Proficiencies Related to Diversity

Advanced Programs

The Graduate School Learning Outcomes are aligned to the EIU Unit Conceptual Framework and together comprise the Unit Standards. The outcomes/proficiencies most related to diversity is Standard 5—Ability to Work with Diverse Clientele which is aligned with the EIU Unit Conceptual Framework Domains of Diverse Students, Diverse Strategies, and Diverse Societies and Communities. The Unit also has specific Dispositions related to Diversity (Interaction with Students and Sensitivity to Diversity and Equity).

EIU Advance Unit Standard #5 – Diverse Clientele
Ability to work with a diverse clientele, recognizing individual differences, and to use this knowledge, skills, and dispositions to make decisions appropriate for our schools and societies.

- Demonstrates effective, fair, and honest communication considering not only the message but also the audience
- Understands, recognizes, and appreciates individual differences in clientele
- Demonstrates a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace
- Demonstrates a respect for individual differences through the use of rich and varied approaches in working with clients

Note: The Illinois Professional Teaching Standards also apply to our advanced teaching candidates but are fit into this unit standard.

Selected Dispositions Related to Diversity
(Unit Conceptual Framework)

Interaction with Students (IWS) Interaction with students encompasses those behaviors that evidence the candidate’s regard for the learners. These include acts of fairness, respectful tone of voice, positive use of humor, and interest in students as individuals. In addition, candidates should evidence a supportive and encouraging atmosphere for learning through their interactions with students.

Sensitivity to Diversity and Equity (SDE) Sensitivity to diversity and equity goes beyond the acknowledgement or awareness of differences in the classroom or community. A positive disposition in this area may be evidenced by seeking out alternative materials, careful use of appropriate language and naming, equal disbursement of resources, and a lack of ethnocentric or gender-specific generalizations.