Exhibit 4.3.i

The Williams Teacher Education Program (WTEP) strives to be a Unit which “values and respects the contributions of each individual”; preparing diverse students for a diverse world, while remaining unapologetic for its biblical orientation. The WTEP is, in fact, a diverse community in terms of faculty educational backgrounds, academic preparation, and experience.

A consideration in all WTEP professional courses and related field experiences is how to prepare teacher candidates appropriately with different approaches to learning so that they can create instructional opportunities adapted to learners with diverse cultural backgrounds and with exceptionalities. Unit faculty model such inclusive approaches to teaching and classroom management as they select texts and teaching resources that reflect cultural aspects of diverse populations.

Contextually and comparatively, the entire student body at Williams is diverse in terms of socioeconomic status, ethnicity, and academic preparation -- indeed, the institution reflects more diversity than its geographical region. Even though numbers are relatively small, the College actively recruits minority students. A targeted advertising campaign has been maintained since 2003 to reach potential students, faculty members, and donors, especially in regions with significant minority populations.

Less academic in tone and focus, but no less significant, is the Director of Campus Ministries leadership in encouraging interactions with diverse communities and individuals. Specifically, Williams students, under the guidance of the Director of Campus Ministries, are given the opportunity to minister to -- and with -- diverse groups; typical of such efforts are the not infrequent mission trips to inner-city Nashville and Memphis. Several WTEP students are involved in summer mission efforts or semester long mission assignments that promote truly complex and diverse cultural engagements.

In keeping with the College’s ministry Williams students have a history of significant engagement with cross cultural and international mission and learning opportunities. In the most recent three years, approximately fifty students have participated in cross-cultural and international study and mission activities. South Africa, India, Indonesia, Peru, and Thailand comprise a partial list of countries where Williams’ students have been deeply engaged with diverse populations and cultures.

The Williams campus is generally homogenous (from a purely ethnic standpoint); however, the faculty attempts to make our students more aware of other racial and cultural groups through internationalization at home (and through programs like those noted in the preceding paragraph). Unfortunately, most students are unable to visit other countries so students are encouraged to get to know the international students and, thereby, expand their cultural horizons. Williams international student population, though small, means that the campus is a more diverse community than its home county. According to the United States Census and the “2005-2009 American Community Survey 5-Year Estimates,” Lawrence County, Arkansas, has 3.36% racial diversity and over 99% population that speaks only English. The national and cultural diversity found on the Williams campus is significantly greater than the diversity found in many of the
students’ home counties. Without question, for the great majority of Williams students, the Williams campus affords a far greater opportunity for cross-cultural and international contacts than most of their home high-schools, churches, or communities.