion, or language groups to be good faith representation of wide-range cultural diversity.

**State Glossary of terms-** Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion and geographic region. From: [http://dese.mo.gov/divteachqual/teached/Examiners\\_Handbook/documents/Glossary\\_final\\_.pdf](http://dese.mo.gov/divteachqual/teached/Examiners_Handbook/documents/Glossary_final_.pdf)

**NCATE Definition of Diversity:** Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The types of diversity necessary for addressing the elements on candidate interactions with diverse faculty, candidates, and P-12 students are stated in the rubric for those elements.

#### **Similar University Comparison:**

University of North Carolina at Charlotte- The College of Education at UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to

the College's learning environments, thereby enriching the community and improving opportunities for human understanding. While the term "diversity" is often used to refer to differences, the College's intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, the College aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

### **Northwest Missouri State PEU Diversity Definition:**

This search has led us to a better understanding and a further refinement of the meaning of diversity. Below you will find Northwest PEU Diversity Definition:

Northwest Missouri State University defines diversity as differences and similarities among people by ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area.

### **Diversity Proficiencies**

As the Northwest PEU recognizes the importance of not only defining the idea of diversity, but also in working towards instilling an understanding of diversity and how it interconnects within education practice, we have developed proficiencies to be acquired by our education students. In order to refine our understanding of the needs of our students, we have consulted multiple items. You will find the items consulted below:

#### **Northwest Dispositions related to diversity:**

- 9. Considers diverse opinions and perspectives
- 11. Recognizes and promotes diversity of individuals and groups

#### **MOSPE Standards related to diversity:**

- 1C5. Demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of name the course content
- 2C4. Recognizes diversity and the impact it has on education
- 2C6. Shows an understanding that instruction should be connected to students' prior experiences and family, culture, and community
- 3C2A. Knows and understands learning styles and learning theory
- 6C2. Develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students' communications
- 9C2A. Understands school-based systems designed to address the individual needs of students

#### **Teacher Work Sample related to diversity:**

TWS 1.1. Includes evidence of characteristics of community, school, classroom, students (developmental and special needs, family, culture, diversity, prior knowledge, learning style, multiple intelligences)—all connected to teaching

TWS 1.2. Includes characteristics of community, school, classroom, students (developmental and special needs, family, culture, diversity, prior knowledge, learning style, multiple intelligences)—all connected to curriculum map/standards

TWS 1.3. Includes characteristics of community, school, classroom, students (developmental and special needs, family, culture, diversity, prior knowledge, learning style, multiple intelligences)—all connected to classroom management plan

### **Similar University Comparison-** Western Kentucky University

#### WKU Proficiencies

1. Candidates will connect theory and practice to meet needs of diverse learners.
2. Candidates will demonstrate sensitivity and respect for diverse groups.

[(1/3/2012) - *The College of Education and Behavioral Sciences at WKU is proud to announce it has received continuing accreditation from the National Council for Accreditation of Teacher Education (NCATE) and state approval of all its educator preparation programs from the Kentucky Education Professional Standards Board (EPSB). The next NCATE/EPSB accreditation visit is scheduled for Spring 2018.* [http://www.wku.edu/cebs/news\\_and\\_events/2012/cebs\\_continuing\\_accreditation.php](http://www.wku.edu/cebs/news_and_events/2012/cebs_continuing_accreditation.php)]

### **Northwest PEU Diversity Proficiencies:**

1. Candidates will connect theory and practice to meet the needs of diverse learners.
2. Candidates will demonstrate sensitivity and respect for diverse groups.

We as a PEU feel that these two proficiencies encompass our expectations of the education students at Northwest. These two proficiencies reflect our effort to have our students understand not only the theory behind education, but also how to adopt and adapt the theory into the classroom.

NCATE (2013). *NCATE glossary*. Retrieved from

<http://www.ncate.org/Standards/NCATEUnitStandards/NCATEGlossary/tabid/477/Default.aspx#>

Department of Elementary & Secondary Education. (2013). *Glossary of MoStep terms*. Retrieved from

[http://dese.mo.gov/divteachqual/teached/Examiners\\_Handbook/documents/Glossary\\_final\\_.pdf](http://dese.mo.gov/divteachqual/teached/Examiners_Handbook/documents/Glossary_final_.pdf)

UNC Professional Education Council. (2011). *Professional educators transforming lives: Conceptual framework for education programs at UNC Charlotte*.

Western Kentucky University. (2012). *Western Kentucky University diversity proficiencies*. Retrieved from

[http://www.wku.edu/cebs/news\\_and\\_events/2012/cebs\\_continuing\\_accreditation.php](http://www.wku.edu/cebs/news_and_events/2012/cebs_continuing_accreditation.php)

## COUNCIL ON TEACHER EDUCATION

Thursday, March 14, 2013

3:30 p.m.

Shared Conference Room, Administration Building

The meeting was called to order by Christine Benson, Chairperson, with the following members present: Kelsie Cass, Jason Eggers, Carole Edmonds, Joe Kreizinger, Cathy Lovins, Cheryl Malm, Michael McBride, Pradnya Pater, Joyce Pivaler, Vicki Seeger, Shirley Steffens, Michael Steiner (left during Agenda Item 7), Jennifer Wall, and Nancy Zeliff. The following members were absent: Leslie Galbreath, Ex Officio for Owens Library; Dan Gordon, College of Education and Human Services; and Greg Haddock, Ex Officio for Graduate School. Public school representatives Brianne Hunter and Lori Snead were unable to attend. Karen Detrixhe and Matt Symonds were also present.

P-12 School Representatives Reports/Updates: Jason Eggers reported that they are anticipating more information on the common core and MSIP. They are waiting to get the tools that will be used to address the teacher evaluation standards.

Dr. Steiner moved to approve the minutes of the January 24, 2013, meeting. The motion was seconded by Dr. Pivaler and unanimously approved.

Dr. Edmonds moved, seconded by Dr. Steffens, to approve the agenda. The motion was unanimously approved.

Dr. Edmonds, seconded by Dr. Wall, moved to approve Proposal 112-22-05, Deletion of Driver Education Certification Program and Associated Courses: Driver Task Analysis (22-271), Developing Classroom Knowledge (22-571), and Developing Vehicle Competencies (22-572). The number of school based programs has decreased which has impacted the need for this program. The motion was unanimously approved.

At the last Faculty Senate meeting, they decided to reconsider the "Double-Dipping" policy for Proposal 112-SENATE-01. This policy was updated last year and voted on by the Faculty Senate. As this is reconsidered, it has been requested that COTE be consulted. You are encouraged to contact your Senator with your questions and concerns.

The chairs of the COTE subcommittees will be asked to submit an annual report. They need to be provided to Kim Hullinger by April 3.

The Diversity definition and proficiencies were shared with the Council, and Karen Detrixhe was present to note discussion and comments to be shared with the committee. Dr. Kreizinger moved to approve the Diversity definition and proficiencies. The motion was seconded by Dr. Pivaler and unanimously approved.

Director of Teacher Education Report

Dr. Pivaler shared the new Teacher Education Admissions brochure. If you have any corrections or suggestions, please forward them to Amy Wilson. Amy will be notified that this brochure may be distributed.

Our consultant for the CAEP standards will be here next week.

The Teacher Education Guidance Committee needs to be changed to Education Guidance Committee in order for this committee to address both undergraduate and graduate students. Dr. Edmonds moved to approve this name change. The motion was seconded by Dr. Kreizinger and unanimously approved.

The meeting was adjourned.

  
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Joyce Pivaler, Executive Secretary

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Diversity Team Annual Calendar

Review of Diversity Data  
2013

	Fall	Spring
1 <sup>st</sup> Meeting	a)Review of University Calendar of Events- Potential items for immediate acceptance of Diversity Hours through Pre-Approval Forms b)Review of submitted hours not connected to courses	a)Review of University Calendar of Events- Potential items for immediate acceptance of Diversity Hours through Pre-Approval Forms b)Review of submitted hours not connected to courses
2 <sup>nd</sup> Meeting	a)TWS and Disposition Data Points Reviewed b)Review of submitted hours not connected to courses	a)TWS and Disposition Data Points Reviewed b)Review of submitted hours not connected to courses
3 <sup>rd</sup> Meeting	a) Review of submitted hours not connected to courses	a)Diversity Hour Review: Any potential changes needed for the following year in regards to acceptance policy, PEU Handbook changes, Diversity Hour Information for Fall PEU meeting b) Review of submitted hours not connected to courses

## Diversity Hour Experience

**Description:** Degree seeking undergraduate/graduate students and post baccalaureate students seeking teacher certification are required to complete a 30 hour diversity experience/six hour diversity experience.\* It is expected that this will be a meaningful experience through which the student will evaluate assumptions about teaching/administration/counseling in diverse settings and reflect on how the experience may alter those assumptions. The overall goal is to enable the student to observe/interact within and reflect on effective educational practice in diverse settings.

\*See approved types of diversity experience in the Diversity Document.

**Procedure:**

1. Some options for the type of experience include:
  - School visit
  - Job Shadowing
  - Teacher Exchange
  - Observation of a classroom/another setting
  - Volunteer work
  - Other as approved by COTE Diversity Team
  
2. Upon completion of the diversity experience, submit the Diversity Form to the Teacher Education Student Services Office (Administration Building 350).