

## **Northwest Missouri State University Statement on Diversity, Equity & Inclusion**

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.

### **Northwest Missouri State 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**

The Northwest PEU recognizes the importance of defining the idea of diversity. We strive to instill our students with an understanding of diversity and how it interconnects within education practice. We have developed the following proficiencies to be acquired by our education students.

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

In order to create an intercultural competent educator, candidates will connect with their own cultural identities and how those identities influence their interactions with diverse learners by:

- Exploring one's own socio-historical background and its role in identity formation;
- Analyzing one's own biases and assumptions;
- Examining how their identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

### **Diversity Hour Experience (30 Undergraduate and 12 Graduate)**

**Description:** Degree seeking undergraduate/graduate students and post baccalaureate students seeking educator certification are required to complete hours in a diverse settings. Undergraduate students must complete 30 diversity hours. Fifteen will be completed in (62-371) Introduction to Special Education. Ten hours will be completed in experiences specific to racial, ethnic and linguistic diversity in (51-569) Multiculturalism in Education. Five other hours will be completed from a designated list of activities approved by the COTE Diversity Team. Students that are in the new undergraduate program redesign will acquire an additional five hours of diversity credit during phase one.

All education graduate programs will require that each candidate complete 12 clinical hours in a diverse setting. Six of these hours will be completed during (61-649) Issues in Education or (61-695) Philosophy of Education course. The remaining six hours will be completed during an embedded course experience tailored to the graduate content area and must occur with populations that are racially, ethnically and linguistically diverse. These will culminate in a meaningful internship experience through which the candidate will interact with diverse populations, evaluate assumptions about teaching/administrating/counseling in diverse settings and reflect on how the experience may alter those assumptions and impact professional practice. The overall goal is to enable the student to observe/interact within and reflect on effective educational practice in diverse settings. Approved types of diversity experiences can be found online under approved diversity events on the TESS website. A list of approved diversity events will be determined each semester by the COTE Diversity Team. All diversity hours must be completed and logged into TK20 prior to student teaching.

**Procedure:** Proof of diversity hours must be uploaded to Tk20, whether they occurred within a course or outside of a course. \*The only exceptions are diversity hours taking place at a Ploghoft Lecture or other large group activity with a sign-up sheet. Students only need to sign up at the event and do not need to upload proof of hours to Tk20.

1. Scan a hard copy of a diversity hour form. This can be either the typical Diversity Form, a "service project log" for students in Introduction to Special Education or a graduate student field experience log, depending on the student's course or program.
2. This scanned copy must be signed by all required parties, scanned, uploaded to Tk20, and then emailed to the TESS Office at [tess@nwmissouri.edu](mailto:tess@nwmissouri.edu).
3. Instructions on how to upload your diversity hours to Tk20 can be found at <http://www.nwmissouri.edu/education/peu/tess/diversity.htm>.

**NWMSU Diversity Hour Credit Form**

Event \_\_\_\_\_ Date \_\_\_\_\_ Time of Event \_\_\_\_\_ to \_\_\_\_\_

Location \_\_\_\_\_ Description of Activity \_\_\_\_\_

Student Name \_\_\_\_\_ Number of Hours Completed \_\_\_\_\_

Student 919 # \_\_\_\_\_

Please indicate if these are undergraduate or graduate diversity hours: \_\_\_\_\_ Undergrad \_\_\_\_\_ Grad

The educational theory discussed in the event was relevant to which diversity definition qualifiers?\*

\_\_ethnicity \_\_race \_\_socioeconomic status \_\_gender \_\_exceptionalities \_\_language \_\_religion \_\_sexual orientation \_\_geographical area \_\_ age

*(The experience must coordinate with the events outlined by the COTE Diversity Committee.)*

Which Northwest Diversity Proficiency do you feel this event covers?

- Exploring one's own socio-historical background and its role in identify formation;
- Analyzing one's own biases and assumptions;
- Examining how their identity impacts their interactions with others;
- Synthesizing the above competencies to understand a larger system of inequities.

*(If the experience does not connect/fulfill/cover any of the above mentioned Diversity Proficiencies, it may not be used as Diversity Hours credit.)*

How would you apply this diversity aspect/educational theory to your future classroom? (10 sentence minimum) \_\_\_\_\_

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On-site supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

*(Your signature verifies that the NW student fully participated in this event and that the student has represented the event correctly in the information provided above.)*

Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

\*\*Please ensure that you have both signatures before submitting to the TESS Office